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CONTENTS

REFORMING CURRICULA: A PRELIMINARY STUDY IN SHAPING COMMUNICATION SCIENCES PROGRAMS IN ROMANIA

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Abstract: *Major changes occurred within the field of communication culture subsequent to digitalisation phenomena started to exert belated effects upon curricula architecture, educational policies and teaching designs of many fields of humanistic studies. This type of adjourned modernization of Higher Education originates in a complex nexus of reasons, including factors as conservative cultural backgrounds, teachers beliefs in technology integration practices and students barriers to adopting new interactive and independent learning strategies. The present article reflects the preliminary results generated by an applied research concerning the students' perceptions upon reformation and adaption of communication studies curricula in the context of digitalisation and issued from four workshops, carried under the aegis of Bucharest City Hall and the Ecological University of Bucharest.*

Keywords: *curricula, communication sciences programs, education policies, educational reform, digitalization of education.*

1. Setting the frame: Changing landscape of communication studies

Digitalization wave triggered after 2010 enhanced complex subsidiary phenomena such as *deterritorialisation* of cultures and identities, increasing mobility of people between places and groups[1] and rise of innovative social environments liberated by constriction of individuals' direct interactions. The anthropological turn fostered by digitalization contained

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[1] Eds. Peter Auer, Jürgen Erich Schmidt, *Language and Space: An International Handbook of Linguistic Variation*, vol. 1, Berlin & NY: Walter de Gruyter, 2010, p. 52.

new understandings of seminal notions as subjectivity[2], genesis of group identities, limits and legitimacy of state authority or dynamics of disruptive modernities[3]. No matter whether if we take into account the dissolution of classical national, political and cultural boundaries generated by new experiences of virtual communities and social networks or we discuss the reconfigurations of global trade and geopolitical balance, the digitalization opened the road for a renegotiation of cultural contracts. Stating that nowadays "market are conversation"[4], digitalization contributed to the emergence of a post-Guttenberg civilizational frame, within the bounds of which the message becomes the key vector in establishing and circulating meanings.

By rephrasing Marshal McLuhan's influential quote, due to "the medium is the message"[5], into a whole new semiotic equation claiming that "the message reconstructs the medium", contemporary reform of communication may engage also reconstruction of spheres as statehood, education, citizenship and political participation. Birth of a unique *lingua franca* of globalization, placed under auspices of westernization paradigm, enhanced previous disparities between centres and peripheries, developed and undeveloped societies and in the long run, the discordance and representational cleavages amid younger and older generations.

Distant events and processes become part of our living experience[6], increasing tendency towards mediatization[7] influencing the widely spread of patterned beliefs, behavioural models, and different information exchange normativity. The cultural *oikumene* associated to globalization allows unrelated individuals, separated by national borders, income asymmetries and different social backgrounds to become equal promoters of civic, environmentalist or reformist agendas and movements. The

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[2] Anthony Giddens, "The Rise and Fall of New Labour", *New Perspectives Quarterly*, Volume 27, Issue 3, 2010, p. 33.

[3] S.N. Eisenstadt, "Multiple Modernities", *Daedalus*, vol. 129, n. 1, 2000, p. 2.

[4] Rick Levine, Christopher Locke, Doc Searls, David Weinberger, *Cluetrain Manifesto*, NY: Basic Books, 2009, p. 20.

[5] Marshall McLuhan, *Understanding Media: The Extensions of Man*, Signet Books, 1964, p. 3.

[6] Eds. George Ritzer, *The Blackwell Companion to Globalization*, New Jersey: John Wiley & Sons, 2016, p. 190.

[7] The contemporary phase of mediatization processes refers to the growing independence of media logic in front of political logic, media cultural syntax becoming gradually the dominant benchmark in reconstructing reality. Jesper Strömbäck, "Four Phases of Mediatization: An Analysis of the Mediatization of Politics", *The International Journal of Press and Politics*, Vol 13, Issue 3, 2008, p. 239.

tremendous complexity of digital globalization, doubled by a glocal response, may call for reflection as regards the future role and accountability of communication practice. Furthermore, the aftertime of communication studies programs presents itself as intrinsically linked by presence of new ethical and methodological challenges. In this very context, some critical questions tend to detach: What should it be the key terms in reconstructing educational curricula of Communication, Cultural and Media studies? Should we give full credit to a technology-based approach in teaching communication and public relations? Or, there still are arguments for maintaining the traditional teacher-oriented model? There is a historical resilience of conservative perspective in Higher Education, especially in Eastern Europe?

Under omen of "invented traditions"[8] a new globalist youth culture emerged, announcing simultaneously the "death of distance"[9] and an age of "technostruggles"[10]. In this very context, the applied research project aimed to explore the perceptions of Romanian students enrolled in communication and public relations academic programs, about the reformation of curricula and further adaption of educational policies to the professional and cultural claims of digital ecosystems.

The workgroup reunited undergraduate and post-graduate students from Faculty of Communication Sciences, Ecological University of Bucharest and contributed to drafting of a response strategy on modernization and methodological adaption of communication and public relations academic programs. The debates followed topics as curricula structure, use of new technologies, teaching processes design, use of material resources and networking opportunities.

2. Context of research. Project description.

The research project was initiated under patronage of The Center for Youth of Bucharest City Hall and congregated as partners prestigious Higher Education institutions, including Ecological University of Bucharest, represented by Faculty of Communication Sciences and Faculty of Ecology and Environmental Protection.

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[8] Eds. Eric Hobsbawm, Terence Ranger, *The Invention of Tradition*, Cambridge University Press, 1992, p. 1.

[9] Frances Cairncross, *The Death of Distance: How the Communications Revolution is Changing Our Lives*, Harvard Business School Press, 2001, p. 7.

[10] John Fiske, *Introduction to Communication Studies*, London: Routledge, 2010, p. 16.

The main objectives assumed by "Bucharest, Capital of Education" initiative referred to:[11]

a. Edification and integration of an educational approach, favourable to the development of modern, multi-cultural and efficient teaching processes;

b. Promotion of students participation in educational and training activities, which may directly contribute to cultivation of a sustainable community culture, grounded on responsible development, civic action and social cohesion;

c. Creation of thematic workgroups and multi-disciplinary innovation teams, in order to foster the modernization and adaption of educational ecosystems to digital frame;

d. Initiation of actions and plans under formula of structured dialogue between young people and decision-makers, in the interest of consolidation and enlargement of non-formal education relevance and roles.

As part of the "Strategy for Educational Development of Bucharest City Hall"[12], the project "Bucharest, Capital of Education" proposed institutional debates revolving around key terms of curricula modernization, education for society and life and youth civic engagement. The project architecture was structured under formula of four debate meetings, conducted by a project coordinator, reuniting the members of the workgroup with educational experts, teachers and scholars. Faculty of Communication Sciences, Ecological University of Bucharest, implemented the project during November 2018, the four workshops and further feed-backs and reports of debates becoming the sources for an educational strategy proposal, whose preliminary axes will be presented in the closing section.

The methodological design assumed a participatory perspective, aiming to facilitate creativity techniques, innovation and engagement of target publics, also raising awareness on topics as education potential in reducing social vulnerability of marginal groups, changing environment of communication sphere and challenges triggered upon traditional educational models by digitalisation. By adopting co-creative and user-centric training designs, the workgroup intended to enrich the applied research relevance

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[11] "Bucharest, Capital of Education Project", *The Center for Youth of Bucharest City Hall*, retrieved December 10, 2018. http://ctmb.eu/proiecte/bucuresti-capitala-educatiei.

[12] "The Strategy for Educational Development of Bucharest City Hall", *Bucharest City Hall*, retrieved December 10, 2018. http://pmb.ro/primarul/prioritati_proiecte/proiecte _2000_2008/docs/133-139.pdf

and to support the interactive transfer of methods, from education providers to beneficiary of the educational processes[13]. Reformation of the educational curricula associated to communication and public relations undergraduate and postgraduate study programs may be considered as a the leading theme of the project, the study pursuing two central hypotheses. First sustains that present digitalization of Higher Education and especially of fields as communication and media studies, foster a diversification of teaching strategies and use of informational resources. Thenceforth, the second thesis highlights the ascent of learner-centred designs and tailored and dynamic *co*- and *extra*- educational curricula[14].

3. Reforming curricula in Communication Sciences. Issues to address

In a long time span, the significance of geographic location is eroding[15], while other critical benchmarks in construction of communication environment as sovereignty, individual agency and identify narratives are furthermore subject of major reinterpretations. The series of four debates hosted by Faculty of Communication Studies, Ecological University of Bucharest, concentrated on the exploration of students and teachers perceptions upon authentic roles of educational processes, in the sphere of contemporary Higher Education. An applied research regarding the evolution of curricula of communication and public relations study programs could serve as relevant foundation for recent discussions about informational revolutions, through intervention of multiple arguments. One of the first elements pleading for the value of a study dedicated to educational models and content used for formation of future public relations specialists refers to the ethical and social implications of PR practice. The living experience of fake news, radicalization propaganda or ascent of disruptive cultural networks advocate for a responsible public relations practice, involving in the same a reconstruction of the aria of competencies and cultural abilities of the practitioners. First workshop of

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[13] Methodological design "Concept and methodology of Interactive Workshops", *Community Research and Development Information Service*, European Commission, retrieved December 10, 2018. https://cordis.europa.eu/docs/projects/cnect/4/246644/080/deliverables/001-D32Conceptandmethodologyofinteractiveworkshops.pdf

[14] Deborah Faye Carter, Hyun Kyoung Ro, Benjamin Alcott, Lisa R. Lattuca, "Co-Curricular Connections: The Role of Undergraduate Research Experiences in Promoting Engineering Students' Communication, Teamwork, and Leadership Skills", *Research in Higher Education*, Volume 57, Issue 3, 2016, p. 363.

[15] Eds. George Ritzer, *The Blackwell Companion to Globalization*, p. 190.

the project, having as central topics **the curricula, the dropout phenomena in Higher Education and the teaching-learning designs**, disclosed the presence of multiple cleavages amid students' perceptions and the traditional objectives of the educational process.

The increasing pressure exerted by employers in subjects as professional experience, technical literacy and multi-disciplinary educational background, affects the students interest in engaging in humanities programs, even if the digital revolutions effects still remain to little discuss in terms of social contracts or political culture. Main questions raised during opening debate concerned the importance of Higher Education programs in genesis of social responsibility agenda, including enlargement of internships and volunteering activities share within curricula, but also tackled issues as conservative teaching approaches and difficulty in integration of student-oriented educational formulas.

We didn't know that we have the right to put questions, to make remarks, to assume different perspectives. We're still afraid that we could be marginalized. We're just educated to fit in, to respect the teacher. That is still the case in secondary education. And sometimes in technical Higher Education, these standards are yet applicable. We need to be taught how to think for ourselves, to change the focal point from learning to integrating knowledge.[16]

Another relevant argument confirming the social workability of an applied research dedicated to communication sciences programs bear on the chapter of lifetime learning and deliberate innovation. In this context, the second workshop discussed **the role of innovation in Academia** and the functions of **Education for life** courses as part of integrative formative approaches. The conclusions emerged from the workgroup debates refers to the necessity to insert entrepreneurial components inside of curricula structure. In this manner, the transversal competencies will unlock future opportunities for innovation, transfer of knowledge capital or early enrolment in professional sphere.

The employers are interested in practical skills and competencies. Despite the fact that we learn interesting theoretical content, from sociology to political anthropology or media studies, we would like to have more applicative activities

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[16] Work Group participant, undergraduate student, Communication and Public relations program.

and entrepreneurial training. We hope to spend more time in internships, workshops and work exchange programs. But the curriculum offers those types of opportunities only during last year of studies.[17]

Other capital arguments pleading in favour of analysing the educational design of communication sciences are related to the topic of changing working environment and increasing civic grassroots initiatives. The future PR practitioners are seen as essential vectors in aggregation of social agendas and in promoting new behavioural clauses for responsible use of educational resources. The third workshop of the project concentrated on two fundamental topics, **volunteering activities** related to educational process and the **reconstruction and deconstruction of the educational environment**. Due the fact that digitalisation allows the students and teachers to remain connected in absence of direct physical interactions, important questions arose in context of reformation of the classical teaching equations. Central conclusions detached at the end of the debate concerned the creation of discussion and debate spaces, having the role to promote informal connections, cooperation, community building projects and not at least, training and tutorial modules.

It would be such a good chance to have an open library and spaces for debates and interactions. We need to establish a culture of cooperation between us, because sometimes we interact only during classes and we miss important chances to collaborate, to engage in significant environmentalist or civic causes. We gather only when the teachers or tutors solicits us. Today was a good start to change this pattern.[18]

One of the final arguments which can be mentioned favourable to present applied inquiry is connected to increasing tendency towards cooperation between educational structures and administrative and governmental frames. The most significant fields include: ecological management of urban development, smart city and smart grid, social innovation and community commitment towards multi-culturalism. The closing debate of the project revolved around substantial themes of **local administration roles in promoting development of educational**

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[17] Work Group participant, postgraduate student, Communication and Public relations Master Program.

[18] Work Group participant, postgraduate student, Communication and Public relations Master Program.

infrastructures and opportunities and challenges in **improving the material basis of education**. Students and teachers, members of the workgroup, discussed several initiatives dedicated to edification of non-formal educational structures as School of Social Ecology, or private - public partnerships for awarding excellence in education and social innovation.

At the end of the applied research project, the following ideas were included into the draft strategy submitted to the initiator institution:

a. The creation of a "Garden of Ideas", informal discussion and study space, made accessible for all students and teachers of Faculty of Communication Sciences, Ecological University of Bucharest

b. The organization of an Eco-innovation Marathon, in partnership with Bucharest City Hall, subsequent to the launch of a social innovation and entrepreneurship call

c. The promotion of a Summer School in Social Ecology, program designed to train students, teachers and entrepreneurs in subjects as ecology of human interaction, social responsibility and urban development or smart mobility and transfer of knowledge capital.

4. Workgroup results: Feed-back and evaluation

The project workgroup reunited 18 members, including the coordinator of the project and one teaching staff representative, and provided 16 feedback forms. The feedback forms evaluated the project with subsequent scores: 11 rated the project with a maximum of 5 points, 4 with 4 and 1 with 3.

As a preliminary conclusion, the applied research and training project highlighted the role of education in bridging distinct cultural and representational territories, all the more so digitalization enhanced the fractures amid centres and peripheries, generational layers or marginal groups. What is the true role of Higher Education and mostly of communication studies was a part of this dynamic cultural picture it is still difficult to decide, mainly due the fact that post-Guttenberg revolution didn't disclosed yet its fully disruptive potential. The ascent of an image based cultural syntax and the decline of written text may imply a gradual loss of societal memory. In this context, education could remain the last link in connecting the previous social and cultural pacts with multi-modal architecture of a deterritorialized and virtualized global citadel.

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*** "Bucharest, Capital of Education Project", *The Center for Youth of Bucharest City Hall,* 2018, http://ctmb.eu/proiecte/bucuresti-capitala-educatiei.

*** "The Strategy for Educational Development of Bucharest City Hall", Bucharest City Hall, 2018, http://pmb.ro/primarul/prioritati_proiecte/proiecte_2000_2008/docs/133-139.pdf.

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THE ROLE OF REIGN IN ASSERTING THE ROMANIAN STATEHOOD REFLECTED IN SCHOOL TEXTBOOKS. FROM THE ROMANIAN MEDIEVAL STATES TO THE ROMANIAN NATIONAL STATE.

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Abstract: *On the occasion of the centennial of the Great Union (1918-2018) it is proper for all of us to remember with respect and gratitude the extraordinary leaders of the Romanian people. Rulers like Mircea the Elder, Alexander the Good, Vlad Țepeș (the Impaler), Stephen the Great, Iancu (Corvinus) of Hunedoara, Michael the Brave, Constantin Brâncoveanu and Alexandru Ioan Cuza served their country as they knew better, they have put the interest of the country above all, paving the way for the unification of all the territories inhabited by Romanians in Greater Romania on 1 December 1918. Horea, Cloșca and Crișan, Tudor Vladimirescu, Avram Iancu, Ana Ipătescu, the great Romanian poet Mihai Eminescu and Ecaterina Teodoroiu, as well as all the soldiers who fought for the independence of our country and the union of all the lands inhabited by Romanians are heroes who have fought with all the means they had at their disposal for the Romanian people.*

Keywords: *Mircea the Elder, Alexander the Good, Vlad Țepeș, Stephen the Great, Iancu of Hunedoara, Michael the Brave, Constantin Brâncoveanu and Alexandru Ioan Cuza.*

Introduction

We will briefly highlight the great figures that have marked and shaped both the history of these lands and their future. Whether it is rulers or ordinary people, known or unknown, everyone deserves our respect and appreciation because their deeds have influenced and made our present and our future.

Mircea the Elder was Voivode of Wallachia between 1386 and 1418. Despite the extremely difficult external context, Mircea was distinguished by his political, diplomatic and organizational abilities, and by the qualities of a brave warrior which he possessed. The Voivode of Wallachia knew, in the complexity of the political relations of the time, to bring

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ancient Romanian lands (Almaşul, Făgăraşul and Severin's Banat) within the country's borders.[1]

Mircea increases the wealth of the country, completes the social organization, the system of obligations and privileges, the system of properties and the dignitaries, organizes the country's administration better, strengthens the system of the Danube fortresses and organizes the "Great Army." The Lord of Wallachia sought to counterbalance the Hungarian political and economic influence by establishing very good relations with Moldavia, led by Petru Muşat, and with the mediation of the latter manages to conclude an alliance with Poland as well.[2]

As for the anti-Ottoman front, after the Ottomans were banished from Dobrogea, Mircea supported the forces that wanted to chase the invaders from the Balkan Peninsula, participating with the Serbian forces at the battle of Mierlei Plain. That is why the Ottoman Empire is trying to invade Walachia and turn it into a pashalik, but the plans of the Turks are shattered by the victory obtained by the brave Romanian army at Rovine. Mircea concludes an alliance against the Ottomans with King Sigismund of Hungary and participates in the battle of Nicopole.[3]

After the coronation of Mahomet, being abandoned by the old allies Hungary and Poland, which conclude an armistice with the Turks, Mircea is forced to deal with the sultan and to pay an annual tribute in order to acquire peace. The tribute did not meant the submission of Wallachia to the Turks, it remained free and independent of the Ottoman state.[4]

Alexander the Good (1399-1431) was enthroned as the ruler of Moldavia with the support of Mircea the Elder. The three decades of his rule have meant, for the country, a period of peace and quiet, economic prosperity and the strengthening of the state. Alexander has perfected the administrative, financial and military organization, thus strengthening his authority over the Moldavian Principality.[5]

The Voivode of Moldavia built a system of alliances aimed at defending the country's independence. From the very beginning, Alexander concluded a treaty with Mircea the Elder, which also delimits

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[1] Hadrian Daicoviciu, Pompiliu Teodor, Ioan Câmpeanu, (1997), *The History of Romanians from the Early Ages to the Revolution of 1821*, Textbook for the 7th grade, Bucharest, Didactic and Pedagogical Publishing, R.A., p. 104.

[2] *Ibidem*, p. 105.

[3] *Ibidem*, pp. 105-106.

[4] *Ibidem*, p. 107.

[5] *Ibidem*, p. 108.

the borders. This agreement has led to the development of a close alliance and a productive collaboration between the two states. In order to neutralize the claims of the king of Hungary, Alexander concluded an alliance with Poland, recognizing its suzerainty, but without damaging the independence of Moldavia.[6]

In addition to the development of political, economic and trade relations with Poland, the Voivode of Moldavia manages to establish very good cooperation relations with Lithuania. All these steps aim at creating a powerful defensive political system to prevent an attack from outside. Alexander has repeatedly helped Poland with military support in its struggle with the Teutonic knights.[7]

Although Poland and Hungary had signed a treaty against the Ottomans, to which Alexander the Good was forced to participate, in 1420 when the Turks headed for the White Fortress, the Voivode of Moldavia asked in vain for Poland's help. Under these circumstances, Alexander manages to reject the Ottoman attack by his own forces. During his reign Alexander the Good supported the alliance with Wallachia, knowing at the same time to maintain the balance between Poland and Hungary, counteracting their expansionist plans and managing to maintain the country's independence.[8]

Vlad Țepeș (the Impaler) (1448, 1456-1462, 1476) became for the second time Voivode of Wallachia with the help of Iancu of Hunedoara and a group of boyars. Vlad was an authoritative ruler in his internal politics, pursuing the strengthening of the central power, he was ruthless with the enemy and relentless with the boyars who conspired or the abusers, but above all he was a fearless fighter against the Ottomans, using all possible means to defend the independence of Wallachia.[9]

In order to justify Matthias Corvinus failure to fulfill his obligations to support the anti-Ottoman struggle in 1462, the Saxons in Transylvania began an extensive campaign of discrediting the Voivode of Wallachia. The methods of punishing the guilty used by Vlad were bloody and crude, but they were not very different from the methods used at the time in all civilized states of Europe.[10]

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[6] *Ibidem*.
[7] *Ibidem*, pp. 108-109.
[8] *Ibidem*, p. 109.
[9] *Ibidem*, p. 116.
[10] *Ibidem*.

The Voivode of Wallachia was preoccupied with the country's internal development so he encouraged trade by protecting local merchants, he preserved and consolidated the central institutions by giving greater importance to the dignitaries, he organized the army by maintaining the "Great Army" and established a new army corps (some kind of personal guard), rewarding the soldiers with the confiscated property from those who disregarded the voivodes orders. During his reign the city of Bucharest is certified for the first time, here begins the building of the Princely Court.[11]

Vlad has had conflicts as well as collaboration agreements with the Saxon cities, and his relations with the Hungarian kingdom were equally variable. Vlad Țepeș is the one who helps Stephen the Great to occupy the throne of Moldavia. The Voivode of Wallachia engages in the anti-Ottoman battle, refusing to pay tribute and breaking relations with the Turks. Counting on the support of Hungary, Vlad is moving towards an alliance with the Christian states. In the winter of 1461-1462, the Wallachian Voivode organizes an incursion in the south of the Danube, freeing Giurgiu, sacking the territories from the mouth of the river to Zimnicea and causing great losses to the Ottomans.[12]

From a letter found in the Mantova State Archive (Italy) it appears that during this campaign, Vlad and his army destroyed 50 Turkish ships that arrived on the Danube, the vessels were carrying the necessary timber for the Ottoman fleet and the Ottoman war „industry".[13]

In 1462, Mahomet II headed a large army crossing the Danube to punish Vlad. The latter manages to provoke chaos in the enemy camp through a night attack, but betrayed by some of the boyars he withdraws to Transylvania. Here he is imprisoned by King Matthias being accused of treason on the basis of a false letter. In the autumn of 1476, at the insistence of Stephen the Great, Vlad Țepeș was released to relaunch the anti-Ottoman struggle, but he reigned for only two months, he was killed by boyars as a result of the scheming of Laiota Basarab and the Ottomans.[14]

When *Stephen the Great* (1457-1504) began to rule, Moldavia was under Ottoman suzerainty and paid tribute to the Turks, and Hungary

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[11] *Ibidem*, p. 117.

[12] *Ibidem*, pp. 117-118.

