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ABORDĂRI TEORETICE REEVALUĂRI ȘI DESCHIDERI THEORETICAL APPROACHES NEW INTERPRETATIONS

JUAN LUIS VIVES THE EUROPEAN DIMENSION OF EDUCATION IN THE GOLDEN CENTURY

Reader Irina Maciuc Ph.D.
TSTD University of Craiova

Abstract

The triumphs based on the humanist idea of education. In this context, the pedagogical work of J.L. Vives is one of the most important legacies of the Renaissance because the aim and curriculum of education in his vision reflects the ideals and interests of the particular age of humanity. In The Golden Century it is arguable that the education of women was encouraged. Vives believed that women could learn Latin and Greek and continue to a level in which they could assist their sons in preparation. *De Ratione Studii Puerilis* written upon the request of Queen Catherine to serve as a plan of study for Mary Tudor. *De Institutione Feminae Christianae* work commissioned by Queen Catherine which would become the leading theoretical manual on women's education of the sixteenth century and *De Tradendis Disciplinis* are the most important works of J.L. Vives as pedagogue. This paper underlines that the multilingualism knew Latin and Greek but also French, Dutch, Spanish, English and Italian. The open mind and his tumultuous life demonstrates that the European Dimension remains a strong definition of his works and its destiny.

Key concepts: educational theorist, the Education of a Christian Woman, pedagogic work, Golden Century, European dimension of education.

Elements for a biography

Juan Luis VIVES? is "one of the top Renaissance educators and anthropologists" De Angelis Nardi a well known "committed humanist".

Guy A. Vivès ou l'Humanisme engagé Paris Seghers

Guy A. Vivès ou l'Humanisme engagé Paris Seghers

But his main work on pedagogy more specifically methodology and didactics remains in our view *De tradendis disciplinis*

Vives postulated expressly for the elimination of outdated teaching and observation methods in sciences. Thus he became an opponent of scholasticism. *De disciplinis About subjects objects of education* work which appeared in in *Bruges* is an encyclopedic treaty offering extensive criticism of the contemporary foundations of education and a program to renew it. It consists of three parts *De causis corruptarum trium De tradendis disciplinis* and *De artibus*

Vives believed that science ideally complements Christianity. His philosophy was dualistic. Science is just a confirmation of Christianity. He writes in *Introductio sapientiam veram* and in the work *De fidei Christianae* distinguishing himself in this regard.

Bildungspädagogischen merits of the Spanish see *C. Kahl* are also so remarkable because he promoted education for women. He made this a real campaign in this sense. He devoted his work in to the first wife of Henry VIII Catherine of Aragon considering the education of their daughter Princess Mary. In *De Institutione Feminae Christianae* Vives argued that a woman has the right to education. This education included the study of classical languages Latin and Greek.

J. L. Vives was adept of *sequence in language learning*. Native language he believed was the first to be studied.

The mother wrote Vives such as *Cornelia* should see in his child his most precious jewel. The daughter will be familiar with the housework but also receive education to love virtue and avoid vice. Education will be achieved through play stories reading submission and obedience. Piety courage education virtue are true landmarks and the young woman will learn that ranks beauty wealth are vanity transient things.

A rigorous discipline respected by all household members should defend her from vanity laziness love of luxury and excess jewelry clothes and dresses sophisticated hairstyles etc.

Boys and girls will be trained separately but with the same care supported.

J. L. Vives

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2 Margolin J. C. "Vives lecteur et critique de Platon et d'Aristote" in R. R. Bolgar ed. *Classical Influences on European Culture A D*. Cambridge Cambridge University Press.

Kahl Christian *Biography of Vives* in German in *Biographisches Bibliographisches Kirchenlexikon*.

She was Queen of England and Ireland Queen of Spain Sicily and Naples. Mary was very unpopular being reputed in that time as the Bloody Mary. History recalls the fact that Mary lost Calais port the last English possession on the continent. He died in

W. S. Monroe op cit.

Renaissance Woman and Education Myths and Realities

If Renaissance man could become "prince or warrior artist or humanist merchant or priest scholar or adventurer" a woman of that period could be "mother or daughter or widow virgin or whore saint or witch Mary or Eve or a Amazon"

Known educated women were *Margaret Beaufort* mother of Henry VII of England royal protector of artists the noble *Elisabeth Grymeston* the humanist *Isotta Nogarola* from Verona the Florentine nun *Beatrice del Sera* from the Dominican monastery of San Niccolò in Prato or *Mary Ward* who managed to school girls in a network of schools reserved for girls

To the above quoted we can add two more names much more known the poet *Vittoria Colonna* and the refined *Marguerite d'Angouleme* sister of King Francis I of France who became by marriage of Navarre an intelligent and cultivated woman protector of arts and humanists *Marguerite of Navarre Duchesse d'Alençon* is in fact the praised author of a *Heptameron*

Isabella d'Este studied geography astrology she had a good command of Greek and Latin and practiced patronage Very known were also the *Duchess Elizabeth Gonzaga* and the noble Venetian *Caterina Cornaro*

Beghinas must not be forgotten the ones who took care of poor women's education in Belgium German Rhineland and France

Although the vast majority of women were illiterate at more than a century after J L Vives's death the Venetian *Elena Lucretia Cornaro Piscopia* took his doctorate following a career of scientist and university professor etc

In this socio political and cultural context J L Vives's contribution in women's education can be qualified as a work of synthesis and clarification the perception of a need woman's training ordering and systematization of information that exists at that time and support for further development in this plan

Catherine of Aragon raised at the court of his mother *Isabella the Catholic Queen of Spain* came to England with an already formed respect for culture and trust in humanistic education

Like his daughter *Mary* *Catherine* was the beneficiary of a Christian education

Jane Grey as *Catherine Parr* have been trained women like the one succeeding King Henry VIII to the throne *Elizabeth Tudor*

Having editions the Treaty of J L Vives dedicated to Christian woman's education claimed that in woman's minds there are no defects to prevent her from

King M L Femeia Renasterii [Renaissance Woman] in *Omul*

Renasterii [Renaissance Man] vol Coord by Eugenio Garin and translated by Dragos Cojocaru Iasi Polirom

The elder daughter of Henry VII she lived between was Queen of England for nine days only July to July and died beheaded She knew Greek Latin Hebrew Italian and French and appreciated the works of ancient philosophers

She lived between and was the sixth and last wife of Henry VIII

acquiring wisdom honor and chastity. But highlighted Vives' training should not be excessive. Moral precepts initiation in housework and good manners are more important.

An education through prayer obedience respect and daily work that keeps you away from laziness. But the woman had to know how to write and read.

The Significance of Juan Luis Vives' Work The European Dimension and the Didactic Instrumentalization of Pedagogic Contribution

As an author of remarkable works Vives has been read and studied by philosophers such as Ernest Renan Friedrich Albert Lange Wilhelm Dilthey José Ortega y Gasset Lange considered him a precursor of Bacon and Descartes. According to Jose Ortega y Gasset Vives's method relied on the useful experience and not vague speculations. Rene Descartes in *Les Passions de l'âme* refers to one of J.L. Vives's works *On Soul and Life*. He risen from the ranks as a leading critic of scholastic philosophy sterile debates but also through the elegance in expression or valuable lectures.