[13] https://adevarul.ro/locale/targoviste/exclusiv-marele-razboi-vlad-Tepes-despre-romanii-n-au-auzit-lipseste-manualele-scolare-istoria-ofera-surprize-1_5b0143b2df52022 f75334696/ index.html

[14] Hadrian Daicoviciu, Pompiliu Teodor, Ioan Câmpeanu, *cited works,* p. 118.

and Poland were trying to dominate it. Stephen took measures to strengthen the authority of the Voivode and to weaken the power of the boyars, he strengthened the Voivode's Council, he gave a significant place to the dignitaries, trying to stimulate the economy he stimulated trade by supporting the Moldavian citizens that practiced it, he helped the small boyars, the free peasants, and the Church on which his military effort was based on and he also strengthened the fortification system.[15]

The Voivode of Moldavia allies himself with Poland to counter Hungary's claims of domination, succeeding in defeating the Hungarians and conquering Chilia in 1465. In the battle against the Ottoman Empire, Stephen concludes a series of alliances with Venice and the Turkmen state from Asia, and sends help to: Genova, Mangop, and to the Tartars. In Wallachia he defeated Radu the Beautiful and enthroned Laiota Basarab, a faithful ruler of the anti-Ottoman politics.[16]

Stephen struggles to preserve the country's independence and to defend European civilization through the alliance system with the Christian states and by armed struggle. Suleiman Pasha is sent with a large army to punish Stephen, but the latter with an army composed of Moldavians, Székelys, Transylvanians and Poles, succeeds with his inspired tactics to defeat the Ottomans in Vaslui. Following this victory, the Voivode of Moldavia concludes an alliance with Matthias Corvinus and tightens the ties with Venice, which sends a permanent diplomatic mission to Suceava.[17]

A new campaign undertaken by the Sultan in 1476 against the Moldavians ends with the defeat of the Ottomans. Because Laiota Basarab had gone on the Ottomans side, Stephen and Matthias Corvinus installed Vlad Ţepeş as Voivode. The Voivode of Moldavia is trying to persuade Rome and Venice to start an anti-Ottoman offensive together, but Venice and Hungary conclude peace with the Ottoman Empire, and Poland also concludes a treaty with the Turks.[18]

Remaining without allies Stephen is obliged to regulate his relations with the Ottoman Empire and to pay a large sum of money for defending the freedom of Moldavia, thus succeeding in preserving the independence of his country. Seeing that the alliance with Poland was ineffective against

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[15] *Ibidem*, pp. 119-121.
[16] *Ibidem*, pp. 121-122.
[17] *Ibidem*, pp. 122-123.
[18] *Ibidem*, p. 123.

the Ottomans, Stephen cancels it and strengthens the alliance with Hungary. He strives to put an end to the Polish expansionist tendencies in Europe and rejects the invasion of the Polish Army by defeating it in the Battle of the Cosmin Forest. Thus, in 1499, the independence of Moldavia is recorded and acknowledged by both Poland and Hungary.[19]

Iancu (Corvinus) of Hunedoara consecutively occupied the functions of Ban of Severin (1438-1441), Voivode of Transylvania (1441-1446), governor of Hungary (1446-1453) and general captain of the Hungarian kingdom (1453-1456).[20]

In his capacity as Ban of Severin, after the death of the King, Iancu expounds within the Diet the political situation of the country and the gravity of the Ottoman danger, supporting the candidacy of the Polish King Vladislav III to the throne of Hungary. The latter appoints Iancu Voivode of Transylvania. Iancu strengthens the central power by developing very good ties with the little nobility at the expense of the great nobility and strengthens the economic base of the voivodate, the organization and control of the mines, the salt mines, branch which has brought important incomes to the treasury.[21]

Iancu strengthens the army, which is formed mainly of Romanian knezes (which he ennobles) and small Transylvanian nobility, he also receives the free peasantry and hires mercenary troops. He starts a fierce battle against the Ottoman Empire, which leads to both victories and defeats.[22]

The Transylvanian Voivode enthrones Basarab II in Wallachia to support him in the anti-Ottoman struggle. Iancu succeeds through his courage and positive outcomes to persuade many European states (Poland, Venice, Burgundy, Aragon) to form an anti-Ottoman coalition in order to launch a campaign to help Constantinople. The Sultan is forced to offer peace which is signed and sealed in 1444 in Szeged.[23]

But the Crusade from Varna in which Iancu participates alongside Vlad Dracul, the King of Hungary and the Croatian and Bosnian armies, is doomed to failure because of the death of the King of Hungary. As the new appointed Governor of Hungary, Iancu laid the foundations for a common military political system made up of all the Romanian countries

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[19] *Ibidem*, p. 124.
[20] http://www.iancu.com/iancu-de-hunedoara-1387-1456/
[21] Hadrian Daicoviciu, Pompiliu Teodor, Ioan Câmpeanu, *cited works,* p. 113.
[22] *Ibidem*, pp. 113-114.
[23] *Ibidem*, p. 114.

which was aimed at fighting the Ottoman state. He succeeds in imposing Bogdan II in Moldavia (the father of Stephen the Great) who was loyal to his anti-Ottoman policy.[24]

After the conquest of Constantinople and the invasion of the Turks in Serbia, Iancu managed to gather a large army consisting of Romanians, Hungarians, Poles, Czechs and even Germans with which he defeated Mahomed. This huge victory is the last for the great commander, Iancu of Hunedoara dies by the plague in the camp near Zemun.[25]

Michael the Brave (1593-1601) ascends on the throne of Wallachia, after having passed through all the steps of the dignities becoming Ban of Craiova, with the sultan's support, supported also by the boyars, the Buzeşti and Cantacuzino families, as well as the Voivode of Transylvania Sigismund Bathory.[26]

From the beginning of his reign Michael adheres to the Christian League. He defeated, with the support of Moldavia, the Turks quartered in Wallachia and casts them out of the cities on the left of the Danube. Threatened by an impending Ottoman offensive, Michael sends a message to Sigismund Bathory to tighten the alliance, but surpassing the Voivode's instructions, the boyars admit Sigismund sovereign and accept Wallachia to be ruled by a number of 12 Wallachian boyars, who were to be part of the Diet of Transylvania. Sigismund also intervened in Moldavia where he replaced Aron Vodă with Ştefan Răzvan with whom he signed a similar treaty, thus becoming the suzerain of the two Romanian countries.[27]

Michael organized an army of mercenaries consisting of Poles, Szeklers, Cossacks, Serbs organized in units of cavalry, infantry and volunteers from the south of the Danube. The Voivode of Wallachia defeated Sinan Pasha in the Battle of Călugăreni and then retreated to the mountains, the Ottomans occupied Bucharest and were preparing to turn the country into a pashalik. Helped by Sigismund and a contingent of Tuscan artillery, Michael regroups and with the support of the popular masses, mainly formed from peasantry, he liberates Târgovişte and crushes the Ottoman troops.[28]

After a period in which the relations with The Ottoman Empire alternate between diplomacy and armed confrontation, the Wallachian

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[24] *Ibidem*, p. 115.
[25] *Ibidem*, pp. 115-116.
[26] *Ibidem*, p. 145.
[27] *Ibidem*, pp. 145-146.
[28] *Ibidem*, pp. 146-147.

Voivode is obliged to conclude peace with the Ottomans due to the actions of Poland and the Habsburg Empire. Michael succeeds in signing a treaty with the Habsburgs by which the suzerainty claims of the Voivode of Transylvania on Wallachia were suppressed. Because the new Voivode of Transylvania, Andrei Bathory, was very close to Poland, and there was a risk of the anti-Ottoman coalition to collapse, Michael marches into Transylvania with his army, defeats Bathory in Şelimbăr and unites the two countries. After being recognized by the Diet as the Voivode, he subordinates it by appointing numerous Wallachian boyars, designating a single chancellor in both countries and his captains in the cities of Transylvania.[29]

The pro-Romanian politics and measures adopted by Michael are disliked by the nobles and the emperor. In order to create the anti-Ottoman common front of the three Romanian countries, Ieremia Movilă, subject to the Polish, tributary of the Ottomans and Michael's enemy, had to be removed. At the entrance of the Wallachian Voivode in Moldavia the Moldavian troops passed on his side, easing his victory. Three weeks later, all of Moldavia was under Michael the Brave.[30]

For the first time in history, the three Romanian Countries were united under the same leadership. The realization of the union stirred up the dissatisfaction of the internal and external enemies, the formation of a powerful state was not to the liking of the Habsburgs, the Polish and the Ottomans, each aiming to master the Romanian Countries. In Transylvania the nobility passes on the part of the imperial general Gheorghe Basta, and in Moldavia the Poles enthrone Ieremia Movilă, continuing to advance to Wallachia to install Simion Movilă on the throne.[31]

Being defeated on both fronts, Michael asks the Emperor for help and they come to an understanding, because the Transylvanian nobility also rebelled against him, proclaiming Sigismund again as Voivode. Michael's and Basta's army defeated Sigismund, and in Wallachia the Buzeşti boyars banished Simion Movilă and the Polish army. But with his own ambitions and the blessing of the Habsburgs, Basta assassinates Michael the Brave at Turda.[32]

Constantin Brâncoveanu (1688-1714) reigned in an extremely difficult time for Wallachia. The Ottomans were imposing bigger tributes to maintain

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[29] *Ibidem*, pp. 147-148.
[30] *Ibidem*, pp. 148-149.
[31] *Ibidem*, pp. 149-150.
[32] *Ibidem*, p. 150.

their armies, they were fighting the Austrians and the Russians right on the land of our country.[33] Brâncoveanu leads a policy of strengthening the role of the central power and tries to regulate the tax system.[34]

The Voivode of Wallachia has acted intensely to promote culture, giving his name to a true artistic style. Brâncoveanu is the adept of the principle of political equilibrium, he maneuvers with skillfulness between the Habsburgs, the Russians and the Ottomans, using all his diplomatic skills in the attempt to leave the Ottoman political system.[35] He approaches the Habsburg Empire, but becomes aware that they want a replacement of the Turkish domination with their own dominion.[36]

Brâncoveanu concludes a secret agreement with Tsar Peter of Russia, which stipulates that when the tsar arrives with the army at the border of Wallachia, he will support him with his own army and food for the Russian army. Finding out about this understanding, the sultan, with the help of boyars, dethrones Brâncoveanu and brings him to Istanbul, where he jails him with his entire family, accusing him of „having gathered riches and guns" to rebel and „reign in absolute manner".[37]

Constantin Brâncoveanu is killed alongside his four sons and his son-in-law, offering the country and the Romanian nation the supreme sacrifice stemming from the desire to free the country from foreign domination and to preserve its Orthodox faith.

Alexandru Ioan Cuza (1859-1866) was elected Prince of Moldavia on 5 January 1859 and on January 24 he was elected Prince of Wallachia. Cuza's double election demonstrated to Europe the political maturity of the Romanians who knew how to use the provisions of the Paris Convention in order to achieve national ideals. The election of Cuza as the ruler of both Romanian Principalities has generated much enthusiasm and hope among the Romanians in Transylvania.[38]

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[33] Dumitru Almaş, *Romanian History,* Textbook for the 4th grade, Bucharest, Didactic and Pedagogical Publishing, R.A, 1994, pp. 70-71.

[34] Hadrian Daicoviciu, Pompiliu Teodor, Ioan Câmpeanu, *cited works,* p. 160.

[35] Nicoleta Dumitrescu, Mihai Manea, Cristian Niţă, Adrian Pascu, Aurel Trandafir, Mădălina Trandafir, *Romanian History,* Textbook for the 12th grade, Bucharest, Humanitas Educational, 2002, p. 44.

[36] Hadrian Daicoviciu, Pompiliu Teodor, Ioan Câmpeanu, *cited works,* p. 161.

[37] Maria Ochescu, Sorin Oane, *The History of Romanians,* Textbook for the 8th grade, Bucharest, Humanitas Educational, 2000, p. 74.

[38] Octavian Cristescu, Vasile Pasaila, Bogdan Teodorescu, Raluca Tomi, *The History of Romanians Modern and Contemporary Age,* Textbook for the 8th Grade, Bucharest, Didactic and Pedagogical Publishing, R.A., 1998, pp. 48-50.

Cuza's reign is a period rich in essential achievements for the existence of the Romanian national state, having as purpose the realization of the objectives included in the Revolution program of 1848 and the ad-hoc Divans of 1857.[39]

During the first years of his reign Cuza conducted an ample diplomatic action for the recognition of the double election and the achievement of the political and administrative union, objectives which contravened the provisions of the Paris Convention of 1859. At the European Conference in March 1859, France, England, Russia, Sardinia and Prussia recognized the double election and The Austrian and Ottoman Empires, at the pressure of the other states, will admit this state of affairs only during the reign of Cuza.[40]

Now it is initiated an extensive program of administrative unification: the customs services of the two Principalities merge, the coinage and telegraph administration are unified, the day of January 24th becomes a national holiday, the wisent and the eagle become part of the common coat of arms, Bucharest becomes the capital. The Romanian administration extends to the three counties in southern Bessarabia: Cahul, Ismail and Bolgrad.[41]

At the Constantinople Conference (1861) the great European powers recognize the full political union, but only during the reign of Alexandru Ioan Cuza. On January 22, 1862, the first unified government led by Barbu Catargiu was formed, and within two days Cuza opens the Legislative Assembly in Bucharest, thus forming the legal framework for the implementation of the economic and social reforms. The confrontations between conservatives and liberal radicals, that took place because of the agrarian and electoral reforms, will generate government instability and will force Cuza to drive them out of government, and to appoint the moderate politician Mikhail Kogălniceanu as Prime Minister.[42]

Due to the conflict between the Legislative Assembly and the Government, on 2 May 1864 Alexandru Ioan Cuza dissolves the Assembly, and Kogălniceanu will present a new constitution and a new electoral law, which will be subjected to a plebiscite, the result being favourable to the

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[39] *Ibidem*, p. 51.

[40] *Ibidem*.

[41] *Ibidem*.

[42] *Ibidem*, p. 52.

measures taken by Cuza. Other reforms that contributed to the development of Romanian society were: in administration, justice, education, trade, etc.[43]

In foreign policy it is attempted to assert autonomy towards other states, to issue a national coin and decoration, to develop diplomatic relations by establishing diplomatic agencies in Paris and Belgrade, and to proclaim the autocephaly of the Romanian Church towards the Patriarchate of Constantinople. The Romanian Principalities have an attitude of solidarity with the other neighbouring nations that also wanted emancipation, while protecting their own interests. Cuza paid special attention to the Romanians in Transylvania and Banat, supporting the intensification of contacts between the Romanians on both sides of the Carpathians. Famous cultural personalities from Transylvania will be involved in the cultural and political life of the Principalities: Simion Bărnuțiu was a professor at the University of Iasi, Al. Papiu Ilarian will be the minister of justice in the Kogălniceanu government, etc.[44]

The dissatisfaction of certain Romanian political circles with Cuza's authoritarian regime gives rise to a plot against him, which ends on the night of February 11, 1866, with the ruler leaving the throne and the country.[45]

Conclusions

All the rulers enumerated above sacrificed themselves for this land and for the Romanian people. Each person's sacrifice was different: health, soul, life, children's life. All this was sacrificed for freedom, independence and union. These remarkable figures that have built our history, have not only influenced our past, but are influencing both the present and the future. We owe to these exceptional leaders everything: life, language, faith, state, peace.

We in the present are not allowed to ruin what they have built with great effort. If we do not take care of the country that they have left us and the Romanian people, we will account to God, to our rulers and our ancestors who have shed their blood for this land and for the Romanian people.

With the help of this paper we tried to make known an episode of Vlad Țepeş's battles with the Ottomans. This page of our history has been lost in the darkness of time, but has come to light recently, due to the research of the archives of the State of Mantova in Italy.

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[43] *Ibidem*, p. 53.
[44] *Ibidem*, pp. 53-54.
[45] *Ibidem*, p. 54.

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THE SACRIFICIAL SPIRIT - A BEHAVIORAL PATTERN IN THE POPULAR MENTALITY AND CHRISTIAN FAITH

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Abstract: *Identifying behavioral patterns which have a high degree of reflexivity potential over sacrificial gestures is necessary cultural restitution. Models that have set historical, legendary figures have been contextualized in different ages keeping their meanings in accordance with social commands. The time of their reception has thus changed into complex times, generating multi-step semantics of the message transmitted over generations.*

The sacrifice of the great Romanian ruler Constantin Brâncoveanu is representative for the assumption of the sacrifice act by faith in order to preserve the Orthodox faith. This sacrifice, however, has extra value: that of martyrdom, which the history of humanity has recorded as an act of exemplary aura. The circumstances of martyrdom are essential to understanding the profound significance of self-sacrifice and sacrificing one's family, of not renouncing the foundation of life lived by one's faith. It is the belief that you were born to certain faith and lived according to it, so to it you must die, even though you thus have to decide on the death of your own children (another component of tragedy in this destiny). It becomes the paradigm of the behavioral model of martyrdom assumed as a way of spiritual salvation.

Keywords: *Constantin Brâncoveanu, behavioral model, Orthodox faith, martyrdom.*

Argument: The Behavioral Model and the Times of Reception

Over time, history has set behavioral patterns around which narrative nuclei of emotional impact have amassed, thus achieving a powerful remote effect. These models have brought forth historical, legendary figures that have been contextualized in different ages keeping their meanings in accordance with social commands. The time of their reception has thus changed into complex times. "Historical and social determination intervenes in the critical commentary, in exegesis, giving birth not to a single, universal interpretation, but to occasional, each time singular

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interpretations"[1]. However, the essential coordinates of the behavioral profile remain, thus highlighting a way of assuming existence, in an exemplary key. The behavioral model to which we refer invokes the criteria of ethical judgment: the ethics of responsibility, the public ethics of rights (civil, political, and social), the communication or conventions ethics, and the natural ethics of human rights. In exceptional situations, the ethics translated by "accords" established among various social actors (historians, in the case invoked by us) can generate moments with a strong tragedy substratum which, over time, become a meta-code that will operate through reflexivity. The model's influence creates, strengthens and sets values, guides the removal of symbols from reality and the processing of information. The norm is thus joined by the cognitive aspect and together they lead to defining the relations of power and authority (the social aspect of the social field). Explaining the destiny of a Romanian martyr by deciphering the significance of the political, religious, and historical context can bring to the forefront new meanings of assuming exemplarity at the cost of his life by refusing to renounce his orthodox religious faith.

The sacrificial spirit – a diachronic perspective

The exemplary destiny of Prince Constantin Brâncoveanu would give the history of humanity a fundamental new dimension, different from what was sanctioned as sacrifice, the expression of a faith, that is a faith-controlled expression of religious behavior, a gift meant to make a connection with the spirits (with the divine or with the ancestors), with the intent of taming the deities, or gaining their protection in the event of a struggle. These were the attributes which epitomized collective sacrifices. Human sacrifices were either bloody (as practiced by the ancient peoples, a behavior the representatives of Christian thinking would not accept, in which context we recall the burning of children in the Phoenician ritual acts, as recorded in *Preparatio evanghelica* by Eusebius of Caesarea) or bloodless sacrifices (offering beverages or plants to the gods), a ritual gesture preserved today by bringing the first harvest to church to be sanctified.

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[1] Sfez, Lucien, *A Critique of Communication*, translated by Radu Gârmacea, Raluca Popescu and Sorin Ghergut. Postface by Paul Dobrescu, Bucharest, Comunicare.ro, 2002, p. 333.

On another level of human sacrifice significance, in the sense of sacrificial spirit, we also recall the Roman gesture of "devotio", self-sacrifice for the good of the homeland. Such a revealing act took place during the battle of Kezukia (340 BC) when the leader Publius Decius Inus was sacrificed as the weakening of the Roman army was caused by the troops he had been leading.

These practices are the result of the mentalities and beliefs of those peoples, and the manifest direction was from the collectivity to the one chosen to be sacrificed.

Sacrifice according to Christian teachings has the highest significance. It appears as oblation in the New Testament, the sacrifice of the Son of God - the Man. The Supreme Archbishop brings himself as offering. This is the high significance of sacrifice in relation to God. Religious sacrifice seeks to remove sin and to spiritually rejuvenate the individual. Through suffering, sin is removed. In Christ, pain and death as punishment for sin have changed their meaning. Because of His great love for people[2], the Son of God ascended on the cross, and from there He took away the sin of the world[3]. Jesus wanted the cross as obedience to the Father. He did not die of human weakness, but accepted death and public crucifixion, being the victim of hatred[4].

The sacrifice of the great ruler Constantin Brâncoveanu has all the specific features of assuming the act by faith - a sacrifice for preserving the Orthodox faith, but also the attributes of martyrdom, which the history of humanity has recorded as an exceptional act of exemplary aura. Martyrdom, sacrifice is the experience of death determined by faith. The circumstances of martyrdom are essential to understanding the profound significance of self-sacrifice and sacrificing one's family, of not renouncing the foundation of life lived by one's faith: it is the belief that you were born to certain faith and lived according to it, so to it you must die, even though you thus have to not only give up what you treasure most – your family, your children, but you also decide they die (another component of tragedy in this destiny).

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[2] Ephesians 2:4.

[3] John 1:29.

[4] Professor PhD. Ioan Stancu, *Sacrifice – a common coordinate to all religions*, Eikon/icons and religious worship objects wwww. Eikon.ro, accessed on 13.0. 2018.

The symbolism of days in the decision of martyrdom

As all things imprinted by the aura of immortality, the destiny of the great Romanian ruler exhibits the temporal signs of conception and completion. The ruler was notified of his coming execution on the Wednesday of the Holy Week (1714), was taken on the Good Friday, the day of the Savior's "ascension" on the cross, and killed on August 15, the Day of the Assumption. They are all days of sadness, of pious remembrance when the Christian's soul echoes the great suffering of the world. The Romanian popular mentality shares that if the soul passes into the World without Longing during the Octave of Easter, then it goes straight to heaven. However, during the Holy Week the soul would go to hell, which is why the elders say that in the dry Week of the Passion there's no time, even to die. Prince Brâncoveanu would be taken during the Holy Week, but he would die on a great day, the Day of the Assumption, with its full meaning of the assumed suffering.

The moment of decision - assumed sacrifice

The ruler is not executed like others in the Romanian history or in the history of humanity. It is the moment of choice. He is told to renounce his Orthodox faith and to embrace the Muslim faith. It is an act of choice, which the Romanian ruler makes not only for himself but also for his sons. Collective memory has preserved the phrases which mark the ruler's firm attitude towards his faith: "Giaour Brâncoveanu, you are condemned to death together with all your sons, but I shall forgive you if you tell us where your other fortune is and if you renounce your law." The Romanian Prince replies: "You have my whole fortune, and I have no other; as for the Christian law, I do not renounce it, for to it I was born and lived, and to it I wish to die" (in a legend version).

Executions throughout history have been performed without giving convicts the choice to give up the country's wealth and their faith. That is why this moment is not just an execution, but martyrdom; it represents the greatness of the spirit and not the saving of the body. The execution of children is staggering; its details have been analyzed less over time. They were executed from the eldest son to the youngest. Not coincidentally. It is an accumulation of gradual psychological tension with the aim of deeply unsettling the father who watches as each child dies in turn, and so he dies a little each time one of his children's heads rolls away from the body. The father's words of encouragement for his sons were recorded by Antonio Maria del Chiaro, the ruler's Florentine secretary, in the volume "Foreign

Travelers in Wallachia"[5]. But one certain moment during this terrible execution remained in the conscience of those who witnessed or reproduced the abominable fact: the death of the younger child. Mateiaş was scarcely 11 years old and witnessed the decapitation of his brothers. When his time came to die, he broke away from where he was and (here the documents and stories of time keep two sequences, both with the same meaning): he either rushed to the embrace of his mother who had seen all the horrors and asked her to save him or he rushed to the sultan and asked for mercy. The first scenario is the most intense and credible and has great emotional force in accordance with the psychological tension of the moment of martyrdom: the image of Mateiaş in his mother's embrace.

It reminds us of the Virgin with the infant in her arms, a picture that saves the final image of Jesus' earthly life from the sadness: the mother at the feet of the child crucified on the cross. In an alternative version of the crucifixion, Lady Marica powerlessly watches her son die - a heartbreaking assumption of impotence when faced with predestination. The Judgment of Jesus and the moment of His crucifixion are only mentioned at crucial moments or during the Holy Week, when each Christian seems to relive the last week in the life of Jesus sequence by sequence, from the triumphal entrance into Jerusalem (Palm Sunday) to the night of the Resurrection. The image of His face contorted with pain and the blood flowing under the crown of thorns is troubling. The image of the sacrifice must be saved by the image of trust in faith, which is the image of the mother with the baby in her arms, who received the news and the divine gift, the child. The image of the sacrifice must not be terrible; the detachment from the world must not be mournful, but filled with acceptance that you are going to another world, on the unthreaded path. In popular mentality, there is this belief: you do must not mourn at the head of the dying, because "you will turn them back", the dawns are being sung after leaving for the Other Side, the World without Longing.

The image of the ruler's wife is terrible and once again credits the idea that the woman sacrifices herself here on earth – it is a bodily sacrifice; it is only he, the chosen, who endures a martyr's death, not a worldly one (the idea also appears in the ballad *Meşterul Manole* - without the bodily sacrifice of Ana, the monastery would have never been raised, but the supreme choice of the sacrifice is made by him, the man, the creator, hence the significance of creation sacrifice with multiple meanings).

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[5] Volume VIII, pp. 388-400.

Still in the realm of martyrdom we can find the following terrible image, even more disturbing over time because of the questions that it generates: it is the terrifying the image of the heads topping the spears, of the headless bodies left before the large gate of the seraglio, then thrown into the Bosporus after the night had passed. These are part of the martyrdom's terror. The last words of Prince Constantin Brâncoveanu are heart-wrenching: "Lord, let Your will be done!" Was this the Lord's will? Is man is the mortal who lives a little Here and a lot more Beyond? God rewarded him by placing him among the Romanian saints in the everlasting calendar. Could Man defy destiny? His words to God and the preservation of his faith are assumed, not as a worldly salvation, but as a spiritual one. Otherwise, he would have saved the worldly, not the spiritual, the faith. Faith is above the passing moment. Through faith we save ourselves spiritually, it is our only salvation. What remains is the terrifying story of the father who sees his children killed without giving up faith; furthermore, he urges Mateiaş not to be afraid and to die in his faith. Above all, martyrdom is an example of holiness. Not everyone can be saved by faith. We are all believers, but how many have the power to give up their love for their children for the love of the faith? This is the greatness of man - not the salvation of the body. It is a martyr's death, not a worldly one. Martyrdom is the experience of death determined by faith. There is little said in the writings of the age or over time about Lady Marica, the one who witnessed the deaths of her sons and husband. After their execution, she remained imprisoned in Constantinople until March 1715, and was exiled to Kutai on the eastern shore of the Black Sea, where he was released. She came back to the country in 1716.

On June 20, 1992 the BOR (Romanian Orthodox Church) canonized the Brâncoveanu Martyrs, setting their memorial day on August 16, so as not to overlap with the Day of the Assumption.

The collective memory and the representations of Brâncoveanu's martyrdom (the ballad of Brâncoveanu)

Such an exemplary destiny could not fail to imprint in the collective consciousness. The collective memory would settle out those sequences with potential for representativeness. The tragic story will generate social representations, nuclei for social and Christian behavior. The social representation has a tripartite structure: cognitive, affective and behavioral. Claude Flament considers social representation to be a conglomerate of cognitions, which the individual activates in certain situations. In this respect,

the information that circulated in the age about Brâncoveanu's martyrdom will be absorbed and used in folk creations and in the historical memoirs of the time. The social representations "main function is the reduction of tension and imbalance, diminishing the psychological discomfort of the individual faced with unusual social events"[6]. In the case of the dramatic destiny of these martyrs, this is a way to recognize the value of not giving up faith regardless of the atrocities the individual may be subjected to. There has always been the need for models, and, in the case of the Orthodox faith, Brâncoveanu's Martyrdom is a model designed for universality.

The behavioral component is precisely this: the social experience and practice generates prescriptive cognitions such as "one must ..." In the case of Brâncoveanu's exemplary destiny we must not forget the sacrifice for faith.

We comparatively analyzed two variants of "The Ballad of Brâncoveanu" from the library in Radio Romania Oltenia Craiova, in order to briefly explore the design of this behavioral model in the collective consciousness and memory.

The version interpreted by P. G. is very close to that picked by Vasile Alecsandri which circulated in all the areas of the country. „Brâncoveanu Constantin/ Boier vechi şi domn creştin / Domn de vrei ca să mai fii/ Şi ţi-i milă de copii/ Lasă-ţi legea creştinească/ Şi dă-te-n legea turcească!" „Nu mă las de legea mea/ Chiar pe toţi dă ne-oţi tăia/ Creştin bun că mă născui/ Creştin bun să mor vrui." (Brâncoveanu Constantin / Old boyar and Christian lord / If you wish still lord to be / An have mercy on you children / Hereby leave your Christian law / And embrace the Turkish law!" "I shall not give up my law / Even though you cut us down / A good Christian I was born / A good Christian I am to die.") We find the use of the perfect simple[7], which argues for the circulation of this version in Oltenia. The novel aspect in this version is the Constantin Brâncoveanu's curse: „D-ale lei, tâlhari păgâni/D-ale lei, feciori de câini/Să n-aveţi loc de-ngropat/Nici copii de sărutat/Să vă ştergeţi pe pământ/Cum se şterg norii de vânt!" ("D-ale lei[8], you pagan thieves / D-ale lei, you sons of dogs / May you have no resting place / May you have no child to kiss / May you clear off the earth / As the clouds are cleared by wind!") This manners of expressing his outward pain when

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[6] Moscovici, 1976, after Culeraru, 2006, p. 53

[7] Translator's note: This is the Perfect Simple Tense in the Romanian language, mainly used in Oltenia.

[8] t/n: interjection similar to a wail

seeing his children killed, is unprecedented as it builds the most painful image of loneliness in the popular mentality, that of having no children and no eternal rest. Both appear in the ruler's imprecation as therapy through words, relief from pain in the last moment of life.

The version of the ballad interpreted by D.M.[9] is a processed one, focusing on the ruler's love for the ruler, which resonates with the social command of the age. The tragedy of his destiny and refusal to abandon the Orthodox faith are subordinate to the primordial message, because at that time the church was not at the forefront of behavioral patterns. This version, however, exhibits a strong emotional image (far from historical truth) - the image of the ruler's body being cut into pieces: „Cu toporul că-l tăia/carnea bucăți o făcea/Şi-ntr-un coş că mi-l punea/Drumul pe mare că-i da” (“With the ax was he cut down/ Into pieces, all apart / In a basket were they laid / On the sea to be released”). Indeed, the bodies of the Brâncoveanu family would be thrown into the Bosporus. The popular creator, however, balances the terrifying image out through an impressive plastic image: „Şi marea se-aprindea/De om bun ce mi-şi era” (“And the sea was lit / For the good man that he was.”)

The intensity of the symbolism representative of this martyrdom is captured by the image projected through one of the four troparia from the canon compiled by the Greek Metropolitan Calinic of Heraclea, who was alive at the time of the events and died in 1726: “Today, a five candle candelabra illuminates the faithful and a five-ray celebration, the one of the renown Brâncoveanu and his children.”

Conclusions: Martyrdom - spiritual salvation

The sacrificial spirit has an exceptional feature in the Romanian consciousness: sacrifice is made for faith, in faith. In the *Meşterul Manole* ballad (roughly: *The master builder Manole*), which widely circulated throughout the Balkans, the Romanians are the only people building a monastery. The other nations build a bridge (like Bulgarians, Serbs) or a fortress (variants from Serbia and Hungary). Only the Romanians build through sacrifice a place of worship. Prince Brâncoveanu built his sacrifice the model of death determined by faith, a responsible assumption of human freedom, freedom through faith.

It is a symbol for the victory of spiritual life.

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[9] P. 1470, archived on 29.03.1977

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THE IMPORTANT NEED OF GENERAL ACCOUNTING AND MANAGEMENT ACCOUNTING

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Abstract: *The article focuses on the importance of the business intelligence technologies which are a major factor in the process of data analysis on the issue of business information. Also, business intelligence is a starting point to orientate the strategy of business creative opportunities of any organization to take the necessary steps towards a successful future on the market. From this perspective, accounting becomes a critical approach for the implementation of business intelligence management. The article further describes elements of both general and management accounting, the ABC emergence capabilities in theory, business and consultancy, as well as the basic objective of computing IT systems in decision making attempts and reports.*

It has become obvious that there is an important need of management accounting at the level of all organizations, which imposes including teaching of accounting in the university curricula, in the study plans, exercises and cases.

Keywords: *business intelligence technology, general accounting, management accounting, global accounting, decision making, ABC capabilities.*

Introduction

The rapid and world-wide development of business nowadays, the extraordinary openness towards internationalization and partnership need a permanent business management involvement and training to cope with the everyday changes on the market.

Business intelligence comprises the strategies and technologies used by enterprises for the data analysis of business information. It is business intelligence technologies that provide historical, current and predictive views of business operations. The common functions of global business intelligence technologies include reporting and online analytical processing, and from this perspective, business intelligence helps to develop and otherwise create new strategic business opportunities. An important

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domain to be studied, accounting is a significant part of business intelligence management and implementation.

Content of Accounting

Accounting consists of both general accounting and management accounting, which are equally needed. To be more functional and operational, this article analyzes especially the major importance of management accounting. Yet, let us focus on the main difference between them which are described in the template below:

General Accounting / External Accounting / Financial Accounting
- a general data bank for accounting -

➢ Accounting Problem Solutions are standard-based, and consist of scope, measurement, valuation, and sharing;

➢ Income statement income-to-income ratio and balance sheet per activities, representing the source-specific financial statements in focus;

➢ Taxation, enterprise statistics and computing for the social impact of companies;

➢ Owners' profit and loss accounts and profit distribution which are key tasks on the issue;

➢ Normally regulated ex post calculation for the entire business entity;

➢ Good comparability between companies (benchmarking).

Management Accounting / Operational Accounting / Internal Accounting

➢ Reporting from the needs of a company/public organization's management assists management which focus on supporting decision-making in planning, implementation and monitoring;

➢ Budgeting, costing and pricing, investment calculations and observation calculations, and calculations assisting strategic management as key issues;

➢ Utilizing, to a great extent, the data of an external computing data system in its reports; the solutions to accounting problems may be company-specific;

➢ Normative reporting is fairly free and company-specific;

➢ The reporting aspect can be ex ante / ex post / entire company / profit center / function / product or service.

Table 1: Differences between General accounting and Management accounting

General accounting

The General Accounting Information System is a standardized data repository based on common financial management standards, from which data can be extracted for different purposes - short-term ex-post conversion tracking of business activities, and budgets in monthly reports, tax calculations, and enterprise statistics. Understanding and utilizing the information produced by general accounting system in the management of a company forms the basis for a well-functioning financial administration. However, general business information cannot lead to an enterprise or a public organization. The past focus on information and the consumed type review do not support forward-looking management, nor is it possible to manage the company's operations instead of post-paid monitoring of expense and yield.

Management accounting

The management of businesses, including public organizations, is based on the exploitation of the data produced by the two main information systems in financial administration. The General Accounting Information System, the core of which is the corporate accounting system, forms a strong foundation for generating financial management information and exploiting knowledge. Ultimately, the income statement report produced by the accounting information system is the owners' profit and loss account and aims to present the share of the company's share of the company's operating profit in the form of profit for the financial year. In addition to the profit and loss account, the second main report of the general accounting includes a balance sheet showing the amount and structure of the company's own and debt financing, as well as the use of long- and short-term factors of production, working capital and liquid financial resources. Acquisition-priced pecuniary interest generates comparability in the data computing systems of the general accounting system, both within the transactions between the different operating years of the same company, and when comparing income and expense differences between companies.

The management accounting's function is to assist the management of a company or a public organization in its management work. Budgets, cost calculations, pricing, and investment calculations are typical examples of reports from the management accounting system. Future orientation, function specificity and individual reports from the company's own needs are types of management accounting. Management Accounting Reports

are largely based on data collected by the general accounting information system, but forward-looking reports, cost accounting, pricing and investment reports also need to use the information provided by the general accounting system information management system - the management accounting system.

ABC capabilities

It should be attempted to keep in mind the emergence of ABC capabilities. A (Academy) refers to the theory. The practice is always based on the theory of accounting and financial management. The author of the management accounting report must know the theoretical concepts and models. B (Business) means knowing business practices. Calculation examples in the book have been directed towards different industries. The characteristics of the different industries and the different types of companies will thus be taken into account in the calculations. C (Consulting) represents a self-sufficient ability to produce management accounting reports and to understand the concepts of financial management and the tools used by it - calculations.

The basic objectives of computing IT systems are to provide income management accounts for owners and to assist management in decision-making. The income calculation for owners is based on external accounting, while the decision-making component is the management accounting function.

Understanding the content, significance and goals of the calculation has traditionally been emphasized by external accounting, accounting and content. The main objective of standardized external accounting is to generate information for profit sharing. External financial accounting, which can also be termed a general accounting function and sometimes referred to as a financial accounting function, is primarily the source of financial information serving the needs of business owners. The company's profit and loss account presents the company's distributable earnings to shareholders for the financial year. This profit for the financial year is again the basis for corporate income taxation. In addition, the profit and loss accounts and balance reports produced by the general accounting are used in, inter alia, financing decisions on corporate surveys, corporate statistics and companies.

The profit and loss account of the general accounting describes the financial returns and expenses of the company for the financial year. The Monthly and Quarterly Reports of the income and expense streams of the

income statement report are used in corporate management to benefit, for example, from the monitoring of budget and operational indicators. Balance sheet figures can also be used to design and monitor business management activities in the same way as key figures in the income statement. The general accounting information system is thus the basis upon which the company's financial management can be built.

Need of Management Accounting

The need for a second entity, management accounting, in the turbulent competitive environment of the economy has increased significantly recently everywhere, but especially in SMEs. The management's accounting function gives its answers to answers and solutions to the needs of management and decision making that can only be taken into account by external accounting. The management accounting function can also be used for concepts of operational accounting and internal accounting. Calculation serving budgeting, cost and pricing calculations for products and services, investment analyses and earnings unit calculations are examples of calculations and decision-making situations where these calculations are used to support the management operations. The management accounting function may, in its observation calculations, produce reports on the implementation of the plans and the reasons for the differences. Planning calculations provide information about the future - available investment alternatives, budget targets for the next year of operation, or the cost of producing a new product or service. Reporting can also be made in the form of information calculations for non-resident stakeholders in order to justify pricing solutions for the company's products or services under the conditions of a regulated market.

Conclusion

Management accounting is not statutory, therefore its implementation requires new kinds of arrangements and new skills in the organization. The management accounting needs are defined by management. Management accounting, or operational accounting, must be able to serve the needs of management decision-making. The company management must define the decision-making situations and the related information needs that management accounting need be able to generate information, calculations and reports. The challenge of management accounting is often that the management has not sufficiently defined its own information needs and introduced this information to the company's accounting

personnel. Another problem is that accounting professionals are strongly oriented to areas of general accounting where they do not have a clear understanding of the importance of management accounting and the tools for managing a business. Leaders and computational information providers often lack common language and common discussion surfaces.

Significant decisions may be made in the company only when they are forced to do so. That is when we are already in crisis. Too small investments in product development will gradually reduce the company's competitiveness. Sales revenues are reduced and profitability is weakening. When performance gains deteriorate, there is an impact on the financial position. There is a need for additional own or foreign capital, to put pressure on the development of operations. In particular, external strategic funding plans require detailed operational planning for the future. The situation would be better if strategic reforms were made earlier. In the renovation phase, a realistic sales budget will be built and adjusted to match the cost. Once the profitability is at a reasonable level, strategic development measures are taken. As a consequence, there may be a lack of development of the management accounting function relative to the management needs. The company can then be guided by the information system of the general accounting system. This can succeed to some extent, but managing a successful business requires modern management accounting to support it.

The significance of accounting in all business education should be emphasized. The teaching of accounting should be included in all levels of education, in the competence maps and study plans of students. It should be its own large entity with many kinds of exercises and cases. The analytical skills of international accounting data are required in many different types of work, not only in work related to accountancy. In order to analyze and grate global accounting reports and financial statements, theoretical training is needed prior to the use in business.

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THE ROLE OF EDUCATION IN THE DEVELOPMENT OF MORAL VALUES AND PRINCIPLES - EMPIRICAL STUDY

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Abstract: *The paper focuses on the issue of education for values in Higher Education. When we talk about education in and through values, we try to train ourselves to respond to the situations that we live at every minute in our classrooms, social environments or families. It is about getting our attitudes and actions to contribute to building a more just, sustainable, equitable and supportive society. The study presents the results of a recent research conducted in the centennial year using survey based on a questionnaire addressed to students aged between 19 and 25, from various faculties of the University of Bucharest. The purpose of the study is to investigate the importance of values by trying to answer the question: Why do we need moral values and principles? identifying suggestions, recommendations on the importance of ethical leadership of life.*

Therefore, the preliminary results of the analysis of the research data shows that the students consider the education in the family and the school to be important for the development of moral values and principles.

Keywords: *Higher Education, values, principles, education, family, performance.*

1. Introduction

The issue of education in values is one of present interest for the contemporary society, is studied and presented in the relevant literature in many different ways. Education in values has a positive impact on the well-being of children and this can be differentiated according to the value scheme in which the child has been educated. Currently it is essential to analyze and reflect on the values and moral principles of today's youth. Values and moral principles not only can guide us, but they can inspire and motivate us by giving us energy to do something meaningful.

2. Theoretical framework

The theoretical framework of values education is supported by moral philosophy, moral psychology and moral educational practices (Han,

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2014)[1]. People do not live their lives in moral or ethical isolation but grow up within moral traditions (Reiss, 1999)[2].

Regardless of the historical moment and the social specificity, the importance of education has always manifested itself.

For the purposes of our research it is important to define values from a philosophical perspective, Zubiri (1986, p. 29) defines values as qualities that allow us to regulate the world to live in it, that is, values serve to discipline the life of the people in the world.[3] The education in values is very important not only in Higher Education but also in society.

Values are important because they help us to grow and develop. Every individual and organization are involved in making of decisions every day. The decisions we make reflect our values and beliefs, and they are always directed towards a specific purpose. That purpose is the satisfaction of our individual or collective (organizational) needs. The values and principles help us to create the future we want to experience.

More definitions of values exist in the considerable volume of literature on the subject. According to Halstead and Taylor (1996, 2005) although several surveys of moral and social values in Britain and Europe have been carried out over the last fifteen years (Abrams et al., 1985; Barker et al., 1992), there is still much disagreement about the term „values". Values have been variously defined as things which are considered „good" in themselves (such as beauty, truth, love, honesty and loyalty) and as personal or social preferences. Raths, Harrnin and Simon (1966, 28) describe values as „beliefs, attitudes or feelings that an individual is proud of, is willing to publicly affirm, has been chosen thoughtfully from alternatives without persuasion, and is acted on repeatedly". Fraenkel (1977, 11) considers values as being „both emotional commitments and ideas about worth"[4].

Beck (1990, 2) defines values as „those things (objects, activities, experiences, etc.) which on balance promote human wellbeing"[5].

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Halstead and Taylor (1996, 2005) use the term values to refer to principles, fundamental convictions, ideals, standards or life stances which act as general guides to behaviour or as points of reference in decision-making or the evaluation of beliefs or action and which are closely connected to personal integrity and personal identity.

In the modern era, technology is affecting society in ubiquitous fashion while maintaining its upright position, and both science and technology are also being influenced by society. The rapid advances in science and technology and increased societal complexities also underpin the importance of morals, values and ethics and their benefits to society (Chowdhury, 2016, 1)[6]. Values are positive potential in human being. Values are the rules by which we make decisions about right and wrong, should and should not, good and bad. Values are the basic principle that influence human's behaviors (Sari, 2013, 157)[7].

The educational quality is one of the goals of our education system along with the achievement of effective schools where the figure of the teacher assumes the role corresponds a management of the classroom and teaching improvement[8].

Effective schools aim to increase and guarantee quality of the teaching-learning processes and of the institutions through work in team and collaborative, of the leadership culture, of creating a school climate in the that developing the values of democratic citizenship, of cooperation between family and school, among other aspects, taking into account variables such as: the level of expectations of the school community, teacher training, project management, establishment of clear and insightful objectives, etc. (Fullan, 1996[9]; Beltran, 2007[10]; Lavin, 2007[11]; González,

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2005[12]; Castro, 2012[13]; González, Vázquez & Rodríguez, 2013[14]). John Dewey mentioned that "an ideal school must reflect an ideal society"[15].

The values of the "old" mean wisdom, order, harmony, measure, etc. values of rationality, but also values that have a strong christian thread: justice, humility, mercy, temperance, forgiveness, peace, gentleness or goodness, are learn, be transmitted both in the family and at school.

Values regulate and guide human behaviour and action in our day to daily life. Values are embedded in every word we select and speak, what we wear, ways in which we interact, our perceptions and interpretation of others reactions in what we are say and so on[16].

After reviewing of the literature Chowdhury (2016) asserts that morals refer to human behavior where morality is the practical activity and, ethics describes the theoretical, systematic, and rational reflection upon that human behavior (Churchill, 1982[17]). Values are linked to beliefs and attitudes and guide human behavior (Rennie, 2007[18]). Morals, values, and ethics are strongly attached to society, spirituality and culture (United Nations Educational Scientific and Cultural Organization, 1991)[19].

Moral education is about an inner change, which is a spiritual matter and comes through the internalization of universal Islamic values (Halstead, 2007)[20].

According to Ryan and Deci, students are more motivated and stay motivated, driven by intrinsic rewards such as constructive criticism than extrinsic, such as good grades because the intrinsic rewards give more

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satisfaction than the extrinsic rewards. To be motivated means indeed to be moved to act (Ryan & Deci, 2000)[21].

Morality and ethics are part of a way of life and cannot be separated from all other aspects of life experiences (Kang & Glassman, 2010). Moral education aims at promoting students' moral development and character formation. The theoretical framework of moral education is supported by moral philosophy, moral psychology and moral educational practices (Han, 2014 in Chowdhury, 2016)[22].

According to Surendra and Wattal a most important reason for reorienting education for values is the fact that the current model of education contributes to the lopsided development of students. This model of education puts exclusive focus on cognitive to the total neglect of the affective domain and presents an alienation between head and heart. Students are nurtured in a spirit of excessive competition and are trained right from the beginning to relate to aggressive competition and facts detached from contexts[23].

The critical examination and analysis through the concepts and principles of ethics help to justify our moral choices and actions (Reiss, 1999)[24]. In real-life situation 'ethics' is frequently used as a more consensual word than 'morals' which is less favored. Many students and professionals cannot find the sharp distinction between these two terms (McGavin, 2013)[25]. Recently moral thinking and moral action were explored using a Deweyan framework, and it was concluded that moral thinking orreasoning exists associal capital, and it is not a guide to moral action (Kang & Glassman, 2010)[26].

Education in values also prepares student for the world of work. The attitudes and values of hard work, discipline, cooperation, communication

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skills etc. enable them to develop healthy interpersonal relationships at home and in school which in turn facilitate their better adjustment on the job. The employers too look for these qualities in their prospective employees. It is a common observation that the advancement in a career depends not only on the intellectual abilities but also the ability to sustain hard work, assume responsibility and ability to work in teams and cooperate with others. While educational qualification helps to enter a job, efficiency to deliver in a job is often dependent on qualities of perseverance, cooperation, genuineness, hard work, communication and relationship skills.[27]

The author Veugelers (2011) presents in his study a humanist perspective on the development of values and norms. He shows how discourses on values have changed in the last decades and what the possibilities are for a humanist perspective on both autonomy and social involvement. According to many sociological analyses, modern society needs citizens who are flexible and reflective. Many professions require professionalism based on what Schön referred to as reflection-in-action. In education this calls for a practice in which youngsters reflect on their behavior, take responsibility for their actions, and try out new behavior in an experimental and reflective manner. The reflective paradigm has had considerable influence on the thinking about teacher education. The emphasis in the reflective practitioner approach to teacher education is on reflection on one's own professional behavior (Korthagen, 2004 cited in Veugelers, 2011, 22)[28].

Kuehn (2017) mentions that it would serve society well if the following seven moral values for students were taught in schools[29]:

- *unconditional love and kindness* - in most cases, if you love someone, he or she will love you back in return. This, however, is not the real meaning of love. Love should be unconditional. With more love in the world, kindness will follow and replace cruelty.
- *honesty* - students must be taught that dishonesty and cheating are wrong and will get you nowhere in the future. As a student, one is only hurting himself or herself by cheating, because this action will eventually catch up to you in the end with bad consequences.

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- *hard work* - the success was one percent inspiration and 99 percent perspiration. Nowadays, so many students want to cheat and cut corners in their studies and don't place any value on hard work. This thinking must change.
- *respect for others* - unfortunately, many people will tread on others to get ahead in life. Respect for others should include respecting different religions, races, sexes, ideas, and life styles.
- *cooperation* - to achieve a common goal, it is necessary for all people to work together. If this is not done, a few people may profit, but the result for everyone will be a failure; follow the motto "united we stand and divided we fall".
- *compassion* is defined as being sensitive to the needs of people. If there were more compassion in the world, there would be less homeless, hunger and unhappiness.
- *forgiveness* - anger in most cases is caused by unwillingness to forgive. There would be less violence and fighting in school if students could learn this moral virtue.

3. Research Methodology

Purpose of the study is to investigate value education by trying to answer the question: Why do we need moral values and principles? Identifying suggestions, recommendations on the role of ethical leadership of life.

Was analyzed the population of students, aged between 19 and 25 years, the sample included a total of 120 students from various faculties at University of Bucharest (see Table 1). Participants were selected by purposive sampling, a method known in qualitative research (Patton, 1990).

Table 1. Distribution of sample

Variables / Institution	Male		Female		Total	
	N	%	N	%	N	%
Faculty of History	7	5,83	23	19,17	30	25
Faculty of Geography	16	13,33	14	11,67	30	25
Faculty of Letters	18	15	12	10	30	25
Faculty of Mathematics	11	9,17	19	15,83	30	25
Total	52	43,33	68	56,67	120	100

The results of study were collected by applying a written questionnaire to subjects. It is a study that focuses in knowing which the opinions of students are on the role of moral principles and values;

identifying suggestions, recommendations on the importance of ethical leadership of life.

4. Results

The analysis of the data obtained we found that the students evaluate as important and very important the moral values and principles.

Table 2. Distribution of student's perception on the importance of moral values and principles.

Importance of the moral values and principles	Count	Percent (%)
1. Not at all important	8	6,7
2. Less important	10	8,33
3. Average importance	15	12,5
4. Important	26	21,66
5. Very important	61	50,85
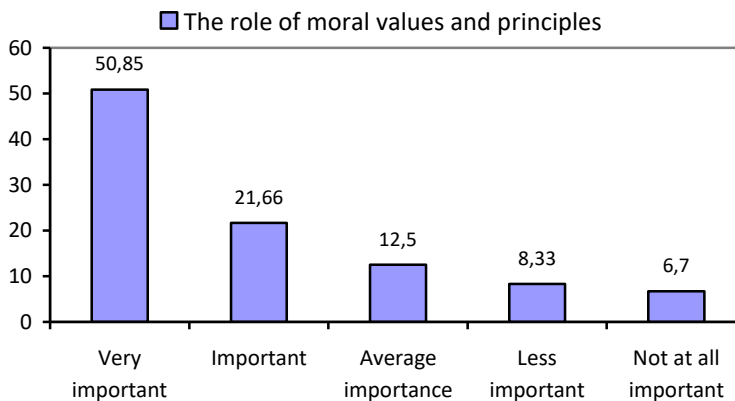
Figure 1. Distribution of student's perception on the importance of moral values

As can be seen from the table above that most subjects appreciate the moral values and principles as being very important for developing in carrer (50,85% subjects).

At the same time (see Figure 1) a 21,66% subjects consider the moral values and principles the important and 12,5% subjects appreciate as being of medium importance; it is noted that an 8,33% of the subjects consider it as being of little importance and only a 6,7% subjects consider not at all important. The respondents also said that the teaching of moral values at school is very important because it can influence the students' behavior.

Values and moral principles not only can guide us but can inspire and motivate us, giving us energy and lust for life to do something meaningful.

The distribution of students who considered as important a set of values that the school can transmit, in addition to knowledge, data illustrated in Figure 2.

- Teamwork and cooperation with peers - 80%
- Sense of responsibility - 52%
- Tolerance and respect for other people – 74,16%
- Perseverance - 89%
- Diligence - 65%
- The spirit of competition - 68%
- Altruism - 60,83%
- Independence - 85%
- Faith - 45%
- Submission - 39%
- Justice - 46%
- Self-esteem - 92%
- Devotion - 70%
- Honesty -43%
- Integrity - 58%
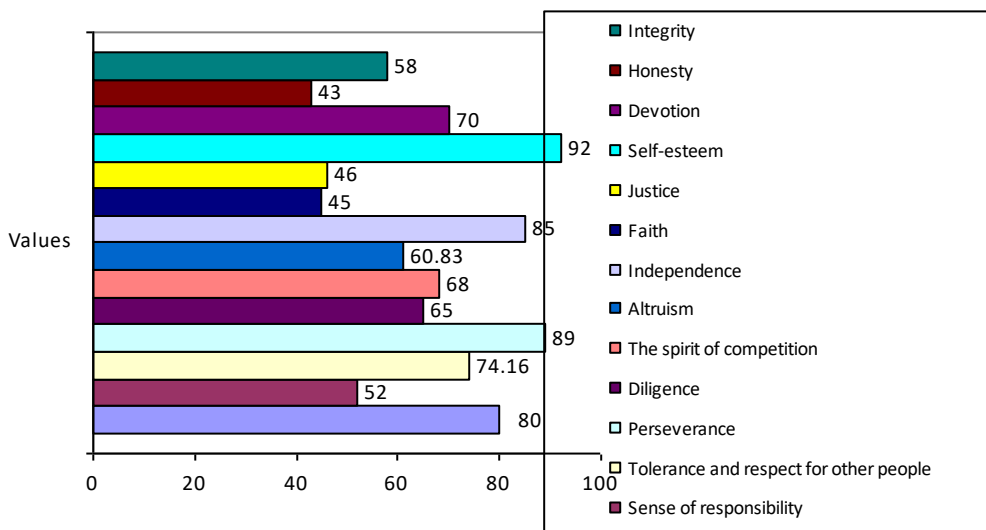
Figure 2. Distribution of students who considered as important a set of values

These data show that students need to be involved in communication actions that challenge their ideas, deconstruct the values interwoven in their ideas, and this can help them reconstruct their own personal beliefs

and self-esteem. A perspective aimed at participation and dialogue can create dialogical learning and change.

Consequently, teachers can enhance motivation by linking their course content to students' values. As we have noted the students are motivated by the atmosphere during classes, teamwork and cooperation with peers, self-esteem, independence, tolerance and respect for other people. The climate is established through some hours interesting and attractive by applying modern working methods (in groups, guided discussions, debates, use of the new technology), need to the same time be relaxed and captivating, and the teacher to manifest enthusiasm and passion.

5. Conclusions and discussion

Based on literature review and from research data obtained it is important to developing the activities for participation students in classroom, it is also necessary that teachers are well aware of and regularly informed about new emerging issues, instructional methods and techniques from upcoming research. This may help teachers to develop conceptual tools in the context of teaching morals, values, principles and ethics.

A student-centered and inquiry-based teaching approach is suggested to enhance students' motivation and foster human values and connectedness with personal and society issues.

The study has proven teaching and learning practices may be applied while developing morals, values and ethics.

While it is important to implement the teaching techniques and methods discussed, it is also necessary that teachers are well aware of and regularly informed about new emerging issues, instructional methods and techniques from upcoming research. This may help teachers to develop conceptual tools in the context of teaching morals, values, ethics.

Despite various obstacles in teaching morals/ethics and implementing character education in the sciences, the majority of the teachers and society at large strongly support the presence of morals, values, ethics.

Students can develop higher awareness of social implications of their studies, become self-dependent individuals, and be able to recognize, accept and internalize their roles in decision-making. Students can handle various moral and ethical issues in society, take responsibility, and build a good character.

For example, open-minded teachers (who value personal autonomy, independence, engagement in interesting and challenging actions) tend to

be more inclined towards student-centered teaching, where their learning peculiarities prevail.

Remains open for investigation if personal values teachers have an impact not only on the way in which they calibrated teaching strategies, but also how they relate to teaching profession and identity.