He was an ardent admirer of Greco Roman antiquity of the representative works for that period.

De anima et Vita On Soul and Life is a study of soul and its interaction with the body a work that also contains an insightful analysis of emotions. But the most valuable contribution remains in our opinion the teaching Vives is a valuable precursor of J.A. Comenius the great Czech educator of universal value.

Besides women's education Juan Luis Vives had concerns about *language teaching and religious education of children*.

He believed that the care and welfare of the poor ones is not the sole responsibility of the Church but of the entire Christian State.

Although Vives expressed in many areas a very modern and progressive attitude he was never enthusiastic about the idea of the Reformation. He claimed a constructive and objective dialogue with those in rival camp.

In religious matters he has always been put in difficulty by explaining the relationship between the necessary in his opinion development of sciences and the ecclesiastical power. However he always proved a smart attitude and rejected undoubtedly and because of his family relations with the Inquisition all forms of radicalism pronouncing in favour of reconciliation and tolerance.

He always proved to be a fierce opponent of scholasticism a man who believed in the possibility of knowledge of nature and in an education proper to

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¹ See *Opera omnia* ed. G. Mayans y Siscár vols. Valencia Monfort and London Gregg Press.

² G. Zilboorg psychiatric historian calls Vives the "godfather" of psychoanalysis in his work from 1944 titled "A History of Medical Psychology".

nature His knowledge particularly in psychology education and even in medical practice or education for a healthy life has led to further developments

Vives was a supporter of new ideas about education in his time of day appropriate to the nature of the child and individual differences

S De Angelis R M Ihanes A Guy C Khal J Ijsewijn si A Losada Urmeneta Fermin C Fantazzi P Mack J C Margolin W S Monroe C G Norena and G Tournoy are only some of the specialists interested in the practical application of the work of the great Spanish teacher and psychologist

Today J L Vives's works enjoy the attention and appreciation in his home country Spain There are several institutions in Spain called after J L Vives and in Bruges Belgium there is the Pedagogical Institute J L Vives / Z W

In England France and Germany however research on the life or works of Vives is quite rare As in Romania by the way

For us it is important to underline its didactic contribution in the field of language teaching how to deal with differences in education and especially emphasized methodological issues the importance of playful the stories the education completed by the mother in the family environment by specific means attractive and colored with affection

5. Vives's reception in Romania

For the great education historian Ion Gheorghe Stanciu the pedagogic message of Juan Luis Vives is "an education appropriate for the human nature"²² De tradendis disciplinis the main pedagogic work is "a true work of systematic pedagogy"²³ and the psychology work of Vives "a curious empirical psychology treaty *avant la lettre*" after M Debesse is developed also from a pedagogical perspective "the soul must be known to be led"²⁴

The Romanian educationalist C Cucus considered him "one of the forerunners of experimental psychology and child psychology"²⁵

He is considered a dualist philosopher Christian but believing in the possibility of scientific progress

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PSYCHOLOGICAL PRE-REQUISITES FOR SUCCESSFUL APPLICATION OF INTERACTIVE METHODS IN THE EDUCATIONAL PROCESS

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Svetlana St. Dimitrova

South West University "Neofit Rilski"

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Abstract

The following points have been studied: the psychological conditions and regularities of interactive communication and interpersonal interaction of teacher-learner group in the educational process; the development of problem situations stimulating creative thinking and personality committed rationalization and acquisition of the learning material; subjective personality activity based on the respective motives, interests, personality attitudes, emotional and volitional experiences. The psychological pedagogical analysis is the basis for drawing two conclusions concerning the following:

□ The necessity for a significant increase in quality and expansion of teachers' psychological competence at all levels of the educational system and

□ The necessity to expand the variety of research topics as well as the subjects and contents of contemporary pedagogical psychology

□

Key concepts: educational process, interactive methods, innovation, interest

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□

Introduction

Human mental and personality development is a complex dynamic process carried out in the conditions of social experience and through de-objectivization of material and spiritual values so far created by society. The acquisition of this experience is the prerequisite for the complete integration and successful fulfillment of personality in life. This specific feature of human development has generated the special activity which is destined to provide the necessary result of this process that is the pedagogical activity and its organized form – the educational process. The two-component structure of social experience itself determines the unity of the two interrelated processes of its realization – instruction and education.

Since the development of modern civilization proceeds more and more dynamically and on a large scale, the demands on the training of growing ups continuously increases. This reflects on both the goals and the assessment criteria of the educational process results. It is not accidental that the care of the

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development and preservation of the human factor' is among the 21st century central priorities and it is defined as the century of the prospering self-fulfilled creative personality

These objective processes in the world and European pedagogical sphere require adequate reorganization of the educational system in each country and at all levels so that it should meet the demands of contemporary development. The restructuring of education together with the variety of organizational management personnel conceptual material resource and technological changes brings to the foreground the necessary higher quality levels of the educational process

Their essence has two aspects. It concerns the organization and contents of the process of educational impact on one hand on another the way and dynamics of the personality's subjective perception. The learner's personality active involvement in the educational process and the pedagogical interaction in the teacher-learner group relation. For this reason modern reorganization of education should provide the following

Intensification of the educational process based on enhanced intellectualization and socialization

Optimization of the educational impacts according to learners' individual age characteristics and development

Improvement of the educational and development impact as a whole and significant improvement on the quality of education at all stages and levels

This purpose requires innovations in the type of education towards problem and development orientation new types of methods and techniques to provide problem situations stimulating learners' creative thinking motivation activity and emotional and volitional attitude

Speaking of innovations we should point out that these changes should not be an end in itself. They should mark a new progressive beginning in the development of education and educational activities bringing them up high above the current traditionalism and mass practice. Innovations in the sphere of education should concern the goals contents methods technology form of education system of management pedagogical activity settings and style educational cognitive process organization and direction and a system of supervision and assessment of the results. In addition at state level innovations should affect the system of finance provision of methodology and personnel strategies of instruction and education presented in the curriculum study programmes standards etc. i.e. the activities of both teachers and learners as well as of the society as a whole

Analysis on the problem

A possible innovation to be introduced to the educational process is the application of Interactive Methods in teachers' work (IAM). The term originates from the concept of 'interaction' which in psychology means interaction and

interrelation between persons communicating in the process of a joint activity the educational process in this case. This concept was introduced to social psychology and sociology by the theory of 'interactionism'. It was formulated by John Mead, an American psychologist who at the beginning of the 20th century studied the characteristics of direct interaction between people, their interpersonal relations and value orientation in the process of joint activity. The interactionist approach introduced to psychology focused on the need to consider the individual differences and the effects of situational and environmental factors on personality's behavior and activity.