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ANDRAGOGY AND ESP: FROM A SURVEY IN HIGHER EDUCATION TO EMPLOYMENT PERSPECTIVES

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Abstract: *Today's students have evolved towards "digital natives" as the role of the media has long turned into a means of instruction and has been highly used in blended learning especially in the study of foreign languages. After having conducted a study with students from two Romanian universities, the present paper analyses in depth how and why (employed) students use a personalized approach as a means to absorb information from ESP classes while working by using a plethora of technological tools. As expected, students differentiate between the purposes of the media used as they have constructed special social media networks addressed only to education purposes as opposed to their personal lives. The employment motivation for the young category of students versus the more senior ones revealed the fact that they need to be prepared for the domestic and the European workforce market from a multidisciplinary point of view.*

Keywords: *andragogy; ESP; social media; survey; adult learning.*

1. ESP and andragogy - a mix of English language teaching and adult education

ESP (English for Specific Purposes further referred to as ESP) debut dates back to the 1970s when it brought a new perspective on teaching English. As teaching foreign languages has always been related to using listening activities and watching videos as means of instruction, English for Specific Purposes (ESP) is highly related to hands-on experience of the future profession. In this sense, the challenge for the instructor is to support the student in combining his/her class activity with his/her

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professional life, as well as electronic networks he/she is part of for the learning purposes. Moreover, it became more and more obvious that English had quite different usage in different life fields - medicine using different terminology than economics or technology - we notice the shift in teaching English as moving from teaching grammar rather to teaching English as it is used in real life situations according to Tom Hutchinson[1] with a stress on communication. Hutchison also highlights the idea that this change is directed towards the learner and his/her needs rather than the educator and Malcolm Knowles introduces the idea of adult education - as further detailed in the following theoretical framework.

1.1. English for Specific Purposes (ESP)

ESP has benefitted from theories about research practice such as those elaborated by John Malcolm Swales and his CARS (Create a Research Space) model[2], devising research as an academic competitive concept. This model was complemented by Tony Dudley-Evans and Maggie Jo St John who focused on emerging trends in ESP theory and practice[3]. They looked at ESP as a distinct methodology, examining 5 key roles of the academic practitioner: teacher, course designer and instructor, collaborator, researcher and evaluator. According to the two authors, ESP was from the very start designed to meet the needs of learners while understanding the complex roles of a teacher who provides, in addition to delivery of instruction, the tasks of cooperating with students, engaging in research work with other academics and design and delivery of testing materials. In her informative study on their connections and differentiations, Helen Basturkmen presents a comprehensive overview, highlighting demands and effectiveness for learners and teachers[4]. Basturkmen's contribution continues the pragmatic approach vis-a-vis ESP, detailing the main stages of ESP education: needs analysis, investigation of specialist discourse and curriculum planning, providing ESP course developments case studies as examples of practice which support a coherent and logical approach for

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[1] Tom Hutchinson, Alan Waters, *English for Specific Purposes. A learning centred approach*. Cambridge: CUP, 1991, p. 6.

[2] John Malcolm Swales, *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press. Cambridge, 1991, pp. 140-145.

[3] Tony Dudley-Evans and Maggie Jo St John, *Developments in English for Specific Purposes*. Cambridge: CUP, 1st edition, 1998, pp. 20-31.

[4] Helen Basturkmen, *Developing Courses in English for Specific Purposes*, London: Palgrave Macmillan, 2010, pp. 3-13.

higher education practitioners. According to Paul Brett, language learning based on a wide variety of multimedia tools maximizes communication and self-directed instruction, supporting learners in being exposed to diverse and innovatively used sources[5]. For Brett, the use of multimedia in ESP-based contexts determines learners adjust their behaviour, namely that they "negotiate" their own relation to language acquisition and that it serves instant feedback opportunities to instructors. Furthermore, Yu Fen Yang looks at how autonomy is expressed in relation to student behaviour, and refers to a "self-directed process" in which "students develop the ability to identify their own learning needs and explore available resources" to meet established aims[6]. According to Yang, ESP benefits from onsite and online delivery, his study case detailing the learning flow in which students stepped from individual assignment to online workshop and online community learning. For learners exposed to such an environment, the correlation between learner autonomy, self-directed learning, and ESP highlights the role of ESP in enhancing autonomy.

1.2 Andragogy - which is first: the individual or society?

In 1960s, Malcolm Knowles introduces andragogy - a new approach to teaching and learning for adult education with a focus on the learner. When initially presented in 1968, his theory comprised four core assumptions which, by 1998, evolved into a series of six, currently standing for the principles of andragogy - the means and methodology of teaching adults. Thus, Knowles differentiates adult education from child education in terms of need, self-direction, prior experience, readiness to learn, life-centred orientation, internal motivation[7]. Nevertheless, in our endeavour, we shall refer to the four basic core principles designed by Knowles as we believe that the two extra concepts later added are self-included: needs in motivation and self-directness in performance development. Thus, andragogy basically follows two directions: core of principles and process design[8] or how adult education can be successfully

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[5] Paul Brett, "Integrating multimedia into the Business English Curriculum: a case study" in *English for Specific Purposes*, Volume 19, Issue 3, 1 September 2001: pp. 269-290.

[6] Yu Fen Yang, "Self-directed Learning to Develop Autonomy in an Online ESP Community. Interactive Learning Environments" in *Interactive Learning Environments*, Taylor & Francis, 24 (7), 2016, pp. 1629-1646.

[7] Malcolm S. Knowles, *The Modern Practice of Adult Education. From pedagogy to andragogy*. Revised and updated. New York: Cambridge, 1980, pp. 43- 44.

[8] *Ibidem.*

achieved. Holton et all states that "these core principles of adult learning are believed to enable those designing and conducting adult learning to design more effective learning processes for adults"[9].

Nevertheless, as it is student-oriented, the concept advanced by Knowles has a series of opponents who criticize the individualistic nature of an adult's formation. André P. Grace[10] and later Pratt[11] remark the lack of compliance with society and its contribution to society development and change but Holton is correct when he asserts that andragogy is grounded in humanism and pragmatism with a focus solely on the individual's personal development "with the self-actualization of the individual" and knowledge acquired through "personal experience rather than from formal authority"[12]. However, andragogy is not a universal panacea but a set of concepts whose purpose is to establish a model of adult education with application in any field involving adult learners - such as higher education, human resources, knowledge management or company development and it should not be regarded as a "one size fits all[13] and it can therefore be associated with any of the above-mentioned theories and philosophies[14]. As a result of the ideological debate on adult learning and education philosophies, Knowles reviews his theory and admits that adult education has, indeed, an undeniable contribution to social development.

At the same time, Knowles' theory is somehow in compliance with the 2001 European Commission document because Knowles highlights the adult's desire to take classes as deriving from an inner conviction regarding its benefits for his/her development, while the European Commission document establishes what employees ought to do to develop more, thus "imposing" a sort of development. At the same time,

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[9] Elwood F. Holton, Richard A. Swanson, Sharon S. Naquin, "Andragogy in Practice: Clarifying the Andragogical Model of Adult Learning" in *Performance Improvement Quarterly,* 14 (1), 2001, pp. 118-143

[10] André P. Grace, "Striking a critical pose: Andragogy-Missing links, missing values" in *International Journal of Lifelong Education.* 1996, 15 (5), 1996, pp. 238-392.

[11] Daniel D. Pratt, "Andragogy after twenty-five years" in *New Directions for Adult and Continuing Education. 57-An Update On Adult Learning Theory,* 1993, p. 21

[12] Elwood F. Holton, Richard A. Swanson, Sharon S. Naquin, "Andragogy in Practice: Clarifying the Andragogical Model of Adult Learning" in *Performance Improvement Quarterly,* 14 (1), 2001, p. 119.

[13] *Ibidem*, p. 129.

[14] André P. Grace, "Striking a critical pose: Andragogy-Missing links, missing values" in *International Journal of Lifelong Education.* 1996, 15 (5), 1996, p. 239.

the document establishes a lifelong learning strategy for the EU citizens, with the purpose of sustaining the European economy via national economies as part of the common European market[15] together with the strategy regarding the European Language Framework and ESP in higher education as a means of accommodating students and adult learners with terminologies specific to their field.

Beder follows Knowles when he states: "adult literacy education is characterized by a number of elements: a focus on meaning rather than the conveyance of factual information; involvement of learners in decision making rather than placing control solely in the hands of teachers; instruction based on learners' experience rather than standardized, predetermined curricula; and helping learners transform their lives and society rather than merely code and decode text"[16]. Earlier, in 1989, Beder analysed the motifs of adult change as part of the social change: "The need to comprehend changes in expected role behaviour and to change accordingly has been the basic purpose behind much of the adult education that developed within the women's movement. It has also been a propelling force behind parent education and in many continuing professional education programs in fields such as medicine, law and nursing"[17].

However, Merriam and Brockett also observe "the changes in adult education", stating that: "the question of professionalization is something of a paradox for the development of adult education. On one hand, there is a belief that professionalization is essential to moving the field from a marginal status (whether real or perceived) to one that wields more influence in society. At the same time, some very basic concerns must be addressed about adult education becoming so absorbed with the elements of professionalization that this process will ultimately produce a narrowly defined mainstream that excludes many of the diverse voices of those people who engage in its practice"[18]. The approach to adult learning and

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[15] European Commission, 2011, "Making a European area of Lifelong Learning a Reality". http://viaa.gov.lv/files/free/48/748/pol_10_com_en.pdf. Accessed on January 10, 2017.

[16] Hal Beder, Patsy Medina, "Classroom Dynamics in Adult Literacy Education" in *National Centre for The Study of Adult Learning and Literacy*, Boston, MA: NCSALL-R18, 2001, p. 25.

[17] Hal Beder, "Purposes and Philosophies of Adult Education", in *Handbook of Adult and Continuing Education*. San Francisco: Jossey-Bass Publishers. 1st edition, 1989, p. 39.

[18] Sharan B. Merriam, Ralph G. Brockett, *The Profession and Practice of Adult Education: An Introduction*. San Francisco: Jossey-Bass, 1997, p. 5.

education can be made, therefore, from different perspectives which are oriented either towards personal or societal development. The second part of our paper is concerned with adult education following andragogy principles as defined by Knowles where we analyse the results of the survey addressing employed students from different forms of enrolment: full attendance, low attendance, and distance learning.

2. Survey design and administration

As we live in a society under an ongoing change, practice-oriented and still recovering after the financial crisis of 2008, more and more students get employed, this being obvious in the two targeted institutions - University of Bucharest and Bucharest University of Economic Studies - which we believe is a general practice in other Romanian universities as well. For our study, participating students come from different specializations: business, marketing and tourism as well as letters, law and sciences. Taking into consideration the issue of employment while studying, we have tried to find out how they manage to balance their study programme with their work. Even if the forms of enrolment are designed accordingly, some students prefer to fully attend classes, while others prefer low attendance or distance learning. Under these circumstances, our survey explores how/if students manage to attend classes and what they do in case work overcomes their studies. At the same time, we have designed the questionnaire also thinking in terms of digital proficiency and how students use technology to complement their studies in case of absence generated by professional workload. In addition, the purpose of the survey was also to develop communication with the students in an attempt to help them and understand their needs, facilitating our connection with the local labour market and its demands.

As a result, the questionnaire was planned to cover three parts: demographic questions about age, gender, social status; the second part includes general issues about affiliation, type of enrolment and specialization, while the third part consists of specific questions in relation to the principles expressed by Knowles. The 23 questions addressing the specific andragogy characteristics were drawn in terms of the need to know, self-direction, prior experience, readiness to learn, life-centredness and internal motivation being complemented by the important steps: preparation, climate, mutual planning, objectives, learning plans, help and evaluation, almost all of them being taken in conjunction with the learner. The questionnaire has also addressed the issue of learning modern

languages in high demand on the labour market, which cover but are not limited to English, French, and German. As ESP instruction attempts to combine traditional face-to-fact contact with blended learning media, the survey also looked at technology literacy and how familiar students are with virtual environments both in class and outside the education environment, touching issues regarding technology-enhanced teaching and learning environment. For this, we have designed a series of 8 questions which refer to the types of devices used in the instruction process, the software, technological tools, mobile applications, platforms and any other technology useful in the process, which were developed with the support of NCJW (National Council of Jewish Women) from the Hebrew University of Jerusalem, Israel. The questionnaire was open for two weeks, from 19 January till 2 February 2017 when we gathered 214 responses which came to confirm our working hypotheses: firstly, there is an increasing number of students interested to get professional experience while they study; secondly, they are more and more confident about the digital learning environment, and thirdly, they are motivated and look at education based on practical outcomes for their future career.

3. Data findings

Teaching ESP to adults is a process involving different approaches since adults are in different stages of their lives when education has for them different perceptions, purposes and derives from diverse individual needs. The instructor is thus seen as a mediator between the student and the conveyed knowledge. According to Knowles, this type of education is oriented more towards the means of instruction as it is based extensively on the previous experience of students, because students "valued knowledge gained from experience rather than from formal authority"[19]. Knowles also describes the instructor's role in the classroom by making a clear difference between types of teaching in higher education: "an ideological pedagogue would want to keep me dependent on a teacher, whereas a true andragogue would like to do everything possible to provide me with whatever foundational content I would need and then encourage me to take increasing initiative in the process of further inquiry"[20].

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[19] Malcolm S. Knowles, Elwood F. Holton III, Richard A. Swanson, *The Adult Learner: The Definitive Classic in Adult Education and Human Development*, *8th edition*. London and New York: Routledge, 2015, p. 74.

[20] Malcolm S. Knowles, "Andragogy Revisited" in *Adult Education Quarterly*, 29 (4), 1979, pp. 52-53.

We believe that the study offers a broad perspective of the present day situation - at least at the University of Bucharest and the Bucharest University of Economic Studies - and how instructors should - if they do not already do - adjust and upgrade their teaching methods as an answer to the demands of the labour market. So, the first part of the questionnaire therefore addressed demographic questions about age, gender and social status. We have noticed that 70% of our respondents are female while 30% are male with age ranging from below 25 (80%) to over 25 (14%) and over 35 (5%). As we can notice, the profile of the average respondent is female aged below 25.

The second part of the questionnaire has referred to English proficiency and covered general issues regarding employment and form of enrolment. A high number of students attend the two state universities, with only 2.5% attending private universities and 2.5% attending both private and state, with a percent of 70% studying economics (business, tourism, marketing), 10% letters (European Studies), 5% law and 15% natural sciences (chemistry). A huge percent of respondents (96%) use English, seconded by a percent of 15% who use German or French at an advanced level. When asked if willing to improve their language skills, half of respondents referred to English, with 73% of the respondents willing to improve their speaking skills, 25% focused on reading, 33% on listening and only 11% on writing skills.

From their current employment perspective, 36% of the respondents have answered that they have a part-time job while 64% work full time. Regarding the form or enrolment, 70% of the students are enrolled in full attendance while 18% are enrolled in low attendance and 4% in distance learning. When asked if foreign language development is seen as related to their present or future career path in an English-speaking environment, a high majority confirms our initial hypothesis: 68,7% declare this is a clear benefit, followed by 21,5% who think it might support their promotion, while only 9,8% think that it would bring no significant difference.

Thinking about the core principles advanced by Knowles, we have noticed that the answers varied according to age. While younger respondents aged below 25 (59%) motivated their need to attend a certain academic specialization as a result of the desire to study an area of interest more, they were followed by those who ticked the option regarding the need to obtain a diploma (25%) while 8% of the respondents answered that they work in the field but do not have the theoretical background to understand the process and 8% mentioned other reasons.

Need is also related to motivation as it explains the willingness of young adults to attend a university, or any other form of education meant to meet their needs. Knowles explains this need in his analysis: "People become ready to learn something when they experience a need to learn in order to cope more satisfyingly with real life tasks or problems" (44). In the following question regarding motivation, 52% of the respondents answered that they feel really motivated to attend the study programme while 16.5 said they are unmotivated. The unmotivated respondents argued their answers by stating that the study programme failed to meet their needs. At the same time, respondents have answered that they manage to attend all classes in spite of work overload (36.3%), while 60% said that they manage with some difficulty. These answers show that motivation is a strong reason for students to attend classes as education is seen as a fundamental stage for career path. Most of the respondents whose answers refer to attending classes after work are those enrolled in low attendance and have classes scheduled between 4.30 and 9 pm. Also, a relatively small percentage of respondents participate in distance learning programmes and they have face-to-face English classes once a month while homework and course support are uploaded on the open source platform where they can access them. Communication with the course instructor is facilitated via the platform and there is constant interaction and feedback between the instructor and students. At the same time, students working abroad prefer to enrol in this type of education as it helps them in their endeavour to fulfil their education needs (the open source platform is used at the Bucharest University of Economic Studies while at the University of Bucharest EasyClass is available).

In case of absence the respondents showed that they compensate by asking their colleagues for course support in a very high percentage - 86% - while 16.5% said they read the materials online. The respondents seem to be very interested in keeping up with classes in case of non-attendance. Part of their motivation was the perspective of a better job. Thus, 69% of the respondents have said that they strongly believe in the prospects of a better job while 22% believe that they could get promoted while 9% have answered that this would make no difference for their future career.

In terms of experience, the respondents generally think that previous experience has a very important role for their personal development. Thus, 51% believe that experience is very important while 44% believe it is generally important, and only 5% find it unimportant. Knowles explains adult learners' experience in the education process as follows: "As people

grow and develop, they accumulate an increasing reservoir of experience that becomes an increasingly rich resource for learning - for themselves and for the others. Furthermore, people attach more meaning to learnings they gain from experience than those they acquire passively"[21]. Thus, for the answers regarding their experience in another university (for those who attend two study programmes), 30% of respondents have said that it was useful as they already have a learning style which helps them learn faster, while 44% think they learn new skills which add up to previous experience, followed by 27% who state that it was not so useful as they had studied something totally different. Such a point of view is offered by respondents aged over 35 or between 25-35 who currently attend a second university and are enrolled in the low attendance classes plus distance learning students who are also enrolled in a second university.

For their relation to life experience and current studies, 67% of respondents have said it was very useful as they understand everything and make logical connections between bits of information, while 32% find it somehow difficult as they do not associate the new information with previous experience. At the same time, respondents felt, in their attitude to learning, that their efforts to attend university and be employed at the same time pay off. Thus, when answering questions regarding this issue, 79% have noted that they are self-driven and feel their progress and that their knowledge is extended. 84% percent refer to a sense of professional development as studies help in their career, while 31% think of the benefits after obtaining the diploma. Also, 72% have declared that they feel that their socializing skills are improved while 56% said that they have a feeling of belonging to a community of people with similar interests, attitudes and skills, while 51% said it was a great opportunity to meet new people and exchange work experience with them while 10% said it facilitated the means to find a new job as they were recommended.

In what concerns self-directedness, respondents answer that they are able to set their own goals, obtain and analyse results in a percentage of 57% while 28% say they had limited independence, and only 10% felt they have no independence due to institutional factors. The core principles stated by Knowles correlate the perception of students towards their academic learning environment, where their self-direction, motivation, experience are represented as top reasons for selecting a certain type of

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[21] Malcolm S. Knowles**,** *The Modern Practice of Adult Education. From pedagogy to andragogy*. Revised and updated. New York: Cambridge, 1980, p. 44.

instruction and specialization. Knowles states: "The characteristics of teacher-directed and self-directed learning should be viewed as on a continuum, rather than dichotomous [...] If self-directed learners recognize that there are occasions on which they will need to be taught, they will enter into those taught-learning situations in a searching, probing frame of mind and will exploit them as resources for learning without losing their self-directedness"[22]. The graph below illustrates the relevance of Knowles' principles for a student's' personal and professional development. (1)
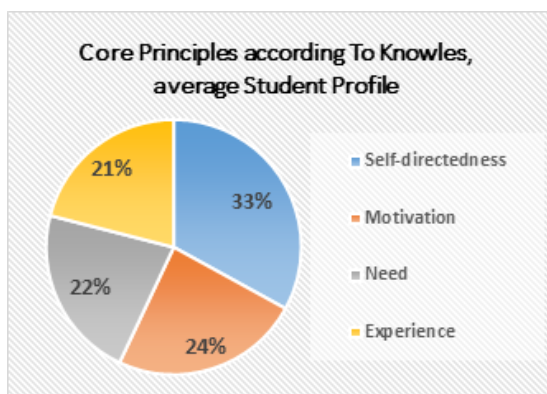
Figure 1. Core principles according to Knowles - average student profile *(source: online study conducted with the students of the University of Bucharest and Bucharest University of Economic Studies)*

Regarding the educational climate setting, students feel that it is a collaborative environment for them and instructors. Technology is also integrated in the university life. As numerous students work, their access to course support and information is often found on the open access university platform which is easily accessed via laptop, smartphone, tablets or any electronic devices with an internet connection. Thus, an average number of 76% of the respondents are very familiar with technology, the most used devices in the instruction process are laptops, smartphones, tablets, etc. In the university, there are teacher computers and overhead projectors. There are multimedia language labs, audio cassettes, DVDs, CDs, video cassettes useful in the instruction process. At the same time, the most used applications in the learning process are

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[22] Malcolm S. Knowles, *Andragogy in Action. Applying modern principles of adult education*. San Francisco: Jossey-Bass, 1982, p. 81.

Facebook, WhatsApp, Google forms, Google and Yahoo accounts which enable students to share information among themselves by creating groups for each class and stay in touch with the instructors in order to have immediate feedback regarding assignments, tasks and other essential information.

Integrating technology in the academic - the blended learning approach - is also useful as students have access to information at all times (86%), while some find it not so useful as they cannot access information on the platform due to technical difficulties Mihaes et all state that "the responses to the questionnaire have shown us that students endorse a change from the traditional ESP courses to more modern teaching methods which make use of the new technologies. Among the benefits of the computer-mediated ESP class, one can enumerate off-campus access to materials, completion of assignments that encourage independent learning, further practice of models discussed in class, in-class access to a large variety of online resources, and, last but not least, an overall more active and complex learning experience"[23].

Kintu et all bring forward opinions to a certain extent similar to those formulated by Knowles referring to student education being a result of inner motivation and satisfaction and Kintu adds technology as part of the individual learning. In Kintu's viewpoint: "Self-regulatory skills of time management lead to better performance and learners' ability to structure the physical learning environment leads to efficiency in e-learning and blended learning environments"[24]. Still, we would argue that performance can be derived out of pleasure given by the technology-friendly environment and appropriation of familiar tool aimed at facilitating teaching and learning. At the same time, as we are part of the highly competitive and technology-enhanced society, it is a must to be technology wise and make the best use and practice in the instruction process thus preparing students for the present and future technology use skills.

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[23] Lorena C. Mihaes et all, "Towards a computer-mediated ESP class" in *eLearning and software for education, eLearning Vision 2020, 12th International Conference on Elearning*. "CAROL I" National Defence University Publishing House, 2016, pp. 168-69.

[24] Mugenyi J. Kintu, Chang Zhu, E. Kagambe E., "Blended learning effectiveness: the relationship between student characteristics, design features and outcomes" in *International Journal of Educational Technology in Higher Education*, 14 (7), 2017. https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0043-4. Accessed on 9 February 2017.

Regarding the qualitative questions, respondents declared that: the most valuable experiences they had in the last 2 years were at the university - 40% - while 60% were in other different situations such as workshops, summer camps, language schools, festivals, webinars, face-to-face meetings, personal development courses, laboratories, law practices, museums, summer festivals or other art-related environments. What made them important were: experience itself, interaction with other people, meeting native speakers, the trainer, the subject, and the environment. The subjects of such events were related to marketing, tourism, management, human resources development, chemistry, criminal law, computer science, lab experiments, B2B, marketing strategies, and online marketing. As we can notice, prior experience helps students in their endeavour for personal development. In what concerns their needs, including foreign language instruction, students provided an extensive list factors impacting their current performance: more time allocated to study; the opportunity of intensive classes; clear-set goals; more conversational English; or a higher number of English classes compared to the present case. Their reaction to this open question includes a mix of two specific elements: respondents are aware of their own role in the learning process and the resources needed to reach constant progress, but they also refer to aspects which are at the decision of their university.

Also, these types of extracurricular activities have proved beneficial for students as they have learned to communicate, manage response-bilities, take goals seriously, meet deadlines, develop critical thinking, and become independent successful entrepreneurs. In terms of purpose and benefits, the students have answered in a 35.5% percent that at the beginning of classes it was relatively clear what they wanted to achieve. 25.2% have stated that it was very clear what they wanted to achieve and 21.5% said that when they answered, it was not very clear what their goal was but meanwhile they formed a better image. Only 22% have mentioned that their objective remained unclear after starting the study programme.

Regarding the evaluation of their knowledge, students have answered as follows: 42.1% have mentioned that evaluation methods have partially managed to assess their real goals while 25.2% have said that they do not realize of evaluation methods were in compliance with their real progress. The rest of the students have stated that the evaluation methods partially or completely failed to evaluate their knowledge. Thus, we can observe that the students undertaking the questionnaire have quite a big picture of

their goals and field of study and also that they feel their progress is correctly evaluated.

When asked to mention further comments and opinions, some students declined the final comment, or suggested that they are satisfied with the current context, while some of them launched various proposals related to the present curricula and type of delivery: "A great thing that could be done is to make groups based on the English level. That way the ones that don't know wouldn't feel bad for it and would have a nice and smooth environment to do it. On the other hand, the ones that have a high level could achieve more"[25]; oral presentations could be useful for learning English; more English courses. Some suggest using games in language acquisition.

4. Conclusions

The study conducted aimed at analysing the adult education environment according to the core principles formulated by Knowles. We have discovered that the average student is rather young, employed, with a good command of English (enrolled in study programmes with ESP as foreign language) and relatively tech-savvy. At the same time, all respondents are keen to improve their language skills, the majority being satisfied with the study programme and ESP while a high number feel they are independent and value the academic climate setting and over 66% appreciate the combination of work and study for their future career.

At the same time the study revealed how important the evaluation methods and the choice of the study programme are for their future development thus consolidating their trust and confidence especially when the curricula is complemented with extra activities which make the students become responsible adults and take things seriously.

Regarding technology, most respondents appreciate that although they have a good level of confidence in using PCs/laptops and smartphones in foreign languages or other subjects, they would though like to improve their use of virtual environments, multimedia labs, blogs and wikis. A significant majority uses social media and mobile apps for both personal and professional use while the answers from the open questions indicate that they would like more practical activities to be part of their programme, improve their time management, engage more in

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[25] Online study conducted with the students of the University of Bucharest and Bucharest University of Economic Studies, 2017.

verbal tasks, combining fun with academic curricula; they also mention public speaking opportunities, conversation during English classes and over 85% indicate use of technology.