IAM application to the educational process learning process aims at providing the dialectic relation between acquired knowledge and personal experience necessary for the training of contemporary learners as well as at transforming acquired information into subjective knowledge of conscious and rationalized personality and social significance.

IAM successful application into education from technological point of view requires such organization of the educational process that should provide active involvement of each participant in the process and particularly dynamic interaction with the teacher and the other members of the learners' group.

The active participation of the subject is connected with solving various problem tasks the performance of which involves all learners. It increases their interest, degree of motivated acts and rationalization of the learning material. It also stimulates the sense of personal responsibility and mobilizes learners' cognitive abilities and their skill for verbal presentation and self-organization. Thus a new type of pedagogical interactions of greater emotionality and intensity is created. A productive communicative process is performed and complex holistic personality development is achieved.

This purpose requires **the development of a new type of pedagogical environment** of learners' active interpersonal activity, problem learning as well as optimal opportunities for motivated mobilization of the learners' knowledge, skills and total personality potential. An essential condition is the rationalization of the sense, the meaning and the benefit of the personality constructs of educational activity, psychological structure as well as the development of learners' abilities of self-organization and self-control in the process of their learning activity.

The direct contact of influence and interaction between the participants in the educational process in the interactive environment created in this way should be based on problem situations taking into consideration their temporal, special and functional characteristics. All this requires a new type of culture of pedagogical communication which should develop an atmosphere of commitment, mutual assistance, team spirit and cooperation based on humanism and anthropocentrism. They are grounded on problem and psychological regularities and processes which should be profoundly studied and purposefully guided and stimulated.

The readiness for complete interpersonality communication is a complex multi-componential process including mental development in several aspects. An important role here is played by the formation of a humanistic communicative

nucleus' of personality connected with the perception of the other persons as a value and on this ground building up one's own attitude towards them

The aforesaid regularities mean that IAM should be applied in the conditions and on the background of a particular psychological pedagogical situation

We speak of a situation when the subjects in an activity purpose a goal achievable in the conditions of this particular activity i.e. the situation arises on the 'man environment' basis. It is a complex of conditions, objective circumstances, subjective demands and experiences which involves the subject and stimulate his/her personality activity guiding in to the required direction in accord to the goal. Thus when IAM are applied the situation in the educational process is not only pedagogical but psychological as well. It includes a system of requirements and effects which determine learners' experience and behavior at the particular moment oriented to the goal.

These internal and external conditions should stimulate and mediate the subject's active participation and personality commitment to the learning process.

Parallel to the spatial, temporal and functional components of the situation it should also necessarily involve the subject's subjective mental state which is reflected in his/her behavior before and during the situation process. All this transforms a pedagogical situation into a psychological pedagogical one.

The application of such a situation approach to educational activity is a psychological pedagogical condition for IAM successful application. It demands from the teacher to present the requirements to the subject in a precise, clear and well motivated manner. They should be derived externally by the teacher or with the participation in the educational process. This pedagogical point plays a significant role for the outcome of the situation itself, particularly when the so called problem situations are concerned.

Problem situations which are in the basis of problem developmental instruction should include the following:

□ A controversy between circumstances and conditions for the performance of an educational task or activity which has more than one solutions.

□ A psychological model of the conditions stimulating the thinking process based on a particular cognitive need which is a form of the relation between the subject and object of cognition.

The problem situation determines the character of the subject's interaction with his/her environment and with the mental state of the cognitive personality in the conditions of the pedagogical environment which is controversial in its contents.

The rationalization of the particular controversy, the inability to solve a task without acquiring the necessary knowledge, provokes the need for more knowledge in order to solve the controversy.

The objectivization of the unknown in the problem situation by means of formulating the problem, the learner aims at solving, is the initial unit psychological in its character of mental interaction between subject and object in education. This interaction is most essential for the effective IAM application as it

stimulates the subject to search for and attain the necessary solution based on the new knowledge acquired through increased mental activity. This on its part determines the subject's productive and creative thinking in an interactive environment.

So far as the environment of the subject involves other individuals the teacher the group of learners etc. there is a certain social milieu. It is genetically primary to put the question to the other individual or individuals who through their active participation become mediators in the learners' development. Here the role of the teacher is of crucial importance. It is not accidental that in pedagogical practice the effectiveness of learning is assessed by the number and character of questions asked by the learners.

So far as the specific nucleus of the educational situation is the demands set in it their actualization is the pre-condition for mastering or transforming the situation itself. The exit from a particular situation based in the supersituational activity of the participants in the situation depends on the degree of subjective significance the learners apply to the solution their participation by means of the new demands the learners set to themselves.

From psychological point of view the management pedagogical guidance of these processes when IAM are applied by the teacher draws out another two major constructs motivation to perform educational activity and interest in the contents of instruction.

It is well known that motivation serves as a fundamental psychological mechanism of personality activity. The latter itself is a condition for the initiative impact an individual has on the environment on other people or on one's own self. The very expression of personality active depends on the person's motivation value orientation and individual personality characteristics temperament character self-awareness.

Motivation in high education however has different orientation from that in higher education. In high school it is to provide the relation between new knowledge and its practical application on basis of the learner's personal experience towards his/her realization in life. In higher education which trains students for specific professional realization the relation of the acquired knowledge should be oriented towards their future professional activities.

The psychological climate of the class the patterns of organizations among students by the appreciation of the others by the affirmation of some leaders by the emotional and moral climate of the groups by within the class by the system of expectations and the criteria of value appreciation by the teacher's fulfilment of the role of class leader psychological arguments. Numerous objectives of the education process explanations of learning aspects of development and formation of the students of the formation of their behaviours are being founded on psycho-social data general genetic social cognitive managerial arguments. They regard the aspects underlined in the definition of the management of its functions of the role of the teacher supervision planning organization guidance coordination execution administration direction control evaluation regulation decision and

conciliation. By these arguments, the class management becomes a component of pedagogical sciences, being in direct relationship to the other disciplines which develop the problematic of education. Therefore, the management of education/pedagogic management represents the pedagogic science, interdisciplinary/elaborated for management, represents the pedagogic science, interdisciplinary/elaborated for studying events which intervene during a pedagogic activity, decision, organization, administration, being also a methodology of global approach, strategically optimum applied to education, to the system and the process of learning.

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VALUING THE INDIVIDUAL EDUCATION – FUNDAMENTAL PRINCIPLE OF CONTEMPORARY EDUCATION

Lecturer Mihaela Aurelia Ștefan PhD
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Abstract

Teacher's professionalization went in the last two decades through a period of major restructuring being among other components of the educational system an object of general education reform.

This study aims to reinforce the idea of centering on the educated as a fundamental principle of educational reform. The curriculum centered on students has to be understood regarding the following aspects:

- Concept/theory on the way to handle the educational training process
- Professional ethics increasing the quality of teaching by valuing the subject of learning

Assuming that the school's central aim is the training of individuals able to assume responsibility for acquiring skills that the didactic process must be built around the participation of students at its training we want to emphasize through this study the need for increasing student responsibility and autonomy in learning.

Key concepts: autonomy in learning, centering on the educated, pupil/student, increasing student responsibility, training for continuous learning, competence paradigm.

Curriculum centred on students

Valuing the individual education is a fundamental principle of contemporary education. Even the etymology of the term "pedagogy" (paidos – baby, agoge – driving) implies focusing on individual learners. Focusing on the educated is becoming not only a condition for quality and efficiency in the formative process but also one of the most handy way of solving the numerous difficulties known to modern education: reduced motivation for learning, decreased degree of involvement in learning activities, routine and monotony in the educational process etc. Șoitu (Cherciu) pp.

Focusing on students must be understood under the following aspects:

a) Concept/theory on the way to tackle the training process with emphasis on human resource exploitation in the sense of the pursuance of the interests, needs, aspirations of the educated.

b Professional ethics increasing the quality of teaching by valuing the subject of learning

Today's teacher must renounce its privileges offered by the regulatory authority transforming himself from a transmitter of knowledge to a facilitator of self-learning direct knowledge through exploration the must learn not impose its authority gave by his function/status

In the current context school aims to train individuals able to assume responsibility for acquiring skills Thesis of cognitive flexibility Spiro highlights the existing potential of the knowing subject the teacher having to determine which previous representations are necessary to achieve cognitive compilation Anderson of knowledge Teaching learning relationship acquires a new shade by the particularities of the informational society in the sense of the displacement of emphasis from the first component of the relationship to the last Becoming one of the tasks of the learner learning responsibility becomes a new target to be considered by the teacher alongside training the self-confidence and autonomy in learning The teaching activity should be built around the student's participation in its training The role of the trainer is to set the context within which education is self-forming Thus in the perspective of ongoing training education folds on patterns of an action located at the border between education and self-education

The creation of new skills for the educated means not only the existence of these skills in the trainer but also the ability to determine the educated to develop their skills himself which raises the problem of careful teacher training both on the segment of initial and continuous training

Rethinking the system of developing and training of the teaching staff ensuring an appropriate status for teachers and ensuring the proper functionality of the coordination and operationalization device of the reform are actual concerns nowadays Maciuc pp

Lifelong autonomous learning – a mandatory goal for the initial training

Often the term learning is related to school But learning is not done only in school but also beyond throughout an individual's life In other words learning is ongoing continuous in order to respond to multiple and diverse problems that people face Everyone learns from others experience but also from self-experience We learn in an organized coordinated formal environment school university etc but we also learn from semi-spontaneous experiences or even spontaneous unorganized incidental non-formal or informal ones Lifelong learning is a coordinated whole of human existence and articulates all forms of education including self-education

In Romanian education system students self-study resources are not sufficiently valued Currently concepts of learning and lifelong learning throughout their lives are current concepts of sciences concerned with learning as well as education policy

H. Siebert notes that in the last decade of last century may be noted an increase in value in overall policy of lifelong learning a reality that must be understood as a human resource and a coping strategy. Siebert p.

Therefore the reform should review the idea of permanent professional in education training teachers from this perspective undergoing major reconsideration. Greater accountability for students in learning and self autonomy development are objectives to be considered in building the teaching act.

The changes will be important and fast growing. Each teacher will have to develop since the initial training period. defense structures. After an initial period of training all teachers should possess its continuing growth formula. Maciuc p.

In this regard self learning correlated with self education is not only the purpose of education but also the effect of the whole teaching approach from where the educator will supplement the facilitating conditions for context he designs. Joița p.

Self knowledge an attribute of learning centered educational process

Assuming that self knowledge can provide for each student a greater involvement in the learning process it may lead to better results through the confidence given by the knowledge of their own potential interests skills and their capitalization. it may cause mobilization and commitment to achieve independence in learning to give more attention to the relationship between self knowledge and self learning. The importance of self knowledge can be evidenced by the fact that it is a prerequisite for achieving self control self education and self evaluation. Salade.

The literature attempts to define the concept of self knowledge were numerous. R. Peron indicated the existence of a variety of terminology: *self representation*, *self consciousness*, *self perception*, *self awareness* etc. R. Perron apud E. Bonchiș. In addition the term self knowledge has to be linked to other concepts: *self image*, *self assessment* and *self evaluation*. As such a distinction is necessary.

First we have to differentiate the self knowledge or self awareness from self consciousness. The first must be defined and analyzed in terms of process the second in terms of product. The first is the cause the second is the effect with the possibility to reverse roles because self knowledge leads to self consciousness and this in turn stimulates permanently encourages the self knowledge process. E. Bonchiș.

The self concept of the learner is a cognitive construct which includes all convictions and beliefs about themselves and about the world of the learner. Essentially the concept itself is based on and through the individual taking full responsibility for its own decisions to guide its life. Al. Dumitru p.

For C Stan [19] the self concept which represents the cognitive dimension of the ego is defined as „the sum of the individual findings of a human subject on his personal attributes and qualities”

G Clauss considers self image as „embodied expression of the way a certain person sees himself is infected by desire but also the way in which others evaluates that person” [G Clauss apud E Bonchiş [20]]

Self evaluation is the ability of the student to develop and deliver valuing assessments on their skills and their academic performance on his own person in general [C Stan [21]] Self evaluation leads to the development of the metacognitive processes of self correction of the processes leading to the acquisition of new knowledge training reflexivity on their work ensuring progress of its work or its improvements [C Cerghit [22]]

Self knowledge plays a key role in the development of self introspect and permanent self correction of student behavior abilities in the learning process it is a prerequisite for self education self education requires self knowledge and training the consciously factor because the aware and active participation of that educates is trained It leads to the assertion of individual autonomy through a gradual transition from acknowledged coordination to independence self management

The desire for knowledge and self knowledge is an important prerequisite of all human personality and it is open to self overcome self realization so that that self knowledge and self education are simultaneously active and congeners

I Al Dumitru [23] presents some suggestions for teachers necessary for guidance of students in achieving self knowledge

Teachers must attend support guide students in exploring their own ego they have to self disclose to understand the capabilities both positive and negative qualities

Rather than offer solutions the counselor teacher should better try to find out what alternatives were previously used or experimented by the student in similar circumstances and whether or not they have given results So maybe in this way the teacher may better understand why previous attempts and efforts of its students have failed

Asking questions is a process to be used with caution Open questions are more comfortable for students than closed questions restricting opportunities for exploration of the Self they allow greater freedom of action

The teacher should listen carefully to students to encourage them to reflect and to describe their emotions to present ideas and opinions it is a good way to facilitate the exploration of Self

Special attention is also given to nonverbal language students communicate not only verbally but also through nonverbal means facial expressions looks tone of voice certain gestures and body movements etc It is easier for us to censor the verbal communication than censoring nonverbal verbal communication

During training activities the teacher may make use of metaphors. Using metaphors the teacher can facilitate the cognitive process of students contributing to a better understanding of situations/problems. The teacher may ask students to synthesize and summarize the themes and sub themes discussed and to consider the role of methods and procedures used in that teaching session. The manner in which students summarize and synthesize allows the teacher to make decisions concerning future steps.