As a conclusion, the study case confirms the working hypotheses adopted by the research team in terms of motivation, self-direction, readiness to learn and skills development and the mix of study with work experience as students are getting more interested in professional experience while still attending university and this highlights the importance of making the difference between pedagogy and andragogy in the instruction process for adult education in general and ESP in our case, with a focus on adapting the adult learners' instructional strategies as suitable to meet both their needs and those of national and international labour markets as well as the European Language Framework.

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THE IRREPRESSIBLE OEDIPUS COMPLEX IN *THE SEAGULL*

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Abstract: *"Freud's theory on Oedipus Complex is a widely known and applied approach in literature. He analyzes the development of human psychology in stages and claims that at the early ages every child has sexual urges to the opposite sex parent. This is called Oedipus Complex and Freud supports and names his theory by applying Sophocles' "Oedipus The King". In Chekhov's "The Seagull", the density of Oedipus Complex is highly felt throughout the play because of the problematic relationship between Konstantin and Arkadina, his mother. Konstantin behaves as if he was still a child who needs his mother's affection though he is in his twenties. In this context, the role of Arkadina cannot be underestimated as she has not helped her son to overcome this complex. This paper aims to analyze the development in Konstantin's individuality and psychology according to Freud's theory, Oedipus Complex, and it tries to find out if Konstantin overcomes this process or not."*

Keywords: *Oedipus Complex, Freud, Chekhov, The Seagull.*

Introduction

Anton Chekhov (1860–1904) is a widely known Russian writer who wrote challenging short stories and plays. He has an idiosyncratic manner of writing as he applies epochal techniques in prose and drama. That is why he is called as one of the pioneers of the Modernist movement in literature. Especially, his play *The Seagull* features him among the most remarkable writers all around the world because its plot is highly controversial. In addition to the issues on art, performance, theatre and city and country life, *The Seagull* is mainly about existentialism, the identity crisis and the broken relationships in society that can be observed in the behaviors and speeches of the characters throughout the play. However, when it comes to the analysis of the psyche of its main characters, readers may come to the conclusion that there is something which is deep and dark in Konstantin's psychology, that is, the irrepressible Oedipus complex. When analyzed from Freudian

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perspective, it is obvious that Konstantin is like a half and dependent man on his mother like a child because he could not complete the Oedipus complex process to individuate properly and to stand independent of his mother, that is why, though Oedipus complex emerges at the age of 3 and ends after 5 with the latency period,[1] Konstantin is a 25-year-old child who has failed in overcoming this complex.

Oedipus Complex in *The Seagull*

First of all, the Oedipus complex stems from *Oedipus The King*. It is one of the trilogy written by Sophocles, a Greek writer. It is also named as *Oedipus Rex* or *Oedipus Tyrannus* in Greek. Oedipus is fated to be the murderer of his father and the husband to his mother. No matter how much he tries to escape from his fate, in the end the prophecy comes true. Oedipus unwittingly kills his father and sleeps with his mother. In this play, both freewill and fate are crucial to evaluate the deeds of Oedipus. Though his fate has already been determined beforehand, his freewill could have prevented him from murder and marriage. However, he misses the opportunity and causes his downfall. Generally it is believed that the bond between a child and his mother is divine and taboo-like. Nonetheless, it is seen in Oedipus' case that if the child does not know his mother, he can feel sexual desires for her as he does for any other woman and he wants to take the place of his father, which underlines the role of the unconscious.

At this point, Freudian theory about Oedipus or Oedipal complex, arises. Sigmund Freud claims that every child experiences this complex. To him, it is about the unconscious and sexual desires. A child at the early ages gets attracted to the opposite-sex parent and sees the same gender-parent as a rival or an enemy.

> At a very early age the little boy develops an object-cathexis for his mother, which originally related to the mother's breast and is the prototype of an object-choice on the anaclitic model [einer Objektwahl nach dem Anlehnungstypus]; the boy deals with his father by identifying himself with him. For a time these two relationships proceed side by side, until the boy's sexual wishes in regard to his mother become more intense and his father is perceived as an obstacle to them; from this the Oedipus

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[1] Wilson, Sarah, "Sigmund Freud and the Oedipal Complex." *How to Understand People*. Guardian News and Media, 07 Mar, 2009, Web. 12 Jan. 2017.

complex originates. His identification with his father then takes on a hostile colouring and changes into a wish to get rid of his father in order to take his place with his mother.[2]

Freud mentions about Oedipus complex both in *The Ego and The Id* and *The Interpretation of Dreams.* The quotation above can be taken as a brief and clear explanation of this theory. The sexual desire starts with the mother's breast and the more intensely the child feels this drive, the more hostile he gets to his father because he regards his father as an obstacle and enemy for the bond between his mother and him. That is why he is jealous of his mother and he tries to kill or eliminate the father as Oedipus unconsciously does. The phallic period or the Oedipal complex is succeeded by the latency period in which ego plays an important role to repress the complex and the forbidden sexual desires of the boy.

This complex is all related to the id and the unconscious as Freud claims. Sofe Ahmed (2012) states "unconscious is the fundamental source of Freudian psychology"[3]. Ahmed also examines the nerve system and tries to see if the Freudian theory is based on the scientific facts or not. He also declares that "According to him, the concept is a desire for sexual involvement with the parent of the opposite sex, which produces a sense of competition with the parent of the same sex and a crucial stage in the normal developmental process"[4]. Likewise, Borch-Jacobsen and Brick (1994) also assert that "Freud says, because the desire for the mother is reinforced, the identification with the father is also reinforced and takes on a hostile, rivalrous taint"[5]. Here, one can infer that the boy unconsciously feels sexual desires for the opposite sex parent and sees the father as an opponent. As he grows older, he identifies himself with his father and tries to displace him by eliminating him. That is why the behaviors or reactions are mostly determined by the unconscious, or the id. As the time passes, with the help of the mother's care on the boy and his struggle to be in the place of his father, the identity of the boy is formed and then he tries

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[2] Freud, Sigmund, James Strachey, Anna Freud, Carrie Lee Rothgeb, and Angela Richards. *The Standard Edition of the Complete Psychological Works of Sigmund Freud*. London, Hogarth, 1953, pp. 31-2.

[3] Ahmed, Sofe, "Sigmund Freud's Psychoanalytic Theory Oedipus Complex: A Critical Study with Reference to D.H. Lawrence's 'Sons and Lovers'." *International Journal of English and Literature,* 3.3 (2012): 60-70. *JSTOR*. Web. 10 Jan. 2017, p. 63.

[4] *Ibid.*, p. 64.

[5] Borch-Jacobsen, Mikkel, and Douglas Brick, "The Oedipus Problem in Freud and Lacan." *Critical Inquiry* 20.2 (1994): 267-82. *JSTOR*. Web. 10 Jan. 2017. p. 269.

to be like his father or mother, which means he takes them as a model to himself. This is the secure process of forming a healthy identity because when the boy accepts his parents in the familial code rather than in a sexual one, the Oedipus complex gets also given up.[6] However, if this process cannot be completed successfully either because of the lack of mother's support or father's hostility to the child, the boy gets more and more dependent on his mother and cannot have his own identity and he keeps Oedipus Complex in his unconscious so that Oedipus Complex follows him throughout his life.

Nevertheless, this unconscious state of the brain or the id can be repressed by ego with the help of superego. The identification with the father helps a lot in the formation of the ego, which is the self that is shown to the outer world thanks to behaviors, speeches or mimics. However, the ego must keep the id under control because the id tries to come out at every opportunity as it consists of the desires and wishes which sometimes can be uncontrollable. "If the ego has in fact not achieved much more than a repression of the complex, the latter persists in an unconscious state in the id and will later manifest its pathogenic effect"[7]. In this quotation, it is implied that if the ego cannot repress the id, the id emerges frequently so that the sexual and dark desires can take the control of the body. On the other hand, this also shows that the individuality, the self, the identity or the personality of this person is weaker than his id. That is why both his ego and the superego would be controlled and eliminated by his unconscious.

In *The Seagull*, in terms of Oedipal Complex, the relationship between Konstantin and Arkadina, his mother, is quite important. At the first point, the reader gets the impression that as a mother and son they do not know each other well. Arkadina does not spare time or care much about Konstantin because she is a bit superficial and stilted. She mostly behaves as if she is acting, that is why she does not seem sincere.

On the other hand, Konstantin has some bias and assumptions against his mother because, as a result of the lack of communication, he cannot get hints about his mother's real ideas or feelings. For example, when Konstantin's play is staged, Arkadina cannot understand its theme and

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[6] Freud, Sigmund, *The Ego And The Id*. Edited by James Strachey. Translated by John Riviere, W.W. Norton & Company, 1960, p. 27.

[7] Freud, Sigmund, James Strachey, Anna Freud, Carrie Lee Rothgeb, and Angela Richards, *The Standard Edition of the Complete Psychological Works of Sigmund Freud*. London: Hogarth, 1953, p. 177.

she does not pay much attention to it, therefore, he gets offended and feels worthless to his mother. He is full of prejudices and assumptions about her. When Sorin asks the reason why Arkadina is "out of sorts"[8], Konstantin replies: "Why? Because she is bored. (*Sitting down beside him.*) Because she is jealous. She's already set her mind against me, and against having theatricals, and against my play, in case her novelist takes a fancy to Nina. She doesn't know anything about my play, but she already hates it"[9]. It may be true that she is bored because she could not follow the play; however, Konstantin makes theories on Arkadina's jealousy about Nina. He continues by claiming that Arkadina is jealous of Nina because instead of her, Nina acted on the stage. His prejudice is obviously prevailing him because in reality, in this act, Arkadina is not much interested in both his play and Nina as a threat for her relationship with Trigorin, a novelist. Moreover, while Konstantin goes on describing his mother, though he praises her success on the stage and prestige in the society, he regards her as a mean, egoist, jealous, superstitious and mad for fame.[10] He reacts as if he hated his mother though he could not underestimate her success. To put it in a nutshell, they have a broken mother and son bond.

Oedipus complex is firstly seen in Konstantin's speeches in the beginning of the book. He feels he is neglected by his mother and this makes him more and more obsessed with mother's-love. He states that "she loves me – she loves me not… She loves me – loves me not… Loves me – loves me not. (*Laughs.*) There you are – she doesn't love me. Well, of course she doesn't"[11]. The idea that Arkadina does not love him makes him sick and jealous. He wants her to love him more than anyone; however, it seems this is an unrequited love. Therefore he feels inferior and lost, and he thinks they are like two opposite sides because there is an obvious generation gap between them. Besides, he declares he loves his mother and he cannot stand her being famous: "I love my mother, I love her deeply. But then she smokes, she drinks, she quite openly lives with that novelist, they're always bandying her name about in the papers – and I'm sick of it"[12]. He wants to possess her, and he despises her fame because in that case, he has to share her with other people. He desires her

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[8] Chekhov, Anton, *The Seagull*, Trans. Michael Frayn. Ed. Nick Worrall. United Kingdom: Methuen, 2002, p. 4.

[9] *Ibid.*, p. 4.

[10] *Ibid.*, p. 4.

[11] *Ibid.*, p. 5.

[12] *Ibid.*, p. 5.

love to be only to him; however, the reality is quite bitter because to him, she does not love him back.

What's more, Konstantin's love for his mother is prevented by his failure in art and fame. He feels incapable because his mother is surrounded by many artists, novelists or actors. Konstantin feels uneasy and unsuccessful among them when they gather in their house because all of them have achieved to have a place in Arkadina's world thanks to their successes; however, Konstantin is not as much valued as them there though he is the son, he feels. Furthermore, Arkadina's fame and talent in theatre widens the distance between them. Konstantin wishes her to be an infamous and ordinary woman because if she was an ordinary woman, Konstantin would be nearer to her without the inferiority complex and she would spare more time to him without those men around her. "I start to regret that my mother is a well-known actress, and I feel I should be happier if she were an ordinary woman"[13] says Konstantin. He claims if Arkadina was not an actress, he would be glad because she would be aware of him as her son who needs her love.

Additionally, inferiority is followed by nonentity in Konstantin's situation. The successful artists around Arkadina play an important role in this part. "Uncle, what could be sillier or more helpless than the position I've found myself in often enough: solid rows of celebrities sitting in her drawing-room, artists and writers, and me the only one among them who is a nobody, a being put up with purely because I'm her son. Who am I? What am I?"[14] He feels as if he was nobody which implies a man with no skills among those artists or writers. "I've no talents, I've no money. […] So that when all those artists and writers in her drawing room would turn their gracious attention upon me I had the impression that with every glance they were measuring the depth of my nonentity. I could guess what they were thinking, and the humiliation of it hurt…"[15] Indeed, Konstantin is under the control of his prejudices and supposals. He believes that he is incapable and his incapability is a way of humiliation and inferiority, that is why his mother does not love him. This idea haunts him most of the time and affects his psychology deeply.

Feeling nonentity is another crucial issue in Konstantin's world. To him, he is anybody with no talents and achievement; as he is incapable of

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[13] *Ibid.,* p. 5.
[14] *Ibid.,* p. 6.
[15] *Ibid.,* p. 6.

writing and acting, he is also the same in gaining his mother's love, he supposes. He feels deeper and deeper that he does not deserve Arkadina's love because he cannot even compete with the ones that deserve it. This idea takes him to nonentity since without the care, love or respect of the mother, a child feels dispossessed and alone. In this perspective, Oedipus complex that Konstantin is in is somehow hard and challenging to overcome because the child does not feel the love of mother. Before overcoming this complex, he would try to gain her love and then if he achieved, he would challenge against the complex. Additionally, in Konstantin's feeling nonentity, Arkadina's role cannot be underestimated. Though she sometimes mentions about her caring to Konstantin, she indeed wants to be away from him as much as she can. She says "Let him write as his fancy takes him and his talent allows, just so long as he leaves me alone"[16]. Moreover, she does not read even one of his plays, as she does not understand them. All she wants to do is to be away from Konstantin because she is aware of the fact that they are like old and new which are in a conflict most of the time. Therefore, the conflict and depression which Konstantin is in is understandable when Arkadina's reaction to her son is considered.

In Oedipus complex, the father is an important factor in the child's unconscious because the child identifies himself with the father and tries to take his place and be the only man who deserves his mother's love. It can be clearly detected in Konstantin's speeches that Trigorin, the novelist, plays the father role, thus, Konstantin is really jealous of him and he tries to keep Arkadina away from Trigorin. First of all, while describing Trigorin, Konstantin directly reveals his jealousy: "If we're talking about his work then it's – how can I put it? – well, it's charming, it's clever … but … if you've Tolstoy or Zola then you won't want to read Trigorin"[17]. Obviously, he cannot accept and appreciate Trigorin's writing career because he regards him as a rival for his mother's love. He compares Trigorin's stories and novels with the best ones in this area. It can be predicted that Tolstoy and Zola are regarded to be better than Trigorin because they are among the cornerstones, therefore, it is not fair to compare Trigorin with them. This is a proof of jealousy. Moreover, Konstantin tells lie to Nina; when she declares Trigorin's stories are "wonderful", though he read them before, Konstantin coldly replies that

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[16] *Ibid.*, p. 14.
[17] *Ibid.*, p. 6.

"I wouldn't know, I haven't read them"[18]. He openly envies Trigorin and he tries to destroy Trigorin's image in the society.

However, throughout the play, this jealousy turns to be anger and in the end it totally becomes hate for Trigorin. After shooting himself, Konstantin goes to his mother and apologizes for his deed, he remembers the old days when she cared for him. He asks if they can be like in the old days again. Then he says: "These last few days I've loved you as tenderly and whole-heartedly as I did when I was a child. I've no one left apart from you. But why, why has that man come between us?"[19] This quotation shows that Konstantin sees Trigorin as an obstacle for his love to his mother, and as a reason why Arkadina does not love him back as he does. From Freudian perspective, Trigorin represents the obscure that prevents the union of the child and the mother. The child wants to possess the mother; however, the father or the man in the place of the father resists against him. Here, Trigorin is a threat for Konstantin. Furthermore, Arkadina also supports Trigorin that is why Konstantin's anger becomes hate for him.

Again, in this part Arkadina should have found a compromise between Konstantin and Trigorin; however, she cannot do that because she does not support her son as she does Trigorin. Worse, she humiliates Konstantin while praising Trigorin, which irritates Konstantin and he rejects all of them including his mother.

> ARKADINA. That's jealousy. People with no talent themselves, only pretensions, are always reduced to running down people who do have real talent. It must be a great comfort!
> KONSTANTIN. (*ironically*). Real Talent! (*Furiously*.) I've more talent than the lot of you, if it comes to that! [...] I don't acknowledge any of you! I don't acknowledge you, I don't acknowledge him![20]

Though he is her son, Arkadina openly humiliates him and his talent. She can be regarded as an indifferent and inconsiderate mother because though it is clear that her son is sensitive and needy for care, she neglects and humiliates him more. As a response, Konstantin declares that he does not hold esteem for none of them who are in the group of artists around

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[18] *Ibid.*, p. 8.
[19] *Ibid.*, p. 40.
[20] *Ibid.*, p. 41.

her. This is also a symbolic clash between old and new generation or styles in literature. On the other hand, Konstantin evidently rejects Trigorin and wants her mother to leave him, so that she would be only Konstantin's love. However, she refuses and Konstantin's second step in Oedipus complex stays unfulfilled because he could not identify himself with the man in the father-role.

Thirdly, after feeling in-love with the mother and identification with the father stages, the last stage as separation from mother comes. In this step, the formation of the child's ego is completed with the help of identification with the father figure and so that the child gets separated from the mother and Oedipal complex gets over.[21] This separation becomes stronger when the child finds a girl who looks like his mother and she replaces the mother's love. After this stage, the personality of the child is formed. Freud (1953) states that "I see no reason for denying the name of a 'repression' to the ego's turning away from the Oedipus complex, although later repressions come about for the most part with the participation of the super-ego, which in this case is only being formed"[22]. As Freud says, Oedipus complex is repressed by ego after the boy's identification with the father and the love for the mother stages are successfully completed. The success in these stages enables the formation of a complete and strong ego.

However, as the reader can see above, the first two stages are not completed successfully in Konstantin's psychology, because his love is rejected by his mother and he could not identify himself with the man in father's place. That is why, in the third stage, because the ego could not be formed properly, the separation from mother would not be successful, too. As an alternative to his mother, Konstantin finds Nina, who has quite similar features with her.

> By that point we have also perceived a number of personal similarities between Nina and Arkadina. The first references in the play to Nina are to "Zaryechnaya," an appelation which is appropriate to Bernhardt or Duse, or even Arkadina, but not to a seventeen-year-old provincial girl who has never been on the stage. Nina, like Arkadina, is attracted to the trappings of theatrical life. On her first entrance we suspect that she has

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[21] Freud, Sigmund, 1960, p. 27.

[22] Freud, Sigmund, James Strachey, Anna Freud, Carrie Lee Rothgeb, and Angela Richards, 1953, p. 177.

escaped from home to come to Sorin's estate, not because she is in love with Treplev-she breaks off a kiss to ask "What sort of tree is this" (p. 125)-but because she wants to be noticed by the famous and raffish Arkadina and Trigorin, especially the latter. Further, Nina's response to Treplev's play is not unlike Arkadina's: she describes it as "so uninteresting" (p. 140) and without action or living characters (p. 126). "I do think," says Nina, "there ought to be love in a play" (p. 126). Nina's idea of love-again like Arkadina's-is based upon theatricalizations of love in melodrama and drame.[23]

Clearly, Konstantin loves a girl who is like his mother, who resembles Arkadina mostly in terms of mindset and ethics. However, it is not a gain for Konstantin because like his mother, Nina also does not reply his love till the end. The failure in mother's love continues in Nina's and this deeply and irrecoverably influences Konstantin's state of mind and emotions.

"The Oedipus complex must collapse because the time has come for its integration, just as the milk-teeth fall out when the permanent ones begin to grow"[24]. In this quotation, milk-teeth represent the love for the mother and the permanent ones symbolize the love for the opposite sex, girl. When the girl takes place of the mother, the Oedipus complex should have totally ended; however, Nina cannot be a permanent one because her love is not sincere. That is why she cannot displace and replace the mother, so Konstantin could not recover the wounds that his mother caused. After his mother has chosen Trigorin instead of Konstantin, Nina also leaves him and Konstantin gets lost in feeling nonentity: "If only you knew! I've lost everything. She doesn't love me, I can't write anymore… All my hopes have foundered…"[25]. When he tries to put Nina in the place of his mother and she leaves him, he thinks there is no future for him because the roots of his identity and personality have been destroyed. The milk-teeth fell, but the permanent ones could not grow.

In the end, Konstantin's ego is suppressed by the Oedipus complex and he turns back to his early age-stage when he was a little boy, who is

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[23] Scott, Virginia, "Life in Art: A Reading of "The Seagull". *Educational Theatre Journal,* 30.3 (1978): 357. *JSTOR*. Web. 10 Jan. 2017, p. 360.

[24] Freud, Sigmund, James Strachey, Anna Freud, Carrie Lee Rothgeb, and Angela Richards, 1953, p. 173.

[25] Chekhov, 2002, p. 41.

begging his mother for help: "Will you change my dressing, Mama. You do it so nicely"[26]. Like a child, he wants her to change him and he implies he misses the days when they were more intimate. Furthermore, he is not aware of the fact that he is now a free individual and he can get separate from Arkadina. Towards the end of the play, Trigorin describes him: "He still just can't find his own voice. There's something odd and formless about his work – something verging at times on the nightmarish. Never a single living character"[27]. This quotation also defines the psychology and personality of Konstantin. He could not overcome Oedipus complex and could not find a free and strong identity. That is why there is no form in his life. Therefore he declares that "I'm all alone. I've no one's affection to warm me – I'm as cold as the grave – and whatever I write, it's dry and stale and joyless"[28]. In the end, he also states that there is no one supporting him, he is alone and he does not have any hope for the future. The dependence for his mother causes him to lose his identity because his mother is not as dependent to him as Konstantin to her, that is why he falls into emptiness and he gets drown in the nothingness.

Conclusion

Consequently, Arkadina and Konstantin do not have a good mother and son bond, they are distant from each other both psychologically and emotionally. One of them is traditional while the other one is revolutionary. Both the generation gap and personal defects of each cause them offend each other. While Arkadina gets over the quarrels easily thanks to her social environment, Konstantin subsides psychologically deeper and deeper because he is an alone man. Indeed, the main factors that cause these problems are the unrepressed Oedipus complex that Konstantin is experiencing and the indifference of Arkadina on supporting her son to overcome this complex. The first stage of this problem is about the love for mother in which Konstantin fails because Arkadina does not reflect her love enough to him, indeed, she does not understand even the love of Konstantin that is why she does not respond it. Secondly, the father image is quite important because the child identifies himself with him; however, at this stage the support of the mother is also important. But, Arkadina widens the gap between Konstantin and Trigorin more

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[26] *Ibid.*, p. 39.
[27] *Ibid.*, p. 58.
[28] *Ibid.*, p. 63.

with her comments that are humiliating Konstantin and praising Trigorin. This creates an inferiority complex for Konstantin that is why he feels himself incapable with no talent. When it comes to the third stage, which is about the separation from mother, this is the most difficult stage for Konstantin because he is quite needy and desperate for his mother. In addition, Nina, the girl whom Konstantin tries to put in the place of his mother, also prefers Trigorin, the rival of Konstantin in this context and this causes another collapse in his psychology. In the end, because he cannot stand this irrepressible and unfulfilled Oedipus complex, he finds the solution in death, which is peaceful and away from the troubles that his mother causes. As a result, this play can be a good example of the importance of a proper and healthy psychological development of the individuals in society. For further studies, Nina's attempt to identify herself with the seagull can be studied.

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THE STIMULATION OF CHILD PSYCHOMOTRICITY BY PLAY AND MOVEMENT

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Abstract: *The aim of this study is to underline the role of psychomotricity within the system of the general human development, as well as the necessity to discover as early as possible the instrumental disorders that have a negative influence on reading and writing acquisition, the necessity to develop an individualized, identification and prognosis program, correlated with programs of long-term and continuous psycho-pedagogical education, recovery and treatment, where the perceptive and spatial organization processes have an important role.*

Psychomotricity involves the physical and psychical plans, systems whose commands depend on one another and that explain together the complexity of the intellectual functions.

When they are adequate and correctly applied, the programs of psychomotor recovery bring about premises favourable for the intellectual acquisitions. The experiments have demonstrated that the frequency and seriousness of the motor deficiencies depend on the level of the intellectual development.

The ludic satisfaction must represent the essential criterion specific to the choice of any kind of activity during the primary cycle, as well as the fundamental condition for the registration of a significant learning progress.

Keywords: *psychomotricity, intellectual functions, motor disorders, psycho-pedagogical treatment.*

J. Piaget considers thinking development to be essential and in this sense he distinguishes four distinct periods: **the period of the sensory-motor intelligence, (0 – 18 months); the period of the preoperatory thinking, (reasoning), (18 months – 6 years); the period of the concrete operations, (7 – 12 years) and the period concerned with the formal operations or with the hypothetical-deductive reasoning, (after 12 years).**

H. Wallon considers that, when it comes to the evaluation of a child's development, we must take into account the stages of his emotional

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development, of his socialization. He identified the following stages: sensitive-motor, purely impulsive, emotional, projective, the stage of personalism and the adolescence.

We can make a systematization in relation to the neuropsychic development of the child, considering as a main reference criterion the chronological age and the essential changes that take place within the system of relations between the child and his social environment. Consequently, we distinguish the following stages: a) suckling period, (0 – 1 years); b) the ante preschool period, (1 – 3 years); c) the preschool period, (3 – 6/7 years); d) the small school child period, (6/7 – 10/11 years); e) the middle school child and pubertal period, (10/11 – 14/15 years), or the preadolescence period with the prepubertal, (10/11 – 12/13 years) and pubertal, (12/13 – 14/15 years) subperiods; f) the period of the big school child, (14/15 – 18/19 years), or the adolescence.[1]

The period ranging between 3 – 6/7 years – preschool

This is a period concerned with the refinement of the preoperatory reasoning, with going beyond the family framework of relations, with the progressive assertion of one's own independence and self-consciousness.

The 4-5 years old child is first of all a "naughty" child that never gets tired, entirely preoccupied with being happy, playing and moving. Its being is characterized by gestures, he catches hold of everything, he hits, he puts out his tongue as easily as he jumps after a baloon.

When he is 4 years old, the child designs the square according to a model and he gets dressed or undressed by himself, he does his buttons and ties his shoelaces, he can stand on one leg for 5-8 sec., he can name the colours, he washes up his hands and face, he brushes up his teeth, he cooperates while he plays with the other children.