Self knowledge requires continuous self examination, self evaluation. Therefore students should be required to pass in a systematic and consistent manner from analysis to introspect, from evaluation to self evaluation, from critic to the self critic and in general from knowledge to self knowledge. We need therefore to increase individual responsibility.

To develop individual responsibility a number of factors are involved. Nicu

- encouraging success. If we take into account the principle that success attracts success we understand how important it is for students to live successful experiences. As long as the successful experiences are more common the students will improve the image of themselves. It is very important to structure learning in a way that they can experience maximum success.

- in order to achieve learning to think critically there must be an acceptable level of stress. This level can be achieved if we take into account considerations such as to formulate questions that place all students in a position to reflect on a problem, to encourage all pupils, students to answer questions and find answers to questions ask by themselves, to anticipate consequences, pleasure of success or fear of failure, to make known to the educated time limit for achieving the learning task in order to enhance its effort to succeed.

- the awakening and sustaining interest in everything new, different from what learners experienced before, to sensitize them to the concerns and personal aspirations on thinking and learning, the humor and enthusiasm of the teacher may also contribute to active involvement of learners in the activity.

These conditions prove very important to develop the student's self confidence in the value of their ideas and opinions, but also of others. And also an important feature of intelligence is to bear ambivalence, paradoxes and contradictions.

Finally, self knowledge is important for us teachers, but also for learners. The self knowledge is the base of student's individualization. Knowledge of educational needs of students is as important as professional knowledge of our needs. Şoitu Cherciu p

Consequences on initial teacher preparation from the perspective of asserting the self organization, self guiding skills

Understanding the individual as a highly complex system with maximum capacity of self organization provides new grounds for accepting and explaining individual needs to learn continuously independent through the entire life.

Concepts of *lifelong learning* *throughout whole life learning* *self directed learning* *self learning* arose in the theory and practice of education and training the challenge of organizing new social and organizational frameworks in which to learn. They express the shift in specialist attention from the learning mechanisms in general to the school academic learning mechanisms. Negovan [1] Progressive pedagogy subject to the principle of self organization instead of school education focused from the eighth decade of the twentieth century on the ideas of *self determination* *self accomplishment* *self experience* *self organization* understood in this context as an alternative to the frozen bureaucratic structures of formal education system. Siebert [2] pp [3]

Researches have shown that as he progresses in the level of education the individual becomes more able to self direct in learning becoming more able to influence their learning outcomes.

In contemporary approaches to learning and especially in academic learning approach the self directing learning ability has been though not always explicitly in relation to the personal autonomy.

The training requirements for an autonomous individual capable of self realization impose to the institutionalized training system the aim to prepare him for *autonomy*. Neacșu [4] pp [5] from the first steps he takes in the system of *guided learning*. The independent autonomous learning requires also a certain mental instrumentation a personality profile and especially a specific learning experience. It also requires specific resources its identification measurement control and development entered the field of interest of many researchers psychologists pedagogues sociologists academics and practitioners since long time ago and are still arousing further interest because its aim to enrich scientific knowledge in a practical direction. Negovan [6]

Living in a knowledge society individuals are placed in a position to permanently structure their own ways for access information and their ability to select information. Training is in this context a modeling action of the educated that complies with current society demands. The „*training*” concept has enabled closer links between initial training activities conducted in schools with professional development activities.

Professionalization actually means occupational skills training taken as imperatives in each professional field. Training is a way to enable the educated to work in a flexible manner in the field of study in which it is formed. This approach defines in a different manner the training of teachers where the term training emphasizes the need for a professional structuring ability able of self modulation.

Deepening the professionalization of teaching analysis of students future teachers at least two formative directions can be distinguished from the curricular perspective one that of building a profile of desirable competence in teacher training and further development of outlined skills and another the scientific practice of occupation. Joița [7] pp [8]

In this sense they are required to demonstrate cognitive social relational managerial didactical skills and are asked to choose between the profitable strategic options in training his students

In portraying the profile of future practitioners in educational areas the following objectives should be considered

a focusing on skills development developing mental flexibility building elastic structures that enables future practitioners to adapt rapidly and effectively in various educational situations

b awareness and satisfaction of different needs of the educated individualization and personalization of learning

c centering on active experiential constructivist learning

d promoting self confidence

e knowledge and assimilation of theoretical approaches on the educational process on the teaching language focusing on means of interpretation argumentation settling transferring reflecting focusing on developing critical divergent thinking on comparative analysis etc identification and argumentation thorough cognitive effort by staff of education trends and needs in the Romanian educational system

f un constructing and re building the model of internalized teacher from traditional teaching practices

g developing social and relational skills problem solving skills through networking and interaction tasks developing empathy and understanding from colleagues and their opinions

h understanding the idea that the teacher in addition to teaching problems is faced by many other issues opening to classroom management he must fulfill multiple roles and not only that of the transmitter of knowledge

i expressing an open attitude to innovation to the new a receptive attitude to the new requirements and changes in education

j affirming the emotional side of the educated personalities awakening emotions of joy excitement in the act of learning

Curricular change in terms of autonomous teacher can take account of the following directions

a an innovative teacher can be independent in its work in the classroom

b can act as a champion of innovation among colleagues

c may be an active factor in implementation of innovations produced by others Hoyle apud Niculescu pp

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PERCEPTIONS AND OPINIONS REGARDING THE ROMANIAN EDUCATION'S REFORM OF CURRICULUM

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Abstract

The study Perceptions and Opinions on Romanian education's reform of curriculum represents a synthesis of the ideas of an impact study which has been contoured as part of an ampler investigative approach and finalized with the elaboration of the PhD thesis having the theme The curriculum's planning and management at the level of school organization

The impact study on the curricular reform was realized on a sample of subjects persons belonging to the didactic staff school managers and parents which constitutes a sub sample as part of the theoretical and empirical research that was unfolded from to The systematized ideas and those concerning the institutional reform and the methodological conceptions aiming the curriculum's management contour the national curriculum's audit which underlines the elaboration of an operational methodological frame in the field of planning and managing the curriculum

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Key concepts the curricular reform the curriculum's audit the institutional reform the principle and strategy of the curricular decentralization the curriculum focused on pupil

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Given that a national curriculum's audit represents the ideological backing for the curricular reform's operational level we have considered to be opportune the use of a relevant investigative device in unreeling the empirical study three questionnaires one for the subjects belonging the didactic staff one for the school managers and one for the parents and two focus groups one with the subjects belonging to the didactic staff and one with the school managers The data that had been accumulated by combining the three methods has been undergone to a comparative analysis between the categories of subjects and has been interpreted by referring to the subjects' curricular culture and to the curricular context where the curriculum is being institutionalized

The essential information that has been achieved in this manner it is accompanied by comments and conclusions leading to the following results

- The quantitative analysis of the appreciation degree of adequating the official curriculum to the national characteristics and to make it permeable to the

evolution of the states being members of the European Union it is synthesized through the following percentage distributions

a The adequacy of the school curriculum to the national characteristics

Numerical values	Didactic staff		School managers		Parents	
	Absolute frequencies	Percentage frequencies	Absolute frequencies	Percentage frequencies	Absolute frequencies	Percentage frequencies
Small value	3	100%	2	100%	2	100%
Medium value	3	100%	3	100%	3	100%
Big value	3	100%	3	100%	3	100%
NR	1	100%	1	100%	1	100%
Total	10	100%	10	100%	10	100%

Summation of the numerical values

Summation of the numerical values

Summation of the numerical values

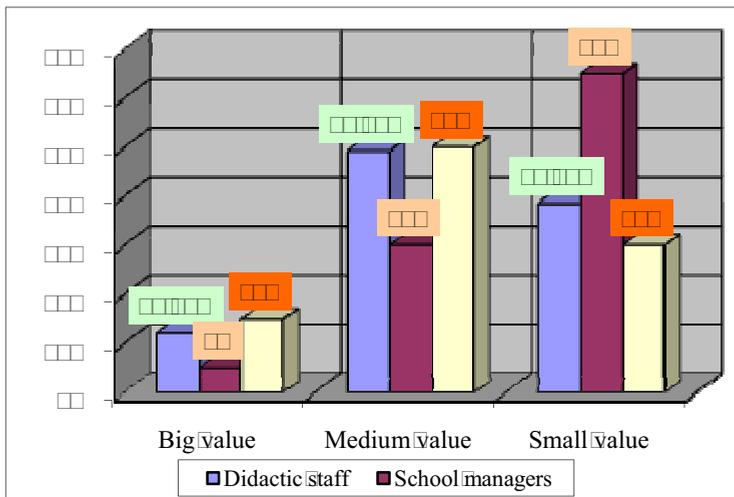


Fig 1 The histogram of the numerical values' percentage distribution which quantifies the subjects' appreciations concerning the adequacy of the school curriculum to the national characteristics

b The adequacy of the school curriculum to the international evolutions

Numerical values	Didactic staff		School managers	
	Absolute frequencies	Percentage frequencies	Absolute frequencies	Percentage frequencies
Small value	3	100%	3	100%
Medium value	3	100%	3	100%

value				
Big value				
NR				
Total				

- Summation of the numerical values
- Summation of the numerical values
- Summation of the numerical values

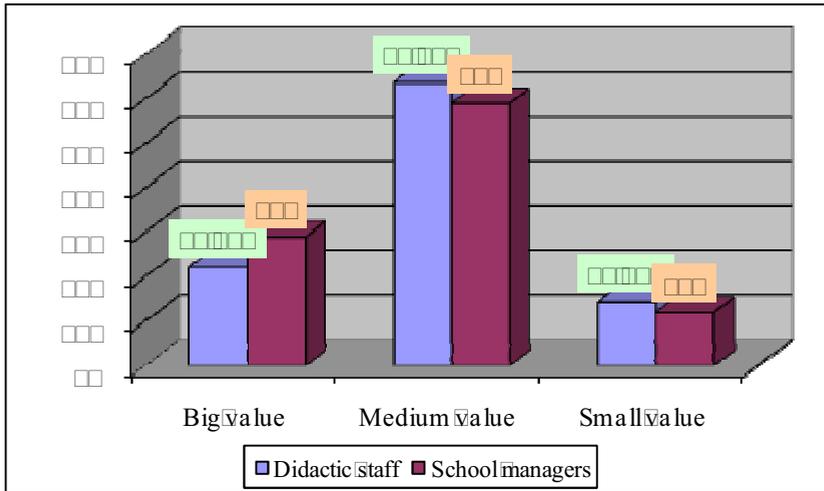


Fig. 1 The histogram of the numerical values' percentage distribution which quantify the subjects' appreciations regarding the school curriculum's adequacy to the international evolutions

This data is emphasized by the statistical value of the differences' significances the t value which is achieved by using the formula from the Z test

The variable	The group	Nr of subjects	The average	The standard deviation	The averages' difference	The t value	Significance
The curriculum's adequacy to the professional insert's needs	Didactic staff	40	40	40	10	40	p < 0.001
	School managers	50	50	50			
	Didactic staff	40	40	40	10	40	NS
	Parents	40	40	40			
	School managers	50	50	50	10	40	p < 0.001
	Parents	40	40	40			

The curriculum's adequacy to the international evolutions	Didactic staff	□□□□	□□□□	□□□□	□ □ □	□ □	□ □	NS
	School managers	□□□□	□□□□	□□□□				

Fig. The table of the statistical significance of the differences between the averages scores which expresses the subjects' perceptions regarding the national curriculum relevance and its adequacy to the international evolutions

The analysis of the differences' significance between the averages scores is relevant for two significant differences concerning the first variable between the school managers and the didactic staff – the statistical value of $F(1, 10) = 10.00$ for the significance threshold of $F(1, 10) = 5.00$ and between the school managers and parents – the statistical value of $F(1, 10) = 10.00$ for the significance threshold of $F(1, 10) = 5.00$ which are susceptible of a series of comments:

a) the appreciation to a greater extent of the actual school curriculum from the perspective of adequacy to the national context by managers up against the didactic staff is being related especially to the expectations and interests of these categories of subjects

The managers wish for curricular changes in a lesser degree (this fact can be explained through the additional efforts in the institutional management which are generated by the curricular change and related to the radical mutation of legislation and to the didactic staff's motivation in order to accept the change). The didactic staff wishes for changes to a greater extent from the perspective of the school curriculum's reorganization especially by depleting the school programs and the consequence of the pupils' examination methodology in order to entry into a superior degree.

b) the significant difference between managers and parents is being related to the factor represented by the curricular culture at which level a broader distance manifests itself between the two categories of subjects and about the status and expectations of these categories from the national curriculum.

As far as the second variable is concerned there have not been registered significant differences between managers and didactic staff which represents the same optics regarding the relevance of the actual school curriculum up against the international evolutions. The low averages that had been achieved for this variable indicate two aspects:

□ unfavorable opinions from this point of view on the national curriculum which represent the subjects' expectations of curricular change within the meaning of adequacy especially to the curricular practices

□ the necessity of curricular reorganization in accordance with the international educational directions and practices to a greater extent than by reporting to the national context

By systemizing the subjects' answers which refer to the positive aspects of the curricular reform appreciated to the utmost extent and by generalizing them as part of the curriculum's general orientations we have achieved the following percentage data

The variable	Didactic staff	School managers	Parents
The approach centered on pupil	80%	70%	60%
The curricular decentralization	80%	70%	60%
The curriculum's flexibility	80%	70%	60%
The unfolding of some differenced and personalized curricular tracks	80%	70%	60%
The curriculum's transparency	80%	70%	60%
The democratization of the teacher pupil relationships	80%	70%	60%

Fig. The table of the percentage distribution of the answers aiming the common positive aspects of the curricular reform which had been indicated by the categories of subjects