When he is 5 years old, the child can render the triangle by himself and he is able to stand on tiptoes, with his heels close to one another or jump, following a right line; he can draw a man, (head, body, arms and legs); he recognizes all the colours, he can write, (imitate) several letters, he takes part in collective games and activities.

When he is 6 years old, the child draws the rhombus, according to a model, he stands on one foot, as long as it is necessary. After six years, he can perform almost any physical movement, except those that involve a certain muscular force and resistance.

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[1] Verza G., Şchiopu U., *The Psychology of ages*, Bucharest, E.D.P.R.A., 1998, p. 35.

The considerable motor spontaneity that characterizes the preschool age, the so-called age of grace, tends to disappear, as the child tries to perform more precise and difficult activities; the environment limits its freedom of movement.

The period ranging between 6/7 – 10/11 years, of the small pupilage
The period ranging between the beginning of school and the end of the elementary cycle is often described as the end of childhood, with various age particularities, similar to the preschool ones, or as a distinct stage of childhood.

At this age, the voluntary act, together with the rational movement with all its components develop more and more. Numerous acquisitions are obtained at the level of the symmetry, of the static and dynamic balance.

At the intellectual level, the investigative and comprehensive character of perception develops, as an instrument of cognition. The sensory, perceptive and interpretative features of perception become more and more acute and efficient. The spatial orientation on the sheet of paper, space perception, the deciphering by differentiation of the graphemes involve an extremely delicate activity of perception. Right – left, up – down orientation, in the horizontal lines of writing represents the main point of departure for the intellectual and multilateral activity – the alphabetization activity. This activity depends on the training of memory, of the intelligence, of attention, of the representations, starting from perception, that develops in its turn on the support of the small signs written on the sheet of paper.

Writing and reading deal with issues of spatial logic, size and the proportion of letters.

The interdependence between the psychic and motor development is very close and we can safely state that the two components are almost inseparable one from the other.

Conceptual approaches to the language
The language is defined as a way of organization, integration and functioning of language at the individual level.

Language represents the activity of interhuman communication, achieved by means of language, as well as of all its resources. The basic natural and concrete form of language is speaking, (talking). "As we know, speaking is a communicative activity that is learnt gradually, that is

systematized by numberless exercises, experiences that begin during the childhood and continue throughout our entire life."[2]

Language stands for a superior behaviour that organizes, directs and hierarchizes all the other human components.

By means of language, the child begins to better know himself as an individuality, as well as the environment and the actions present within the society.

The movement-related gesture is the first language by means of which the child makes known his wishes, needs and affective states. The association between the adult's language and the movement-related gestures of both the child and the adult helps the child to bear the notions in his mind.

We can say that language appears and develops in the context of the movement- related gestures, that can be improved and coordinated by means of language.

Language and thinking are closely related and they depend on each other, although they are not identical phenomena. If we consider language to be a communicational process, we must point out that it is a message that we convey or communicate, in other terms, an informational, semantic content. Language has a semantic aspect as well and each word has a main signification and many other secondary meanings.

We cannot think in the absence of the language means at a high level, whereas meaningless speaking or without a cognitive content is a simple form without content. Language has an extremely important role within the human psychic system. It is a kind of axis of the psychic system, that makes the phenomenon of consciousness possible.

The perceptions and representations acquire meaning, by means of verbalization. The verbal formulations are the guarantee of the long-term memory. Will itself develops as process of verbal self-adjustment.

The issue concerned with the role and functions of language in relation to the general human behaviour has always preoccupied the psychologists, irrespective of their methodological orientation. K. Buhler (1933) distinguishes three main functions of language, namely:
   a) the emotional expressive function, that deals with the subject's experiences and attitudes;
   b) the conative function, by means of which we exercise our influence on the individuals around us;

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[2] *Coursebook of Psychology for normal schools and high schools*, Bucharest, E.D.P., 1990, p. 65.

c) the referential, designative, or cognitive function, by means of which words designate the content of the knowledge activity.

Other authors, such as P. Janet and A. Ombredane make the connection between the functions of language and its integrative levels.

A. Ombredane (1951) mentions five main functions: affective, ludic, (playful), practical, representational and dialectic.

The affective function derives from the integration of language at the level of the emotional sphere. It consists in the spontaneous, involuntary or deliberate rendering of the emotional content and experiences. The verbalization of the components and the dynamic related to the affective sphere is achieved in various forms of completitude: from simple interjections to complete descriptions. The aspect the most intimately related to the present emotional experiences is the phonetic-intonational one.

The ludic function is closely related to the affective one. It consists in creating a specific state of pleasure, relaxation and satisfaction for the subject. This function starts to manifest early in the childhood, under the form of rhythmical repetitions, of the phonetic contrasts, of the efficient combinations. In the adulthood, the verbal play turns into a current modality of entertainment: jokes, conceits, various constructions of words and syntagms, phonetic and semantic correlations, as a way to obtain a state of cheerfulness.

The practical function is meant to determine, facilitate and manage the collective action by collaboration and rivalry. This is a language of prompt intervention, with concise and dynamic formulae, the communication taking place within a situative framework, where most of the conditions are known.

In Ombredane's opinion, "the practical language is to be found within the individual behaviour, under the form of self command."[3]

Presently, the practical usage of language is subjected to its more comprehensive function – namely, the function of adjustment.

The representational function – consists in the designation of what it is presently absent, being in an opposite relation to narration and evocation.

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[3] M. Golu, *The fundamental elements of psychology*, vol. II, The Foundation "România de Mâine", 2000, p. 72.

The representational language focuses on two aspects: on the one hand, on the complete and singular prefiguration, an aspect by means of which it resembles the work of art, whose signification is immediately accesible, on the other hand, on the allusion founded on a system of conventions, whose previous appropriation is necessary.

We cannot associate the abstract notions with the representations, but the allusive and suggestive elements are present in full measure.

The dialectic function deals with the formal usage of language, that does not focus on descriptions and stories, but on the creation of the abstract symbolic combinations, the most eloquent expression of this function being the algebra. In the ontogenesis, it is correlated with the shaping of the formal operations and thinking. By the dialectical function, the verbal language becomes the main instrument that mediates and makes the conceptual abstract knowledge possible.

In the contemporary psychology, in the process of the delimitation and definition of the functions of language, we start from the general theory of communication and from that of order – command, (adjustment).

The famous linguist and psychoanalyst Roman Jacobson (1960) resorts to the notion of the "alignment" of the message in order to emphasize the dominating relation that renders a certain function. Thus, the message based on the emitter himself **reflects the emotional and expressive function** of the language.

By observing the spirit of communication and adjustment, as well as the general determinations of the human psychic system, we can synthesize the main functions of the language: communicative, cognitive and adjustment.

The function of communication is primordial. It results from the intrinsic nature of man to develop energy-related and informational exchanges with the external environment. The verbal language is an instrument of mediation and development of human communication. It involves the association of the two factors – the emitter and the receiver or the addressee, (the recipient), centered on the same internal informational model.

The communication function focuses on the exchange of information between two persons, between one person and a group, between two groups, between a man and his car, between man and animal.

This function represents the essence of the verbal language as a way of exteriorization of the internal states manifested by the subject.

The cognitive function subsumes to the communication function and it represents:

    a) the designation of the internal informational models of the objects and of the external phenomena;

    b) the comprehension of the word within the schema of the cognitive processes, from the sensory ones to those of the formal-abstract thinking.

From the designative point of view, the words of language as signs are, by systemic learning, associated with concrete objects and phenomena, that the child directly perceives.

From the cognitive perspective, the cognitive language stands for a factor of organization and orientation of the psychic processes of knowledge. Furthermore, it represents the matrix the system of the logical operations and the reasonings are structured and function. The unit between language and thinking is functional and not substantial-qualitative. This is the reason why it is not absolute, but relative, it is not monolithic, but contradictory – there is no complete concordance between the levels of thinking and language development.

The adjustment function of language is achieved at the level of two plans: internal and external.

At the internal level, the language becomes an essential factor necessary to adjust the psycho-behavioural organization specific to the individual. The verbal integration turns into a law specific to the development and organization of all the conscious psychical processes as far as their content and form are concerned. The language helps to the assimilation of the systems of knowledge, values, principles and norms, criteria of comparison, behavioural skills and abilities.

At the external level, the adjustment function of the language consists in the influencing and shaping of the attitudes and behaviours specific to the other people around us, according to our wishes and expectations.

As a conclusion, we must underline that there is a close interaction among the three functions of language.

The forms of language

First, we distinguish the *active* and the *passive* language. We will deal with the communication process, the process concerned with the pronunciation and writing of words. Secondly, we will focus on the reception, as well as the comprehension of language. Reading is a version of the passive language.

The passive language usually precedes the active language and it is richer. The active language involves the systematic practice and cultivation.

Another analysis of language in the context of the general activities of interhuman communication brought about the delimitation of the main particular forms it relation to which it manifests: *the external and internal languages*.

The external language addresses especially the external receivers. It is represented by two forms of language: *oral* and *written*.

The oral language is generated by the selective succession of the articulated sounds, structured according to logical and gramatical rules. The sounds are determined by the phonetic apparatus, at the command of the verbal-motor, cortical centres. According to the specific schema of communication, there are three versions of the oral language: the soliloqui, the monologue and the dialogue.

The soliloqui is speaking in a loud voice to ourselves. This form of manifestation is normally to be found in the case of children up to 5 years old, by which they make their intentions known, determining the development of the sequences specific to the current activity.

The monologue represents the existence of an external addressee, able to receive the flow of messages without retorting after each sequence, but at the end.

The absolute oral monologue, (in the absence of a person) stands for a rare thing, and most of the times it goes beyond the normal.

The dialogue is the most frequent form that contributes to language development. It involves the alternation between the positions of the two terms belonging to the relation of communication – the emitter and the receiver – and it relies on a mutual exchange of messages.

The dialogue can be structured and freely generated at the situational level. The free dialogue begins and takes place spontaneously. Most of the times, it does not involve only one single "object," but an entire mosaic.

This is the daily conversation with the people around us, within the most different contexts.

The whole oral language contains the hallmark of the speaker's subjectivity. It reflects the specific informational content, but also the general level of intellectual development, as well as the features of personality. This is the reason why its analysis becomes an important modality meant to help us comprehend the psychological side of the individual.

The written language is obtained by encoding the oral messages in a graphic form. It appears much later than the oral language, both during the historical evolution and within the ontogenesis.

Similar to speaking, writing reflects and externalizes the subject's personality. According to the vocabulary and style used, we can determine the level of training and culture of that particular subject. Then, the graphic characteristics of his or her writing help us discover important features of personality.

The writing language is more severely tied to rules, there is no place for discontinuities, grammatical mistakes, or certain inappropriate expressions.

As a conclusion, the language is a system of signs, specific to people, made up of articulated sounds, by which these, (the people) can render their thoughts, feelings and wishes.

In Saussure's opinion, language "is social in its essence and independent of the individual"; the other side – the speech – "Has as object the individual part of the language; the language belongs to both the individual and the social. According to Al. Rosetti – language "develops together with the development of the human brain and the development of society."[4]

N. Stănescu used to say: "There is no difference between the child' s heart and his language. His language has five fingers, similar to his hand, it catches hold of any abstract object, with the same skilfulness we grab a fruit or a chip."[5]

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[4] Rosetti Al., "*Introduction to phonetics*", The Scientific and Encyclopaedic Publishing House, 1982, p. 96.

[5] Stănescu N., *Memories within the present*, Bucharest, Sport-Turism, 1985, p. 6.

RESEARCH TECHNIQUES AND INSTRUMENTS CONCERNED WITH THE PERCEPTUAL-MOTOR AND INTELLECTUAL RHYTHM OF DEVELOPMENT TO CHILDREN

The working hypothesis. Sample description

Following the already described objectives, we have started from the premise that the study of the perceptual-motor and intellectual rhythm of development, as well as the study of the psycho-motor development and of the writing and reading information the pupil acquires, can represent an important point in the shaping of his or her profile, being also useful especially for the activity of analysis and prognosis at the level of the contents of those activities that aim at both reading and writing in school.

We can also add the fact the psycho-motor development in favourable conditions determines the development of successful communication activities in general and graphic activities in particular.

If this premise proves to be real, then the discovery of psycho-motor disorders can be correlated with the graphic deficiencies concerned with the activities the pupil is involved in.

The research has been made on a group of 40 subjects, second grade students, from the Primary and middle school level no. 2 Piteşti – Argeş.

The *Lauretta-Bender test for the study of the perceptual-motor development*

The test is important and efficient for the investigation of children, considering that both perception and representation are fundamental for the organization and structuring of the cognoscible unit. Perception is a very complex psychological synthesis that does not correspond to one single succession, or to an addition of sensations, but to one modality that can be integrated in the general psychological sphere. This synthesis is due to a fundamental characteristic of the human consciousness, namely the unitary organization of those elements that disappear from the visual world. The test mirrors exactly the psychological mechanisms of the process of adaptation and integration of the living body at the perceptual representative level. The transition from perceptions to the spatial representation stands for the proof of a process of synthesis associated with coordinates, whereas the final visual image represents the consequence of multiple conditions and practical checkings. By the implementation of the test, the area of interception between the perceptual plan and the plan of representation makes room for a double perspective: at the level of the

cerebral dynamics, we can notice those cortical and subcortical events that aim at the integrating functionality of the nervous system. From the psychological point of view, the complete development of the basic functions of knowledge allows the emphasis of immaturity, that will generate learning difficulties in general and writing difficulties in particular.

The test contains nine drawings, each of them being described on a separate card, showing an item.

The drawings are given to each subject separately, according to a pre-established order. The child receives an A4 sheet of paper and a pencil and he is explained what he is going to do. He must copy the drawings, doing his best during the activity. He is shown the first drawing and he is explained once again that he must draw it exactly as he sees it, on his sheet of paper. The child is not instructed with regard to how he should use the paper, as the spontaneous aspect, the way he makes use of the space, the way he places the drawings on the page, the way he positions them are very interesting to observe. They all contribute to the qualitative evaluation of the child, together with the activity of drawing other elements as well, the repetition of a certain drawing. The child is then shown the other items of the test. During the test, the pupil is encouraged work, whatever the quality of his or her drawing.

The test's items were classified according to Kopitz system, that focuses on the type and number of deviations from the model, deviations that are to be distinguished within the pupil's reproductions. These categories aim at the distorsion of the form, the rotation, the integration, the perseverence, the disproportion.

Within the system of rating, each mistake receives one point, while its absence is rated with zero points. Any clear deviation from the model is marked, (noted), while the sum of the deviations that result from the mistakes made establishes the final rate of the subject's mistakes. The latter, (in relation to Koppitz system), allows the establishment of the level of perceptual-motor development.

The level test for the Romanian language

It was implemented at the level of second grade students, during one hour, with a 15 minute break, at the middle of the test. Cumulated with the other tests, the test can underline the level a pupil can reach in a school activity that involves mechanisms specific to the acquirement of those particular pieces of information.

It contains 14 items that comprehend simple subjects, easy to be solved by the pupils. These items emphasize acquisitions that focus on the spatial organization, getting familiar with the form and colours, verbal differentiations, operational mechanisms, writing acquisition.

The general maximum score amounts to 48 points and it is obtained by the calculation of the partial scores. The general score is turned into marks:

VERY GOOD	37 – 48 points
GOOD	25 – 36 points
SUFFICIENT	13 – 14 points
INSUFFICIENT	less than 13 points

Item no.	Partial score
1	2 points
2	4 points (one point for each correct answer)
3	3 points (one point for each correct underline)
4	3 points (one point for each correct underline)
5	2 points (for each correct underline)
6	5 points: ● 3 points for each correct rendering of each word ● 1 point for a correct page layout ● 1 point for the correct layout near the border given
7	2 points (one point for each correctly written word)
8	6 points, (2 points for each correct underline and 2 points minus for supplementary omissions or underlines
9	6 points (2 points for the correct underline of each of the three words, 2 points minus for each supplementary omission or underline)
10	3 points (one point for each correct differentiation)
11	3 points (2 points for each correct association of terms and one point for correct copying)
12	3 points
13	2 points for the correct reproduction, (copying) of the sentence, one point minus for 2 words copied incorrectly
14	4 points, (one point minus for each mistake)

Psychomotricity and writing disorders

Subjects	Severe D.M.	Inferior D.M.	Medium D.M.	Superior D.M.M.	Less serious D.M.
Appropriate	12	13	11	3	1
Medium chronological age	11,3	11,2	10,8	11	13
The average of the perceptual-motor age	Sub 5	5-5,5	5,5-6	6-6,6	8,6-8,11

Item	Mistakes
1	**The incorrect writing of one's name and surname; the partial writing of one's own name and surname**
2	**The incorrect page layout, (up, bottom, left, right), correct layout, but distortion of the geometrical figures**
3	**The differentiation of the colours, without task completion: the underline of the whole word, or the underline of an inappropriate letter**
4	**The underline of other words than those asked; the underline of only two of the three words**
5	**The underline of the whole sentence; the underline of other words than those asked**
6	**Incorrect layout, (above, under, near, but the correct rendering of the three asked words; correct layout, but incorrect rendering of the words asked; incorrect layout and rendering**
7	**The incorrect identification of the word by image; the correct identification of the word, but its incorrect writing**
8-9	**The underline of the whole column of words; the underline of those words that designate fruits or toys, together with other words; the underline of only one or two words that designate toys or fruits**
10	**The hyphenation of one single word; the incorrect hyphenation of those words made up of three syllables**
11	**Incorrect association and rendering of words; incorrect association of words and correct writing; correct association and incorrect writing**
12	**The sentence is not entirely underlined**
13-14	**The rendering of only one part of the sentence; the use of capital letters; incorrectly organized writing; omissions; inversions; substitutions; additions of letters or groups of letters; the absence of the capital letters.**

A synthetic summary of the sample results. The level test

| No. crt.	Subject	Items														Score	Mark
		1	2	3	4	5	6	7	8	9	10	11	12	13	14		
1	A.D	0	2	0	2	1	0	0	0	0	0	1	3	0	0	9	Insufficient
2	R.P.	1	2	0	1	1	0	0	0	0	0	0	0	0	0	5	Insufficient
3	M.P.	0	0	0	0	0	1	0	2	2	1	0	1	0	0	7	Insufficient
4	A.P.	0	0	0	0	0	1	0	2	2	1	0	3	0	0	9	Insufficient
5	C.C.	0	0	1	0	0	0	1	1	1	0	2	2	0	0	8	Insufficient
6	N.C.	2	4	3	3	2	5	2	6	6	1	3	3	2	3	45	Very good
7	A.T.	2	4	0	0	0	4	2	0	2	1	1	3	1	1	21	Sufficient
8	P.I.	0	4	0	1	1	0	0	6	6	0	0	3	2	1	24	Sufficient
9	R.C.	1	3	1	0	0	4	1	5	5	1	0	1	0	1	23	Sufficient
10	E.P.	0	3	0	1	1	0	0	6	6	0	0	3	0	0	22	Sufficient
11	A.S.	0	2	2	3	2	3	1	6	6	0	0	0	0	0	25	Good
12	B.B.	0	4	0	1	1	0	0	3	3	1	1	3	2	3	23	Sufficient
13	A.M.	2	3	3	3	2	2	4	2	2	2	1	0	3	4	33	Sufficient
14	M.M	0	1	3	0	2	2	2	2	5	0	3	0	0	0	17	Sufficient
15	S.D.	0	4	0	1	1	0	0	6	6	0	0	3	2	1	24	Sufficient
16	A.M.	2	3	1	3	1	2	0	6	6	1	0	2	1	1	29	Good
17	A.B.	2	4	2	3	2	3	0	2	2	2	3	3	1	4	34	Good
18	B.B.	2	2	1	3	2	3	2	3	2	0	2	0	1	4	27	Good
19	C.S.	0	0	2	0	2	0	0	0	0	0	0	0	0	0	4	Insufficient
20	P.A.	0	4	3	1	2	5	0	0	0	0	0	3	0	4	22	Sufficient
21	P.S.	0	0	0	3	2	0	0	0	0	0	0	3	0	2	10	Insufficient
22	C.P.	0	4	3	1	2	5	0	0	0	0	0	3	0	4	22	Sufficient
23	A.D.	1	4	0	3	2	1	0	6	6	1	0	3	0	0	27	Good
24	M.P.	0	4	1	3	2	0	0	2	0	0	0	3	0	0	15	Sufficient
25	M.J.	0	0	2	0	5	0	0	0	0	0	0	0	0	0	4	Insufficient
26	C.C.	4	0	3	2	3	0	0	0	0	0	0	0	3	0	15	Sufficient
27	L.S.	0	0	0	0	1	0	3	1	0	3	0	2	0	0	10	Insufficient
28	C.L.	0	0	0	0	1	0	2	1	0	3	0	1	1	0	9	Insufficient
29	A.R.	2	0	1	1	0	0	0	0	0	0	0	0	0	0	5	Insufficient
30	S.S.	0	1	3	0	2	2	2	2	2	0	0	3	0	0	17	Sufficient
31	A.T.	2	3	3	3	2	4	2	2	2	1	0	3	2	4	33	Good
32	C.B.	0	0	0	0	1	0	2	1	0	3	0	1	1	0	9	Insufficient
33	M.A.	2	4	0	0	0	4	2	0	2	1	1	3	1	1	21	Sufficient
34	S.C.	2	4	0	3	1	5	2	4	2	1	1	3	2	2	32	Good
35	T.S.	2	4	3	3	2	0	2	6	4	1	2	3	1	1	34	Good
36	G.V.	3	0	2	2	0	0	0	0	0	0	0	0	0	0	7	Insufficient
37	A.C.	0	4	0	1	1	0	0	6	6	0	0	3	2	1	24	Sufficient
38	M.A.	0	0	0	0	1	0	2	1	0	3	0	1	1	0	9	Insufficient
39	C.M.	0	1	3	0	2	2	2	2	2	0	0	3	0	0	17	Sufficient
40	S.B.	1	2	0	1	1	0	0	0	0	0	0	0	0	0	5	Insufficient

THE REPARTITION OF N.M.P.M. (L.B.) RESULTS
ACCORDING TO THE CONSTANT GRAPHIC PROCESS

Sub 5	5-5,5	5,6-5,11	6-6,5	6,6-6,.11	7-7,5	7,6-7,11	8-8,5	8,6-8,11
12	0	0	0	0	0	0	0	0
3	8	2	0	0	0	0	0	0
0	3	1	4	3	0	0	0	0
0	0	0	1	2	0	0	0	0
0	0	0	0	0	0	0	0	1

THE LEVEL TEST AND N.M.P.M. – BENDER

N.M.P.M. The level test Mark	Sub 5	5 – 5,5	5,5 – 6	6 – 6,6	8,6 – 8,11
INSUFFICIENT	15	0	0	0	0
SUFFICIENT	0	11	3	1	0
GOOD	0	0	8	1	0
VERY GOOD	0	0	0	0	1

N.M.P.M. LEVEL TEST
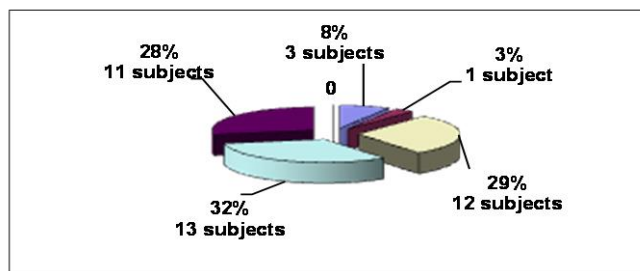
THE REPARTITION OF SUBJECTS ACCORDING TO THEIR GENDER

Gender	Girls	Boys
No. of subjects	17	23
Percentage	42,20	57,50

The repartition of sub... to their ge...

	Groups	No. of subjects	Percentage
1	< 5	15	37,5
2	5 - 5,5	11	27,5
3	5,6 - 5,11	3	7,5
4	6 – 6,5	5	12,5
5	6,6 – 6,11	5	12,5
6	8,6 – 8,11	1	2,5

The graphic representation of the level of perceptual-motor development determined by the implementation of Lauretta-Bender test
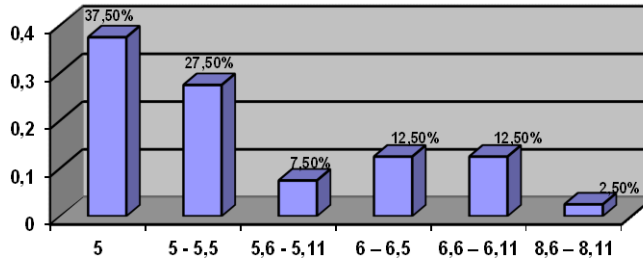
THE SCHEMA OF THE PSYCHOMOTRICITY PREMISE
Data processing and interpretation

The implementation of Lauretta-Bender test has dealt with the identification of the correlations among the chronological age of the subjects, the degree of their mental development and the level of the perceptual-motor development. The results are the following:

- 15 subjects have N.M.P.M. below 5 years;
- 11 subjects have N.M.P.M. between 5 and 5,5 years
- 3 subjects between 5,6 and 5,11 years;
- 5 subjects between 6 and 6,5 years;
- 5 subjects between 6,6 and 6,11 years;
- 1 subject between 8,6 and 8,11 years.

In terms of percentages, the data obtained are the following:

- 37,5% have N.M.P.M. below 5 years;
- 27,5% between 5 and 5,11 years;
- 7,5% between 5,6 and 5,11 years;
- 12,5% between 6 and 6,5 years;
- 12,5% between 6,6 and 6,11 years;
- 2,5 between 8,6 and 8,11 years.

Most of the subjects have been diagnosed with differences between the chronological age and the degree of perceptual-motor development. These differences become more serious with time and the test more appropriate for the older subjects. The perceptual-motor deficiencies are reflected by the items deviations.

The analysis of the subjects' reproductions reveals cases with aberrant reproductions, cases with disproportions between the given and the performed modality, disproportions between the constituent parts of the item. The simplifications of certain figures, modifications of the way the item is described, flawed positionings in contrast with the correct representations, difficulties related to lines tracing are also significant. The children with a severe deficiency are not aware of the test's task and this is the reason why they could not be really evaluated. Many of the subjects have tried to search for easy modalities of copying, which could be correlated with "the avoidance of effort," associated with the mentally deficient people. The items' distribution on the page is also interesting to follow, the subjects demonstrating a deficient spatial organization.

Overall, we can notice a significant correlation between the level of intellectual development and that of perceptual-motor development.

There are pupils that have obtained a poor score at Laurreta-Bender test, but wgho have registered a satisfactory score at the Romanian language test, which means that there are other factors that intervene compensatorily within the reading and writing processes. We would like to emphasize here the affective motivational factor, which is extremely important for the obtainment of progresses in the case of those mentally deficient. The configuration of the features of personality is also important. This involves a profound knowledge of the child, a real respect for him, as well as the value of practice meant to help the child surpass the writing difficulties.

Getting back to a qualitative analysis of the test's results, we can mention the fact that some of the tested children do not make the distinction between the whole and its parts. There are also significant disorders of spatial perception determined by the absence of the internal adjustment of the activity. A superficial observance of the model is also caused by the reduced attention and interest of the subjects in the task given.

The implications of the intellectual level in the functionality of the perceptual-motor field manifests itself by the improbable assimilation of the bi and three-dimensional perceptions and representations, which could be noticed by means of the difficult mental representation of one or more graphic signs.

As a conclusion, we highlight the early discovery of the instrumental disorders that influence negatively the acquisition of both reading and writing, the need to conceive an individualized diagnosis and prognosis program correlated with long-term and continuous education, recovery

and psycho-pedagogical programs, based on perceptual and spatial organization processes.

The results of the Romanian language test have revealed several important aspects.

The graphic process takes place according to the level of perceptual-motor development of each subject. The distribution of results between the extreme marks is progressive, although the relation between the extremes is not proportional. Thus, while the insufficient rating is associated with a significant number of subjects, the very good qualifier was obtained by only one of the subjects.

The item with the highest percentage was the fifth one, that consisted in the underlining of two words in a sentence. The item with the lowest percentage was the tenth item, that involved the hyphenation of three words, a two-syllable word and another two-syllable words.

The analysis of results and mistakes brings forward several important aspects. In most of the cases, the performances obtained by the children are directly related to the degree of mental deficiency.

The task is not always finished, a phenomenon that we can easily recognize within the psychological configuration of the mentally-deficient subject.

Most of the subjects have a precarious capacity of phonemic analysis, which can be easily noticed in the major difficulty to carry the tenth item to an end.

We have noticed that in the case of those subjects with real manual drawing abilities, the writing results were better than sufficient level.

The subjects with a superior perceptual-motor development have proved a good manual exercise, starting with cutting out, modelling, colouring and drawing exercises, as well as the mastery of graphic advertisement and figurative drawing.

In our opinion, those types of exercises focused on the free rendering of graphism, by coloured graphic routes, made on various supports, represent an essential stage in the therapy of writing disorders.

The stabilization of the ocular-motor coordination is also important for the structuring of programs. In this sense, there are several types of exercises, such as:

- exercises focused on drawing circles with the dominating hand, then with the other hand, clockwise and in the opposite sense;
- exercises based on outlining circles simultaneously, with both the right and the left hand;

- drawing exercises with progressive modifications of the dimensions and directions;
- exercises focused on tracing halves of certain figures, finishing the rest of the figures with the other hand;
- exercises based on drawing the most important geometric shapes;
- exercises dealing with the copying of certain drawings and shapes;
- continuous movements on different directions;
- drawing parallel lines meant to develop the capacity to perceive the equal sizes and the space between them;
- drawing figures on the same line;
- tracing vertical lines on the given dimensions.

The stress falls on the spatial structuring, the identification of forms, sizes and quantities. The subjects with such deficiencies have not obtained a favourable score at teh test level implemented. Thus, the qualifier "insufficient" covers the whole subgroup of perceptual-motor level younger than 5 years.

Conclusions

Paraphrising a famous dictum, we could mention that "man is the only being that plays throughout his entire life."[6] Consequently, the play is more or less involved within the context of life, at all ages. He changes together with the transition from childhood to youth, adulthood and then old age.

Thus, irrespective of the age, the children like to play. In Jean Chateau's opinion, "the child manifests by play his intelligence, will, dominating character – his personality." Before starting to go to school, the child plays home spontaneously, then the game acquires an organized character at kindergarten, where it represents the main teaching and learning strategy.

The child learns by play, meant to help him acquire the conscious, deliberate learning when he reaches the scholastic maturity.

Although both the play and the learning process are two different activities, they collaborate to the achievement of the didactic tasks.

Sometimes the learning activity becomes tiresome, both intellectually and physically, but in association with the organized play, it gives rise to a

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[6] Jean Chateau, *The child and the play*, Bucharest, E.D.P., 1972, p. 143.

more relaxed atmosphere. We have noticed that the play brings about good disposition, it does away with boredom and fatigue, it makes the child work with a lot of enthusiasm, happily, with an increased interest, because the child never gets tired when he plays. While playing, during a competition for example, the child manifests spontaneously and he cannot hide his way of being, or his feelings: satisfaction, anxiety, fear, courage.

According to Fr. Fröbel: "The play must not be seen as something casual, but as a very significant activity. The plays are the buds of a man's entire life, as he reveals the most hidden features of his being, by learning and developing through play."

The conclusions of this paper could be associated with Jean Chateau's words, namely: "The play stands for both effort and freedom and learning through play must be a source of physical and psychical effort, as well as a moral joy."

The data of our research come to confirm that the writing process is a delicate, very complex and differentiated motor activity, whose development is a long-term, extremely laborious process.

The experiments have demonstrated that the frequency and seriousness of the motor deficiencies depend on the level of the intellectual development.

The motor deficiencies influence the acquisition of reading and writing skills. In the case of writing, they have a really significant importance, as the graphic transposition reveals the level of intellectual development.

The structure of the lexicographical process represents a very complex activity, that resorts to various auditory, visual and sensory-motor mechanisms, as well as mechanisms of spatial and temporal organization and structuring, mechanisms concerned with the translation of the socially coded meanings.

The main sequences of reading and writing acquisition represent psychomotor and intellectual particularities of the pupil. His writing technique is a multifactorial function concerned with:
   a) the level of perceptual-motor development;
   b) the level of intellectual maturity;
   c) the affective-motivational structure;
   d) the general configuration of the personality.

The development of the aptitudinal structures associated with the writing technique, the manual abilities, or with the lexicon depends on the level of perceptual-motor structuring.

We need to maintain a certain hierarchy while using these methods, a hierarchy that is not related to the purely didactic logics. We can start from those methods that fill the children with great delight and that make them answer the requests positively.

The ludic satisfaction must represent the essential criterion necessary to choose any activity in the primary education and the fundamental condition for the registration of a significant learning progress.

Psychomotricity involves the psychical and physical plans, systems of whose commands depend on one another and that best explain the complexity of the intellectual functions.

The role of psychomotricity in the system of the general development, we can notice that, when the teaching and psychomotor recovery programs are appropriate and correctly implemented, they create favourable premises for the intellectual acquisitions.

The analysis of the oral or written language disorders is very important, as it often represents some of the main causes of the scholastic failure.

We must take care of the children much more responsibly. The affective optimization represents a significant resource for the elaboration of new learning and teaching strategies.

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ACTIVE-LEARNING FOR NONNATIVE-ENGLISH-SPEAKING STUDENTS[1]

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Abstract: *We describe the process of teaching and learning through sessions of different active-learning methods to achieve course objectives and learning outcomes when both students and teachers cannot interact appropriately during lectures because of the absence of a common language of communication. The students developed a positive approach toward active learning. They were more successful in retaining the information delivered during the lecture. They were focused in the class and did not wait for lecture to end in a 2-hour lecture period; however, the students were passive and inattentive during traditional lectures because of their low ability to follow English. Furthermore, an advantage of this study was that the teacher instantly received feedback during the execution of these active-learning methods. In addition, the teacher could also identify the difficulties faced by the students.*

Keywords: *Instructions, Traditional, active learning, physiology, class rooms, non-native English speaker.*

An approach to active learning method implementation compared to traditional method of learning and teaching

The traditional method of teaching is extremely challenging if the teacher and students do not share a common language of communication. This creates a threat in achieving intended learning outcomes and course objective. This situation is observed when the teacher is a native speaker of

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English and the students are nonnative speakers of English. In such cases, teaching in a traditional method causes student passivity. Students are unable to process or retain the information delivered during lectures. Students simply write notes, memorize, and reproduce answers. Therefore, students must be provided with an opportunity to think about the subject that they are learning and to process the course material.[1] Therefore, active learning is the most effective method for achieving course objectives and learning outcomes. Active learning is a process, in which students participate in learning through reading, writing, talking, listening, and reflecting.[2]

Active learning is strongly recommended to the student in the university if in most of the schools, English is taught as a language and is not a medium of teaching; therefore, the students' acquaintance with and understanding of English is limited when they are exposed to graduate programs were English is used as the medium of learning and teaching. Furthermore, when most of the teachers are non-native speakers as such working in some other countries and it becomes obligatory for them to teach in English using traditional methods of teaching. This leads to inappropriate communication between teacher and students. The absence of proper communication adversely affects the learning outcome. Consequently, students do not meet the intellectual standards of university life because of the difficulties they face with the language of instruction.[3] Therefore, teachers face many problems (Table 1) during their regular traditional teaching sessions as mentioned in the bellow table.

Class room problems faced by teachers because of poor English of students
Students are unable to understand the lecture because they do not understand English vocabulary.
Inability to translate subject-related keywords into their language.
Inability to understand physiological mechanisms.
Lack of retention of the subject being taught by using traditional methods.
Lack of concentration during the lecture, and most students waiting for lecture to end.
Poor processing and retention of information delivered in the classroom.
A small percentage of students responding to the question asked by teacher at the end of lecture.
Students digress from the task and talk about other things, and some of them daydream.
Students are not attentive in a 2-hour session of the traditional method of teaching.
Most students appear to not have understood the basic concepts of the subject taught in the lecture when the teacher grades homework assignments.

Thus it is suggested that different active-learning methods should be implemented to improve teaching and thus to achieve the required course objectives and intended learning outcomes. Active learning involves the active participation of the student. Several research papers have shown that active student participation facilitates the assimilation and consolidation of new knowledge and improves learning outcomes.[4] As defined previously, active learning is predicted to produce meaningful learning, improving attitudes toward learning, increasing knowledge and retention, and foster communication among students, as well as to motivate them to become self-regulated, independent learners. [5,6,7]

Biggs & Tang suggest that outcome-based teaching and learning, involves asking the following questions: What do I intend my students to be able to do after my teaching that they could not do before and to what level? How do I supply learning activities that will enable them achieve those outcomes? [8] How do I assess them to evaluate how well they have achieved the outcomes? Implementing the most suitable active-learning strategy is vital for effective student learning and ensuring student success. However, the most common barrier in implementing active-learning methods is the lack of time to 'cover' the entire course material. However, the barriers can be overcome through thoughtful and careful planning by a teacher. Various active-learning methods are generated according to suitability in the present study. Thus, implementing active-learning methods in the present state is hypothesized to help achieve the intended learning outcomes and course objective, particularly in situations where students and teachers do not share a common language of communication in the classroom.

Because of limited time to complete the syllabus, the course should be consisted of blend of both traditional lectures and active learning. In a 2-hour lecture, the initial 1 hour should be allotted to traditional lectures to explain the course contents and basic concepts to the students. The students should be informed regarding the active-learning techniques to be implemented for learning; active-learning session was commenced after traditional method of teaching. Active-learning methods were suitably designed and developed for achieving the course objectives and learning outcomes. The traditional and active-learning methods when compared using student responses to learning and teaching in both methods.

The Feedback showed that in traditional lecture method 85% of the students simply did not grasp basic concepts. Owing to poor English communication between the instructor and students, the students were

unable to understand the lecture and were compelled to sit and wait for the lecture to end. Moreover, the students' attentiveness decreased considerably in a 2-hour lecture, resulting in reduced retention of lecture material at the end of the lecture.

Active learning created an atmosphere of enjoyment for learning, facilitated language development, and further improved the students' spellings and vocabulary. Active-learning method promoted a healthy debate among participants enabling them to learn from each other. Another benefit of this type of activity was that all the students participating were responsible for failure and success.

Student presentations have many advantages because the students learn to speak in front of a group in a professional manner, thus improving the presentation and speaking skill. When the teacher speaks, the students may not be attentive occasionally, but they are relatively attentive when their classmates speak. Transferring information in the form of presentation to other fellow students facilitated the retention and understanding of the material taught in the classroom.

Students were unable to grasp oral language from a teacher in the traditional method of teaching, particularly when the teaching is entirely in English and students are nonnative English speakers. In these situations, students become passive observers. They do not focus on learning and do not think critically. Their minds digress from the lecture to the outside world. Therefore, while attempting to facilitate effective student learning in situations lacking proper communication between student and teacher, the active-learning method is believed to be a useful teaching style and strategy. A comparison of student performance in the traditional and active-learning methods was used to evaluation the effectiveness of the active-learning method. Implementing different active-learning methods was more effective in achieving course objectives and learning outcomes. English Language was definitely a problem and was continually the focal point for non-English speaking student. However, through the use of active-learning methods, the students were motivated to participate in learning.[7] The response of all the students was inspiring, and collectively favored the use of the active-learning process. Most students involved in this process of learning were successful in retaining the information presented in the class. Students became active and independent learners as well as problem solvers. Thus, our study supported the view that active processing of information and not simply passive reception of information leads to learning.[9] With the introduction

of active-learning activities, students were not waiting for the lecture to end, as observed in the 2-hour traditional-method lectures. Learning activities in our study used Bloom's Taxonomy that is a useful framework to facilitate thinking about learning goals. It identifies six dimensions of learning as follows: remember, understand, apply, analyze, evaluate, and create. The active-learning methods selected in the classroom are mentioned above. In a class with language barriers between student and teachers, proper active-learning method should be selected to support the domains of learning outcomes for achieving the course objectives.

Although lecturing is a crucial aspect of teaching, it causes passivity in students. Moreover, active learning among students resulted in a relatively high level of understanding instead of memorizing; the students were involved in processing or retaining of information presented during the lecture.10 Furthermore, the balance between distraction and seriousness of the active-learning activity among students was achieved by holding students responsible for completing the activity through assigning marks that were counted in internal assessment. The grading for active-learning methods should account for 10% of total course grade. Holding individual students responsible for the grading created an atmosphere of alertness among student and compelled them to remain attentive instead of waiting for the lecture to end, as they did during traditional lectures. Active-learning strategies applied in our class provided the teacher with feedback regarding student understanding of the lecture and the retention of material presented in lectures. This enabled the teacher to identify specific areas of confusion and difficulty. Active learning method was designed to enable students to achieve a basic understanding of the course topic taught in the lecture. In each of the learning activities, an atmosphere of enjoyment was observed among the students, which facilitated the achievement of the learning outcomes through the active participation by the students. Participation involved critical thinking and brainstorming, which would help provide a higher academic performance than the traditional method, where students memorize and reproduce answers. Critical thinking and brainstorming facilitate the long-term retention of course material. This would aid the student's in future high-level courses. Our study in consistent with most studies that have suggested that understanding the lecture, followed by self-explanation and interpretation in a session of active-learning leads to improved learning.11 Feedback obtained at the end of both traditional and

active-learning methods revealed that majority of the students favored the active-learning method of learning.

Conclusion

Designing and implementing different active-learning methods is more a effective solution to the lack of communication between students and teachers than blaming the students for language deficiency. Active-learning methods enhance the achievement of intended learning outcomes and course objective.12 Active learning, is more successful than the traditional teaching method in promoting retention and understanding of the course material. The students were more attentive and actively involved in learning in the active-learning sessions than in the traditional lectures. The improved attentiveness and involvement of the students was proved through a higher academic performance of the students in active-learning method than in the traditional method.

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EXPERIMENT ON THE EFFECTIVENESS OF A MEDICAL RECOVERY PROGRAM FOR VULNERABLE ELDERLY PEOPLE

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Abstract: *The purpose of this study was to validate the characteristics and therapeutic value of a program of medical gymnastics exercises. The kinetic program was conducted under the direct guidance of physiotherapists for elderly people with normal motor activities and a group of vulnerable elderly people. The group of elderly people without illness was made up of 44 people (6 men, 38 women) and the vulnerable elderly group of 30 people (10 men and 20 women).*

The criteria for assessing the health status were weight, body fat percentage, grip strength, knee extensor strength, sitting trunk flexion, one leg standing, functional reach test, timed "up and go" test, 10-m walking time.

The methods and procedures within the research methodology used in the research were: the TMIG competence index, the short MOS form - the Health Study Item 36, and assessing life expectancy. In each experimental lot, the physiotherapists performed group and individual exercises.

The findings show that the knee extensor strength in the elderly group with vulnerable health improved almost the same as in the group of elderly people without affections.

In conclusion, there have been significant improvements in balance, walking ability, muscle strength, social and psychological attitudes in both groups.

Keywords: *exercise program, medical recovery, elderly people, vulnerable health, preventive care.*

Introduction

Research into the role of exercises for elderly people has focused on type of exercise (resistance training, balance training, Tai Chi), provision of exercise (group exercise, individual exercise), and target subjects. As a national direction for preventative care, three targets were established. First prevention: a named population approach is implemented as a

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community support project for general elderly people to be informed of the importance of preventative care. Second prevention: a named high risk approach is implemented as a community support project for specified elderly people at risk of being in need of support or care. Third prevention: a program is implemented for elderly people in need of support or care not to make their conditions worse[1].

Recently, various approaches aimed at preventing elderly people becoming weak and in need of care have been reported in Romania. These exercise approaches have been put into practice as preventative care from each of the three aspects above (first ~ third prevention), and there are reports showing effects of exercise intervention for each prevention group. In spite of increasing numbers of reports on these approaches, there are few reports comparing the difference of each effect among the three prevention groups in reference to one exercise program.

Recent research has shown some effects of exercise on elderly people using various tools as resistance in muscle strengthening training, such as machine, band with weights, and so on. We believe that exercises should be as simple as possible for extensive practice in a community. Accordingly, we introduced a health promotion exercise program consisting of simple exercise methods. However, it remains uncertain what level of older people simple exercise would be best suited to.

In this study, we provided an exercise program consisting of simple exercise methods for general elderly people in a community (hereinafter called the general elderly group) and frail elderly people in need of support or care using the day rehabilitation service of a facility (hereinafter called the frail elderly group) under the instruction of physiotherapists. The purpose of this study was to validate the efficacy and the characteristics of this program for each group.

Subjects and methods

Subjects
Subjects in this study were elderly people living in M town, Pitesti, Arges. The general elderly group totaled 76 elderly people (15 men and 61 women), living in four districts of the town, who were invited to be participants. We carried out exercise classes in each district six times over

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[1] Constantin Albu, *Physical Therapy - Methodology of positioning and mobilizing the patient*, Polirom Publishing House, 2012, p. 172.

a three month period (from May to August 2006) as part of health measures for the general elderly people in this town. Physical fitness measurements were carried out at the first class and the last, and these results were made available for this study. The frail elderly group consisted of people in need of support or care using a day rehabilitation service of a facility in the town one or two days in a week, who were invited to be subjects. We carried out exercise intervention over a three month period (from August to October 2006) as part of the day services for users of this facility. Physical fitness measurements were carried out at the beginning of this intervention and after three months, and these results were made available for this study. As eligible subjects for this study, 44 general elderly persons (6 men, 38 women) and 30 frail elderly persons (10 men, 20 women) were selected.

Before the beginning of this study, all subjects received an adequate explanation of the study and gave their consent to participation. They were given medical checks and permitted to participate in this project by their doctors. The protocol of this study was approved by the Ethical Review Board of the Romanian Society of Physical Fitness and Sports Medicine[2].

The inclusion criteria for subjects comprised four items: 1) Able to walk for 10 meter or further without stopping (but for a safe environment they were given approval to use assistive devices for gait); 2) Not severely demented; 3) No severe diseases; and 4) The care need certification of a subject was fully independent, level of support needed or level 1 or 2 of care needed. The profiles of the subjects are shown in Table 1.

Methods

As physical characteristics, height, weight, and body fat percentage were measured (BF-645: TANITA). As an index of muscle strength of the upper extremity, grip strength was measured using a grip dynamometer (Grip dynamometer YM 100 kg: TTM). As an index of lower extremity muscle strength, the rate of isometric knee extensor strength to body weight while restrained with a fixation belt was measured using measurement equipment for isometric strength (TasMF-01: Anima Corp). As an index of flexibility, sitting trunk flexion was measured in long-sitting reaching forward without bending the knee
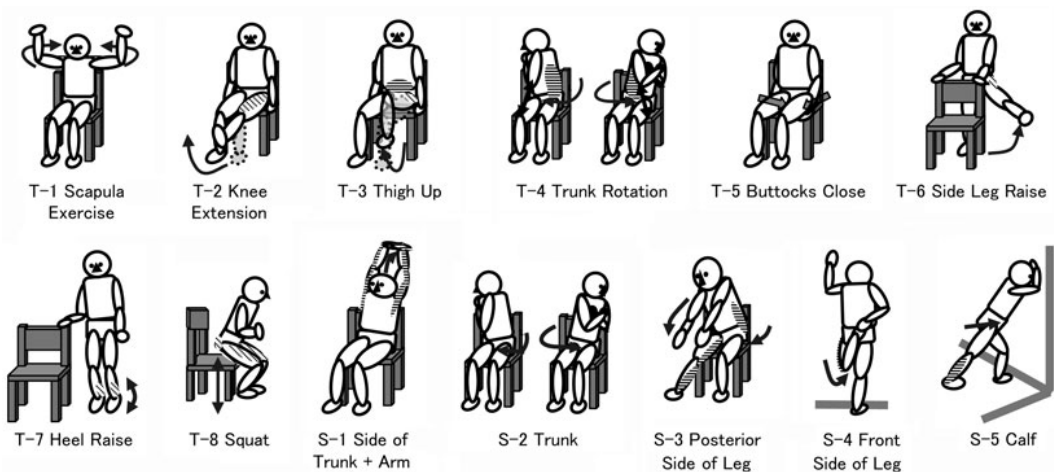
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[2] Prada G.I., *Geriatrics and Gerontology. Course Note* - Volume I, Bucharest, Medical Ed., 2001, p. 72.

(based on the Implementation Guide of the new fitness tests issued by the Sports

Figure 1. Exercise contents. T: training, S: str'hing

and Youth Bureau, Ministry of Education, Culture, Sports, Science and Technology). As indices of balancing ability, static balance time for a one-leg standing with eyes open, dynamic balance using the Functional Reach Test (FRT), and functional balance using the Timed "Up and Go" Test (TUG) were measured. In addition, as an index of walking ability, the 10-

m walking time (at maximum preferred speed) was used. These measurements were performed twice after several rehearsals and the best values were adopted as the measurement values. For activity, social, and psychological assessments, a questionnaire including all three indicators of the ADL index of the TMIG Index of Competence (TMIG-IC), MOS Short-Form 36-Item Health Survey (SF-36), and the Life-Space Assessment (LSA) was administered. For SF-36, the SF-36 the Romanian edition version 2 was used, and the values for the two total scales including PCS=physical component summary, MCS=mental component summary and the eight sub-scales (PF=physical function, RP=role physical, BP=body pain, GH=general health, VT=vitality, SF=social functioning, RE=role emotional, and MH=mental health) were calculated. LSA, which measures not only the extent of movement, but also the frequency of movement and any assistance needed, was evaluated to assess life-space mobility and detect changes in ADL[3].

All the exercises were easy to perform for every subject, and were instructed and prescribed by physiotherapists with an explanation of training (mainly for correct position and method). The main exercise program consisted of eight muscle training exercises for gross muscles in the lower legs and trunk, and five string exercises for the whole body (Fig. 1).

A group exercise consisted of the main exercise program combined with postural exercises and light exercises. Main exercises were always carried out, but other exercise contents in one group exercise were altered flexibly according to the circumstances of participants' physical ability or fitness level. Total time for each group exercise was approximately 20 minutes, considering fatigue. For the general elderly group, group exercises were provided in an exercise class (once every two weeks). And for the frail elderly group, group exercises were provided basically 5 days/week in the facility (except for weekends and event days), so that every person could participate in the group exercise anytime he or she visited (1–2 days/week).

As individual exercises, a physiotherapist selected 3–5 exercises from the exercises noted above, considering fitness items for each participant in which the subject scored low in the physical fitness measurement (for example, standing exercises were chosen for balance, and string for flexibility), and instructed participants individually. The purpose of each

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[3] Alois Ghergut, Mihai C. Albu, Constantin Albu, *Physical Therapy Dictionary*, Polirom Publishing House, 2007, p. 200.

prepared exercise was not changed, but exercises were altered flexibly according to the participant's physical ability, fitness level, or environmental factor. All subjects were told that they should not restrict or stop, but rather should keep on doing other activities that they had been working on, and to perform the exercises as instructed as additional exercises[4].

One set of muscle training exercises consisted of 8–10 repetitions and one set of str'h exercises consisted of 10–20 second exercises, and the intensity was set depending on each subject's muscle strength on the basis of 12-13 RPE (Rating of Perceived Exertion) suggesting slightly hard.

The frequency (how often the participants did their exercises) and number of exercises were recorded on check sheets. For the general elderly group, the state of exercise implementation was checked by a public health nurse at every exercise class, and for the frail elderly group, by a nurse or care worker of the facility. How participants did their exercises (methods, difficulty) was checked and the intensity of exercises was reconfigured and explained by the principal author twice (one month and two months after the first instruction).

All measurements and exercise instructions were implemented by a total of 3–4 physiotherapists including the principal author. These interventions were projects commissioned by the town and the institute, and the principal author had the chief responsibility for these projects and other physiotherapists engaged in these efforts as volunteers.

A Wilcoxon signed-rank test for each group and for each item was performed for intra-group comparisons before and after the intervention, and to review the effects of this exercise intervention in each group. In addition, an inter-group comparison was performed to compare each group for knee extensor strength item before and after intervention. As a multiple comparison procedure, the Kruskal Wallis test was performed for a total of four values from each group before and after the intervention, and then a Mann-Whitney test for each group was performed for intergroup comparisons before and after intervention. SPSS 11.0 J for Windows was used for the statistical analysis. A p value of less than 5 percent was considered significant in Wilcoxon's signed-rank test and the Kruskal Wallis test, and one of less than 0.0125 percent was considered significant in the Mann-Whitney test with Bonferroni correction.

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[4] Enăchescu C-tin, *Psychoanalysis and Psychotherapy Treaty*, Iaşi, Polirom Publishing House, 2013, pp. 128-129.

RESULTS

The period of observation was not unified in this study design. The average of period was 81.4 ± 3.0 days for the general elderly group and 90.2 ± 2.9 days for the frail elderly group, and a significant difference was observed between the groups (p=0.003).

The frequency of participation in group exercises was 1.2 ± 0.6 days/week for the frail elderly group, and was obviously higher than the general elderly group (1.0 day/fortnight).

The average individual exercise frequency was

3.4 ± 2.1 days/week for the general elderly group and 4.4 ± 1.6 days/week for the frail elderly group, and a significant difference was observed between the groups (p=0.044)[5].