The answers of the didactic staff and school managers have been guided by the paradigm of the curriculum centered on pupil and by the curricular decentralization principle emphasizing their adhesion to the values of the new curricular culture and the importance of implementing decentralized curricular segments in order to ensure pupils' development

Regarding the indicator *the approach centered on pupil* we have registered significant differences between didactic staff and parents and between school managers and parents. The intensity distance of capitalizing the curriculum centered on pupil is related to the curricular culture's level and the subjects' representations on the curricular process. Thus a higher level of the curricular culture as far as the managers and the didactic staff are concerned generates attitudes of accepting the curricular reform's major orientation at an operative level the curriculum centered on pupil

The curriculum's flexibility is appreciated to a significantly greater extent by the school managers in comparison to parents. This significant difference can be explained by referring to two variables

the perceptions and representations of the two categories of subjects on the flexible curriculum. If parents have favorably appreciated the school curriculum's quality to be transposed in differenced and personalized curricular segments it means that the property of the curriculum's flexibility is not adequately perceived which can be related to the curricular culture's level

the possibility of foreseeing in the curricular practice this property's materialization especially through the optional curriculum. For this reason managers have significantly better appreciations on the school curriculum's flexibility and parents are more skeptical regarding it

The principle of curricular decentralization is also capitalized in parents' answers even they are not acquainted with the terminological code of the curricular reform. Appreciating the partnership in elaborating the optional curriculum and valorizing the curricular programs in the area of the curriculum at the school's decision emphasize parents' curricular adhesion.

As far as the didactic staff is regarded the negative aspects of implementing the curricular reform are:

- the gap between the reform's strategy and the curricular practice
- the lack of reorganization of the curricular programs within the meaning of depleting them
- the inconsequence of the evaluation methodology in order to entry a superior educational degree
- the lack of a rigorous control on the alternative manuals which lead to the approval of some poor didactic and scientific manuals
- the decline of the teacher's authority
- the irrelevance of many programs in order to improve the didactic staff

The school managers' answers have been centered especially on the following aspects:

- the dysfunctions between the reform's strategic directions and the implementation process
- the lack of some operational measures of the reform due to the political factor's involvement which led to inconsequence as part of the reform
- the repletion of some school programs
- the inconsistency of the evaluation methodology in order to entry a superior educational degree
- the methodology and the practices of evaluating and approving the alternative manuals
- the irrelevance of many programs in order to improve the didactic staff

Parents' answers for this item have been grouped around four major aspects:

- the frequent changes at the level of pupils' examination methodology in order to entry a superior educational degree
- the lack of reorganization through depletion regarding the school programs
- the wide gap between the theoretical aspects and those practical belonging to the curricular reform

many alternative manuals of poor scientific and didactic quality

The common negative aspects mentioned by the categories of subjects which have been generalized after the punctual answers' analysis have a bigger or a smaller proportion based on the way it directly influences the subjects' activity or it negatively influences the expectations' accomplishment. This finding justifies

some of the significant differences between answers which have been emphasized through the statistical analysis

a regarding the variable *the inconsistency of the evaluation methodology* the significant differences between didactic staff and managers can be explained through the bigger impact this aspects has on didactic staff's activity and on parents' expectations requiring frequent changes of the taught and evaluated curriculum

b regarding the variables *the lack of reorganization of the curricular programs* and *the gap between the reform's strategy and the curricular practice* the significant differences between didactic staff and managers can also be interpreted by referring to the direct influence on the specific activity. The didactic staff has to resolve the lack of correspondence between the large volume of knowledge foreseen in the curricular programs and the promotion of learning centered on pupil as a curricular orientation

c regarding the variable *the gap between the reform's strategy and the curricular practice* we have registered significant differences between managers and parents. Referring to the other variables comparatively analyzed this difference contravenes parents' perceptions who have appreciated to a greater extent the reform's negative aspects. By holding solid information about the curricular reform's theoretical and methodological frame the school managers were able to notice the gap between the strategic level and the practical one

The negative aspects that have been identified generally constitute the start in order to issue some opinions aiming the curricular reform's improvement

▪ The essential directions and modalities in order to improve the curricular reform at the level of curricular policies and practices are

a the reorganization of curricular contents within the meaning of removing the accent from the declarative contents to those procedural

b the preponderant use of heuristic strategies of training in order to facilitate the active and autonomous learning and the self training

c the increase of the national curriculum's weight

d the careful selection of the alternative manuals

The school managers' answers for this item have mostly emphasized the following strategies and modalities item nr questionnaire nr

a the increase of weight regarding the activities of educational partnership as part of the extracurricular activities including the involvement of the informal education's factors and those belonging to the local administration as far as the projection implementation monitoring and evaluation of the curricular programs realized in this context are concerned. This modality has been mentioned by a significant number of school managers

b the increase of weight regarding the curriculum at the school's decision and the application of some measures concerning the insurance of quality at this level through

the substantiation of some curricular programs on a rigorous analysis of the educational needs

the application of some adequate strategies in order to streamline the curricular projects' implementation

the use of some training strategies which are alternative and complementary to those used as part of the nucleus curriculum

the optional curriculum's planning in a modular and integrated vision as an alternative modality of curricular organization having as central argument the formative effects on pupils

The didactic staff has mentioned strategies and modalities which directly reflect on the training and educational process aiming the curricular components with accent on contents and the documents which regulate the curricular process. The school managers have insisted on adopting and applying some strategies belonging to the curricular decentralization and improvement of the mechanisms in order to implement and monitor the curricular programs' quality especially those from the area of the curriculum at the school's decision which directly affects the managerial activity.

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CULTURAL INTEGRATION – AN ASPECT OF SOCIAL INTEGRATION

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Abstract

Social integration is made by appurtenance and unforced participation of the individual to a set of norms, values and common attitudes of the group. Cultural integration is defined as a process of accomplishing a correspondance or compatability among norms of the same culture. This is a process during which the members of an accepted society reject or modify items that have been difused from other cultures.

We anticipate that in the near future educational programmes will be infused with authentic values which can be found in all cultures of the world. As cultural interactions will increase students as well as teachers will find it easier to initiate programmes of development based on the diversity of cultures. The growth of globalization on an economical scale brings changes in all human spheres: personal, social, cultural.

Key concepts: socialization, integration, social integration, cultural, school, educational programs, cultural models.

Introductive considerations

Starting from the idea according to which *the man is a social and cultural being* we assert that the relation between society and culture is one of mutual influence. On one hand, cultural phenomena take place in society, the state of culture being conditioned by the laws of the global social system. On the other hand, society is influenced in its development by the cultural level of the members it consists of. For E. Cassirer, the man is not that much "a rational animal" as it is a "symbolic one". The entire spiritual behaviour objectivised in various spheres of culture is symbolic. The man is a symbolic being and culture as an objectivisation of the spiritual activity characteristic to human beings is a compact treasure of symbols" (apud Antonesei).