Results of physical fitness measurements of each group before and after intervention are shown in Table 2.

For body weight, a significant decrease was

Table 2. Results of physical attributes and fitness measurements in both groups.

	Before intervention	After intervention						p value
Body weight (kg)	General	(n=44)	50.9	±	10.7	49.7 ±	10.6	0.001**
	Frail	(n=30)	45.5	±	8.7	46.2 ±	8.3	0.058
Body fat percentage (%)	General	(n=44)	27.3	±	7.4	25.8 ±	7.9	0.0002**
	Frail	(n=30)	18.7	±	5.9	16.6 ±	5.2	0.0001**
Grip strength (kg)	General	(n=44)	25.5	±	6.9	25.2 ±	7.1	0.423
	Frail	(n=30)	18.1	±	7.5	18.2 ±	7.2	0.656
Knee extensor strength (%BW)[+]	General	(n=44)	37.3	±	9.2	37.7 ±	10.0	0.438
	Frail	(n=30)	29.3	±	8.5	35.3 ±	7.2	0.0002**
Sitting trunk flexion (cm)	General	(n=44)	37.6	±	6.6	39.4 ±	7.0	0.001**
	Frail	(n=30)	29.9	±	8.0	32.8 ±	8.9	0.003**
FRT (cm)	General	(n=44)	30.2	±	4.7	33.3 ±	5.5	0.0001**
	Frail	(n=30)	22.4	±	6.1	25.0 ±	6.0	0.0001**
One-leg standing (sec.)	General	(n=44)	18.3	±	19.1	25.2 ±	18.5	0.0002**
	Frail	(n=30)	7.3	±	4.7	10.3 ±	10.1	0.002**
TUG (sec.)	General	(n=44)	7.4	±	1.5	6.5 ±	1.3	0.001**
	Frail	(n=30)	19.9	±	13.2	18.1 ±	9.8	0.086
10m walking time (sec.)	General	(n=44)	6.2	±	1.3	5.9 ±	1.3	0.030*
	Frail	(n=30)	15.4	±	7.3	14.1 ±	6.3	0.003**

*: p<0.05, **:p<0.01 (Wilcoxon signed-rank test), [+]: knee extensor force (kg)*100 / body weight (kg). General=general elderly group, Frail=frail elderly group, FRT=Functional Reach Test, TUG=Timed "Up and Go" Test.

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[5] Bucur V., Maciovan A., *The Third Age Problem*, in Neamţu G. (coord.), Social Assistance Treaty, Iaşi, Polirom Publishing House, 2003, p. 128.

observed in the general elderly group, while there was a tendency to increase in the frail elderly group. On the other hand, in both groups, significant decreases were observed in body fat percentage.

At the end of the study, a significant increase in knee extensor strength was observed only in the frail elderly group. From the result of intergroup comparison of knee extensor strength, a significant difference was observed by the Kruskal Wallis test ($p = 0.0002$). The knee extensor strength of the general elderly group was significantly superior to that of the frail elderly group before intervention ($p = 0.0002$), but no significant difference was observed after intervention ($p = 0.422$).

At the end of the study, in both groups, significant increases in sitting trunk flexion, FRT and one-leg standing, and a significant decrease in 10-m walking time were observed. In TUG, a significant decrease in the general elderly group, and a tendency towards improvement were observed in the frail elderly group.

Questionnaire results of each group before and after intervention are shown in Table 3. In the general elderly group, significant increases in the scores for the MCS and MH items of SF-36 were observed. In the frail elderly group, a general tendency towards improvement and significant increases in the scores for the PCS, RP, BP, GH, VT, RE items of SF-36 and LSA were observed.

Discussion

For the frail elderly group, a significant increase was observed in knee extensor strength. It was reported that the effect of muscle training was largely the result of neural adaptation over two or three months. The training led to significant gains in muscle strength, size, and functional mobility among frail residents of nursing homes. Because there was a tendency of increased body weight in spite of decreased body fat in this study, the increase in lower extremity muscle strength of the frail elderly group was probably due to not only neural adaptation, but also to the gain in muscle volume[6].

As for knee extensor strength, a significant increase was observed in the frail elderly group and their muscles became as strong as those of the general elderly group. The average knee extensor strength of 36 female people in their eighties was 38.6 ± 4.9 (%BW). So, the value of knee

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[6] Bălaşa A., *Social Protection of Elderly People in Romania*, in the Review of Quality of Life, XIV, no. 1, 2003, p. 92.

extensor strength in frail elderly people after the intervention (35.3 ± 4.9 %BW) turned out to be close to the general average value, which is a very meaningful result. The training led to improvements in function, particularly in those who were initially most

Table 3. Results of questionnaires in both groups before and after the intervention

	General elderly group (n=44)					Frail elderly group (n=30)				
	Before intervention		After intervention		p value	Before intervention		After intervention		p value
PCS	41.3	± 12.6	40.7	± 10.2	0.488	32.4	± 8.5	38.1	± 8.2	0.024*
MCS	53.9	± 8.8	58.0	± 7.2	0.011*	55.9	± 6.2	59.6	± 9.1	0.058
PF	39.7	± 14.2	41.6	± 13.2	0.524	20.6	± 9.4	25.4	± 9.7	0.062
RP	46.9	± 11.3	46.6	± 9.6	0.837	44.3	± 11.3	49.9	± 8.0	0.018*
BP	43.3	± 8.9	47.5	± 9.6	0.053	45.8	± 9.3	53.1	± 8.5	0.005**
GH	49.6	± 7.7	51.2	± 7.9	0.293	45.0	± 7.6	52.1	± 9.4	0.003**
VT	52.5	± 9.2	55.3	± 8.1	0.166	49.7	± 5.3	54.6	± 7.8	0.006**
SF	49.6	± 10.0	50.7	± 8.9	0.874	52.1	± 8.9	53.8	± 7.1	0.455
RE	47.8	± 10.3	46.9	± 9.9	0.431	45.1	± 9.6	52.5	± 6.2	0.002**
MH	52.2	± 8.6	56.7	± 8.6	0.013*	50.8	± 7.2	53.1	± 9.7	0.209
LSA	74.4	± 16.1	78.1	± 18.4	0.077	35.4	± 13.0	39.6	± 15.2	0.0004**

*: $P < 0.05$, **: $p < 0.01$ (a Wilcoxon signed-rank test). SF-36=MOS Short-Form 36-Item Health Survey, LSA=Life-Space Assessment, PCS=physical component summary, MCS=mental component summary, PF=physical function, RP=role-physical, BP=body pain, GH=general health, VT=vitality, SF=social function, RE=role-emotional, MH=mental health.

Thus, the exercise program in this study is expected to be better at improving functions of weak muscles of frail elderly people[7].

The training is effective for increasing strength and maintaining balance and mobility in frail elderly persons. In their study, a band with weights was used as resistance for muscle strengthening training. Significant increases were observed in knee extensor strength, FRT, one-leg standing and gait speed in frail elderly persons after intervention using a machine as resistance for muscle strengthening training for three months. The results of the present study suggest that training without exercise tools as resistance would be effective for elderly people, at least for frail elderly people, if physiotherapists provide professional exercise instructions. The average of knee extensor strength of 54 females in their seventies was 45.9 ± 10.1 (%BW), which means that the knee extensor strength of the general elderly group in this study was weaker than this value both before and after intervention. Therefore, we think that increasing the burden of muscle strengthening exercises for general elderly people in the community should be a focus of future program[8].

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[7] Campion G.V., Dixon, A., St., J., *Rheumatology*, Brexin Library, 1992, p. 129.

[8] Christel R., Witvoe T.J., Jusserand J., *Knee Reversal of the Knee*, Encyclop. med-chir., Kinesitherapy, Paris, 1990, p. 182-184.

As for social and psychological attitudes, mental items (MH and MCS) of the general elderly group and many items (PCS, RP, BP, GH, VT, and RE) of the frail elderly group were significantly improved. For active lives for elderly people it is important torelieve feelings of loneliness or isolation and to form a group in which subjects connect and support each other. There are many reports which have shown the effect of exercises on health-related QOL of elderly people, such as improvements of self-evaluation and offering chances of communicating with others. In this study, these positive results of QOL were thought to be brought about by the multiplied effects of the improvement of physical condition and daily activities.

For both groups, significant increases were observed in flexibility, balance, gait ability and QOL, which were positive results. Adherence to individual exercise was more than three days per week on the whole, which was a good result because the recommended exercise frequency on the ACSM guideline is reported as two or three days a week. The importance of an individual instruction by physiotherapists was reported by Gill et al. and Campbell et al. In this study, it was thought that repeated teachings of exercise by physiotherapists, who specialize in exercise instruction, were effective at communicating to participants an understanding of the exercises and increasing their desire to exercise[9].

The results of this study leave some clues about the characteristic of this intervention. However, in this study design, there were differences between the groups in exercise frequency, and the period of observation (length and season); therefore the changes of both groups should not be compared to each other. Accordingly, the results of this study should not be taken on faith. In future, we consider it important to continue this intervention and modify the study design for validating the effects.

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EDUCATIONAL POTENTIAL OF EXTRACURRICULAR WORK IN FOREIGN LANGUAGE

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Abstract: *The article is dealing with using the educational potential of extracurricular work in foreign language, while developing personal and professional skills of students at higher agricultural education institutions. The terms of the efficiency of educational extracurricular work are defined and its forms and methods are considered. The examples of different extracurricular events in foreign language aimed at the education of future specialist personality are provided.*

Keywords: *extracurricular work, educational potential, formation, personality, forms of extracurricular work.*

Introduction

One of the priorities of modern education policy of Ukraine is the comprehensive modernization of education at all levels. According to the Law of Ukraine "On Education" "... the purpose of education is the full development of the human personality and the highest values of society, the development of talents and mental and physical abilities, education of high moral qualities, the formation of citizens capable of conscious choice, at enriching this based on the intellectual, artistic and cultural potential of the people ...[1]". This characterizes training and education as a single continuous process and means that the main task of the institution of higher education is not only training highly qualified specialists, but also the formation of individual students with integrated professional, moral, aesthetic, psychological qualities.

All this puts before the teacher of higher education an important task of educating the student, and absolutely all subjects, including foreign language should be involved in this process. In this aspect, we consider it is important to study the issue of how to implement education during

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extracurricular activities using foreign language in higher agricultural education institutions.

The analysis of the scientific literature

Many domestic researchers (R. Abdulov, L. Kondrashov, A. Medvedev, G. Trotsky and others) consider extracurricular activities of the students in the educational aspect. The works of scientists (N. Abashkina, M. Borisenko, N. Huziyeva, T. Levchenko, N. Loshkarova, L. Mikhailov, L. Puhovska), in which the subject of a special study is the combination of foreign language with professionally directed disciplines, acquire special interest in the context of forming the personality of a future specialist.

However, none of them touches on the problem of forming the personality of a future specialist by means of foreign language in extracurricular activities with a perspective projection for professional activity in the agricultural sector.

The purpose of the article

The purpose of the article is theoretical analysis of the educational potential of extracurricular activities in a foreign language in the process of forming the personal qualities of a student required for the future professional activity.

Educational activity is an important component in the study of foreign language

The transition to the information society generates new challenges to the nature and quality of professional activities of specialists in the agrarian sector.

A modern specialist must not have only deep professional knowledge, but also have high moral qualities of the individual, responsible for the consequences of their actions and deeds, have a high level of general culture.

Training at universities should have a close relationship with the professional orientation of the individual, with the formation of a system of values that are characteristic for representatives of the agricultural sector. This system of teaching and educational process should be built on the basis of harmonization of the student's development both as a personality and as a specialist.

Thus, the formation of a future specialist in the learning process is the formation of a student's personality by means of learning in order to

create cognitive, practical skills and skills from a particular field of science or art necessary for establishing social relations and relationships with the world.

We consider that among these means of forming the personality of a future specialist education occupies an important place in the classroom and extracurricular activities in a foreign language.

Educational work is an important component in the study of a foreign language. Under the education we understand the purposeful process of forming the spirituality, culture and physical strength of the student's personality, preparing him for life, and actively participating in the work as a specialist, in particular, using knowledge of a foreign language Thus, at classes a teacher pursues all the required purposes, including educational, but it is not always enough time to immerse a student in another world, a world of learning a language.

Therefore the organization of educational extracurricular activities in a foreign language is a very important factor in the study of language directly. This type of work does not deepen the knowledge of a foreign language only but also promotes cultural outlook, student erudition, the development of their creative activity, aesthetic tastes, but as a consequence, increases the motivation of students to learn the language and culture of other countries.

Forms of extracurricular activities in foreign language

Extracurricular educational work is especially important in the process of formation of the individual, since it differs from the general educational process by its diversity and extraordinary kinds of its conduct.

By content, the following forms of extracurricular work in foreign language are distinguished: competitive (competition quiz), mass media (wall-paper, announcement, newsletter, oral journal, digest, exhibition-quiz), cultural-mass (evening-holiday, evening-meeting with interesting people, evenings-chronicles in connection with significant events, etc.), political-mass (forum, festival, press conference).

Practical experience in extracurricular activities of students based on the study of foreign language makes it possible to state that such as meetings with native speakers, participation of students in university conferences with the preparation of reports in foreign language, participation in various student competitions, clubs, round tables, contests for the best translation, student forums are effective measures.

In extracurricular work in terms of forming a student's personality we consider the Week of Foreign Language is particularly effective. This form is massive in nature, because it involves the participation of a wide contingent of students and encompasses a complex of different content and forms of events that take place in a certain period and are aimed at achieving the objectives of a comprehensive approach to the education of students.

The Week of Foreign Language as a Comprehensive Form is intended to facilitate the purposeful organization and systematization of all extracurricular work in foreign language, activating the work of scientific circles, for which the week becomes a kind of creative report, the formation of creative relations between students and teachers.

Within the framework of the week, the following events were held: student conferences, wallpapers, quizzes, meetings with native speakers, visiting sessions and excursions, films in English, a competition for writing works in foreign languages (essay, letter to a foreign colleague), a creative thematic evening, vocabulary blitz-tournament, gala-contest of posters "The World of Biotechnology", "Problems and Tasks of Agriculture", "Modern Man and Biotechnology", "State and Prospects for the Development of Agrosphere", "My Future Specialty", etc. Contest for translation of the text in agribusiness, heuristic Olympiad.

Meetings with students, who have passed an agricultural practice in Germany, Switzerland and the United Kingdom, have become an effective way to educate students on the feeling of patriotism, the formation of a humanistic attitude towards the world, other people and their profession. Every year the best students are selected for the practice at agricultural enterprises abroad. The selection is conducted in several stages, the main criteria are good knowledge of foreign language, professional knowledge and skills, as well as personal qualities of students. After completing the practice, they arrange meetings with students who come from abroad. Meetings are held in foreign language and organized in the form of a dispute, where everyone has the opportunity to express their views freely, ask questions of interest to them and share their impressions. Practitioners talk about modern conditions and methods of work about the positive points that they would like to apply in domestic agriculture. The emphasis is done on the need to produce environmentally friendly products, on the introduction of biodynamic management, popular now in Germany and other countries, on the personal qualities needed to work with plants and animals.

As a rule, comparisons arise during the meeting; therefore, it is important not to reach the idealization of a particular culture, for this a teacher of the course should actualize the feeling of patriotism and internationalism, tolerance. According to S. Rubinstein, respect for a worthy alien is a necessary condition for respect for oneself[2].

The significance of such meetings is that they give students an opportunity to understand the value of foreign language and professional knowledge, promote the creation of motivation to learn foreign language and to learn in general, familiarize themselves with the cultural values of the country, the language of which they study, strengthen the students' desire to take positive foreign experience for the revival of agriculture in their own country, promote awareness of the values of labor, land, nature, form a sense of patriotism and internationalism[3].

The activities of Week of Foreign Language promote the life and professional self-identification of students, develop the individual peculiarities of the personality of a future specialist, in particular the ability to work in the team and awareness of its role in it, the responsibility for choosing a solution, the ability to analyze the results of its activities, to identify autonomy, activity, initiative.

Conclusions

Summing up all the above, we can conclude that extracurricular work in a foreign language offers wide opportunities for educating the personality of a future specialist, since it is a special socio-cultural environment, a condition for self-development, the realization of their own creative abilities of students, as well as socio-cultural identification and self-determination.

An important task of a teacher is the use of possibilities of extracurricular work and the conscious and purposeful work on the formation of the student's personality. In various types of extracurricular activities, the teacher has the opportunity to use the desired forms of training and try new technologies and additional material that is lacking in time or not provided by the program.

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Prospects for further research

The perspective directions of further research should include the issue of systematization of the accumulated experience of extracurricular activities, exactly by using foreign language and determining the pedagogical conditions for the organization of independent extracurricular work of students from a foreign language in higher agricultural educational institutions.

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DERIVATIONAL PROCESSES IN THE TERMINOLOGY OF VETERINARY MEDICINE

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Abstract: *The article deals with the question of language borrowing in the terminology of veterinary medicine. The concept of language borrowing was reconfirmed and updated. It was mentioned that the Greek and Latin languages are traditionally recognized as basic sources of lexicon replenishment.*

Keywords: *derivational processes, terminology, veterinary medicine, term.*

Introduction

Veterinary terminology – a collection of names denoting the concept of veterinary medicine as a science, and special nomenclature names of veterinary medicine as areas of professional activity links.

Modern veterinary terminology is one of the largest and most complex in conceptual and meaningful terms of the systems. The vocabulary of veterinary medicine is several hundred thousand words and phrases. The enormous amount of modern veterinary terminology is explained by the exceptional diversity of the categories of scientific concepts that it discloses. Linguists have completed a number of studies on veterinary terminology that determine its main characteristics. Despite the large number of works devoted to veterinary terminology in the domestic and foreign literature, the linguistic aspect of the study of terminology still requires in-depth studies. The inexhaustibility of the problem of this lexical stratum continues to attract the attention of linguist researchers today[1].

In order to have objective data for presenting the modern scientific language of veterinary science, scientists conducted a comprehensive study, combined with the etymological analysis of terminology and the excursion into the history of the creation and development of terms of the names of veterinary science as a science.

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[1] Ahmanova, A., *Dictionary of linguistic terms.* Moscow: Nauka, Vol. 1, 2011, p. 110-112.

The analysis of the scientific literature

In recent decades, due to the active development of various aspects of language interaction, the problem of linguistic borrowing was actualized. The issue of borrowing is devoted to many works of both foreign and domestic authors (L. Crisin, E. Reist, E. Haugen, L. Bloomfield, E. Shustrova, L. Dubrovin, L. Bulakhovsky, V. Vinogradov, V. Danilenko, T. Kandelaki, V. Kostomarov and others).

In this regard, against the backdrop of an increasing number of researches, there was a contradiction between the traditional schemes of borrowing explanation, which was mainly formed in the XIX century, and new ideas about the language processes and structures of the language, which spread in the second half of the XX century. This has led to the fact that the study of processes and results of lexical borrowing has recently been conducted in two directions. Within the framework of the first direction, linguists focused on the intra-system aspect of the entry of foreign-language elements into a borrowed language (N. Amosova, L. Bloomfield, L. Krisin, A. Mayorov). In the second approach, researchers focus on considering borrowing in the context of bilingualism, interlingual contact and intersystem interaction of languages (V. Aristova, V. Vinogradov, B. Klokov, N. Meheeva, A. Molodkin, N. Firsova, W. Vainraych, E. Haugen).

The purpose of the investigation is to analyze the structure of borrowings in English language, to trace the sources of language replenishment.

Borrowing is a universal language phenomenon, consisting in the acceptance of one language of linguistic material from another language due to extralinguistic contacts between them, differing in level and forms. It should be emphasized that the study of this process as a result of contacts between peoples and their languages is important for solving a number of linguistic problems, as well as issues related to history, archeology, psychology and other sciences[2].

According to the generally accepted definition, borrowing is the process of moving elements of different kinds from one language to another. In particular,

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[2] Dirckx, J.H., *The language of medicine, its evolution, structure, and dynamics*. Hagerstown, MD: Medical Dept., Harper & Row, 1976, p. 110-113.

J.F. Felizon gives the following interpretation: "Borrowing is a process in which language receives linguistic units from another language"[3].

In the Dictionary of Linguistic Terms O. Akhmanova defines the concept is as follows: "Borrowing is the transition of elements of one language to another as a result of linguistic contacts, the interaction of languages; Borrowing is also called the elements itself (words, morphemes, syntactic constructions, etc.), transposed from one language to another. The borrowing of sounds and wordforming elements of another language takes place through borrowed words, which are acquired by the language, adapting to its peculiarities. In the course of this adaptation, foreign words are assimilated to such an extent that their foreign-language origins can not be completely perceived and appear only by etymologists"[4].

It should be noted that borrowing refers not only to the field of vocabulary. In the presence of favorable conditions borrowed any linguistic material, and it is possible, according to W. Weinrayh, in terms of linguistic contact, a certain level of bilingualism, the quantitative ratio of contacting people, the duration and intensity of contacts, the degree of language proficiency, the functional role of languages in the life of bilingual the status, and prestige of the contacting languages and cultures of the people they represent, the assessment and attitude to bi- or multi-linguistic, as well as to the interference that accompanies this phenomenon[5].

L. Bloomfield understands a certain type of linguistic change by borrowing and distinguishes between: 1) the notion of culture; 2) internal borrowing as a result of direct linguistic contacts caused by territorial or political closeness; 3) dialect borrowings, penetrated into the literary language of the dialects[6].

All borrowed words are in a certain relationship with the recipient language system. Mastering the language of borrowed words is a complex diachronic process, in which ties and relationships are closely interwoven,

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[3] Muysken, P., *Linguistics*, Blackwell, 2006, p. 45-47.

[4] Ahmanova, A., *Dictionary of linguistic terms* (Vol. 1). Moscow: Nauka, Vol. 1, 2011, p. 55-58.

[5] Yartseva, V.N., *Teoriya vzaimodeystviya yazykov i rabota v Vaynraykha «Yazykovyye kontakty». U. Vaynraykh. Yazykovyye kontakty: Sostoyaniye i problemy issledovaniya.* K.: Vishcha shkola, 1979, p. 5-7.

[6] Bloomfield, L., *A set of postulates for the science of language.* Language, 2(3), 1996, p. 153-164.

on the one hand, with the language of the recipient and the source language, on the other.

A.A. Shapovalova highlights some conditions for the entry of foreign words into the recipient language:

1. Transfer of words by phonetic and grammatical means of the recipient language;

2. Correlation of words with grammatical classes and categories of the recipient language;

3. Phonetic assimilation of a foreign word;

4. Its grammatical assimilation;

5. Word-forming activity of the word;

6. Semantic development of a foreign-language word: definition of values, differentiation of values and their shades between words existing in the language[7].

The derivative activity of borrowed words in the new system of language-recipient is considered one of the important indicators of the depth of their word-building adaptation.

It is known that borrowing as a way of enriching the vocabulary plays an important role in completing the terminology. The main body of veterinary terms in various European languages is represented by borrowed Latin and Greek terms. The problem of mastering Latinisms is especially important for determining the criteria for the terminology of the verbal sign in the system of this category of terms. Latin, adopted in a certain historical period as a special language of science in Western European countries, left deep marks in the formation of national languages of science.

It is important that the ancient terminological heritage became the basis of the international terminology fund, while the Greek-Latin word-formation elements received the status of international term element.

V. Novodranov considers the term element a bit differently: "Term element is a regularly repeated and reproducible element of derivative terms, which tends to occupy a definite place in the structure of the term and conveys a rather stable generalized meaning"[8].

Examples of term elements are word formation roots: my-muscle, chol-bile, card-heart, ectomia-removal, arthr-joint, gastr-stomach, etc.;

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[7] Shapovalova, A.A., *Abbreviatsiya i akronimiya v lingvistike*, 2003, p. 61-63.

[8] Novodranova, V., *Imennoye slovoobrazovaniye v latinskom yazyke i yego otrazheniye v terminologii*. Laterculi vocum Latinarum et terminorum. Litres, 2017, p. 51-53.

consoles: an-negation, hyper-hyper, hypo-lower, dys-violation, and others; suffixes: itis-inflammation, osis-chronic process. Greek-Latin linguistic elements are standardized, which is very valuable for the terminology of veterinary medicine[9].

Greek and Latin are territorial and historically interconnected Indo-European languages, therefore the notation borrowed in Latin from Greek are easily assimilated into it. The motivation of most veterinary terms depends on the knowledge of Latin and Greek word-formation elements translated or borrowed from foreign sources. Borrowing was rooted quickly enough, and the fact that the majority of practitioners in Roman veterinary medicine were assisted by Greeks.

Greek-Latin terminology includes all the basic concepts and terms of medicine, without which knowledge is impossible to master the special subjects. The Latin language had a significant impact on the development of both literary language in general and industry terminology, in particular. The role of Latin in the enrichment of veterinary terminology lies not only in its direct impact on the terminology system, but also in the fact that through its mediation in the terminology system included Greek borrowings and term elements. Along with the names borrowed from the dictionaries of the classical languages in the finished form, a large number appeared neoclassicisms (Neo-Greeks and Neo-Platinizms) links.

Speaking about veterinary terminology, it is important to recognize the fact that the main source of terms, in our opinion, is the borrowing of Greek and Latin terms – the bases of international veterinary terminology. Terms from classical languages are used mainly as sources of notation in the terminology of veterinary science. Thus, to refer to an illness associated with inflammation of the gums in animals, without the violation of the integrity of the bone marrow compound, the term of the Greco-Latin origin of the gingivitis (Latin Gingiva gum and Greek, the suffix itis, indicative of inflammatory processes).

It should be noted that not only is anatomical terminology built on the basis of the Greek-Latin models, but also the names of drugs, such as the word toxin, which denotes poison of biological origin, comes from ancient Greek toxikos – "poisonous".

It should be said that the whole group form the complete borrowings of the sound complex, the words (almost unchanged), with the preservation of

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[9] Volodarskaya, V., *Borrowing as a reflection of Russian-English contacts*, Moscow: Nauka, 2002, p. 96 - 118.

the main elements of their meaning in the classical language (pustula – "pustula"). Another group consists of incomplete borrowings, that is, the words of the Greek or Latin languages, which became part of the scientific medical terminology, acquired a new meaning. Modern veterinary science enjoys mostly Latin terms or lexical elements of the Greek language. Borrowings retain traces of their foreign language origin in the form of sound, spelling, grammatical and semantic features.

Given the foregoing, it should be noted that words of foreign origin occupy a significant place in the vocabulary of the subject of veterinary medicine, reflecting the process of historical interaction of different languages and their mixing.

Conclusion

The role of borrowing during the formation of veterinary terminology was not limited to the fact that they helped to enrich the field.

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