Socialization is the fundamental process of passing culture and social organization to future generations, maintaining the continuation, stability and perpetuation of society. The process of learning the language, acquiring norms and values, taking over joint traditions, approved values and beliefs give children and young people the chance to take part in their common social life.

We can see socialization as a process of interactive communication of values, norms and models of behaviour that are characteristic to a group or a

society. This process unfolds during the entire life of an individual. A human being senses the influences of the environment he lives in according to his own way of thinking. The man has the availability to perceive the influence of the socialization factors and to structure behaviour according to social requirements. Generally speaking, socialization is the process along which an asocial being who does not master the meaning of the given social structure and does not systematically behave the same as most of the members of that collectivity becomes a social one. It corresponds to the average type of individual in the collectivity he belongs to.

The process of socialization prepares an individual for the social stimuli, develops his abilities and the consciousness of assuming social obligations that are associated with the rights given by the social and cultural context. From the point of view of the society, socialization represents the individual's way toward culture. The process through which the man is dependent on the social and psychological influences and interactions he is subjected to projects a course of evolution which he could follow and along it he becomes a functional member of a social community able to control his own attitudes, behaviour and conduct. From the individual's point of view, socialization refers to the accomplishment of the potentialities of the personal growing and development. His transformation from a mere specimen of the homo species into a personality. Socialization is the process along which young people that are part of a certain culture acquire the rules, traditions and types of interactions that are accepted by the society they are part of.

We can approach socialization differently. Boudon, Besnard, Cherkaoui, Lécuyer.

- From the perspective of a determinist vision, the individual is considered to be a passive being with a kind of behaviour that is reduced to reproducing certain acquired patterns.

- In a more flexible conception, the individual is endowed with a relative autonomy which makes him able to adapt the already acquired skills to the situations he has experienced and even to modify them if there is need. The interiorized norms and values according to the problems he has to identify and then solve.

There can be distinguished several forms or types of socialization.

- Primary socialization assumes the humanization of the individual as a rule. The family is the collectivity in contact with which primary socialization occurs.

- Secondary socialization assumes going through certain processes in order to acquire a plurality of „social egos” or „social identities” while it interiorizes and internalizes social roles too.

- Continuous socialization is the process of transmitting and acquiring cultural models and norms all along an individual's life. It reflects the need for permanent education of the individual including during its adult life of new norms and values.

- Anticipative socialization involves the learning of values, kinds of behaviour and beliefs by an individual from a group. He becomes part of the group. The goal is that of facilitating the transition to a new status or group.

Resocialization refers to learning a new set of values, beliefs and behaviour different from the previous ones. A person that experiences resocialization must forget what is old and learn what is new. We all experience resocialization along our entire lives every time we change our status or group we belong to.

We consider that socialization is better understood in relation with other psycho-social processes: *imitation* (reproducing other people's behaviour), *social adaptation* (the adequacy of an individual's behaviour to his statuses and roles of the social structure he is included in), *cultural integration* (the presence of an individual inside a culture, subculture and counterculture where he assimilates values, styles of life, characteristic symbols and norms that make the basis of some groups), *social integration* (the interaction between an individual and the society through which social balance is acquired).

The representatives of sociologic phenomenology assert that people are actors on the social stage and they experience the world they live in as a natural and cultural one as an intersubjective world. For A. Schütz the social world is a world of the common sense which is made through the cultural intersubjective and socialized character of knowledge (apud Stănculescu).

Socialization is different in different social classes. Quoting B. Bernstein, Ionescu speaks about differences of speech, cognitive style of defining the world and the self according to the appurtenance to a certain social class. Ionescu p. There are stressed two kinds of codes:

- *Limited code* (particular meanings, syntax rigidity, limited alternatives of expression, limited vocabulary, limited usage of adjectives, adverbs, reduced versatility in structuring the phrase).

- *Elaborate code* (the richness of expression forms, sentence complexity, numerous alternatives, extended self-adjustment, subtle choice of adjectives and usage of an expressive symbolism that allows differences in details).

However, differences among children should not be a handicap. Every society has different social groups. Validating the cultural arbitrariness that it inculcates, school oscillates between the legitimacy of the social inequality created outside it and the methodological individualism. Even if cultural price does not matter anymore, education cannot ignore its cultural function.

Cultural integration represents only a side of integration, the latter being a concept that approaches several dimensions: social, political and professional. It is considered that at a large scale, integration means the unification and fusion of two or several human groups that keep equal social and political positions. Integration will give rise to a new culture and not to a forced assimilation of one by the other. Cucos p.

Multiculturalism is a problem connected to the ideology of handling cultural diversity that is seen as a discourse of late modernity. It represents the integration of minorities into a society dominated by the majority. The concept names simultaneously a political ideology, a social movement, a philosophical trend, a domain of academic studies. Multiculturalism is not the enemy of European

universalism but a different form of it. The thing that unifies multiculturalism and European universalism is the conjoint will of placing a culture above the power of the state or the interests of a social group. Multicultural societies are groups with different nationalities, religions, cultures and ethnic appurtenance that live on the same territory but which do not necessarily interfere with each other. This is the case of the societies inside which minorities are not always accepted or taken into consideration but are passively tolerated.

B. A. Marlow and L. Page considered multiculturalism as the best product of the class mosaic and thought that „cultural differences affect learning”. Marlow and Page „A very clear line between the multiculturalist positions that favours „difference”, „ghettoisation” and pluralist positions that favours values assimilation and integration. Multiculturalism stresses the difference and conditions the individual that belongs to a cultural minority to see his relations with the others as „we” and „they”. If here the stress is on what separates not on what brings together in pluralism difference is accepted and encouraged.

However we can find some common points at different levels: methodological, political, cultural and social. multicultural approaches cross pluralism that asserts politically and epistemologically at the same time with postmodernism even though its conceptual roots are older.

K. T. Henson approaches multiculturalism referring to the teachers' attitudes and their learning and teaching practices that support the academic and social success of all cultures' members. Multiculturalism admits that each student has his/her own inheritance and a right to it. Multiculturalism admits that even if there are different cultures and languages there must be equal opportunities to success in the class and teachers should make efforts to accommodate members of different cultures”. Henson „p”

Transculturality is closely connected to the process of creating a new diversity. In fact this is about a different approach of the identity construction of individuals and communities. Approach that facilitates the cultural dialogue to the prejudice of the conflict between cultures and civilization.

Interculturality includes all the phenomena that appear when two cultures meet. The intercultural approach is focused on cooperation. It stimulates adjoint actions, interaction, chance and reciprocity. The intercultural perspective of understanding education structures an open cultural identity that protects changes, respects differences, accepts valoric equality of cultures etc. The intercultural perspective can act as premises for cultural integration. Without being a target in itself interculturality is the desirable result of the inner process of the multicultural community self adjustment.

The specificity of cultural integration

Being shaped by the cultural atmosphere we live in each of us perceives the world in a particular way. The symbolism of hues, colors, sense of touch or time and space perception, the way of seeing life and the world are all culturally shaped.

The socio-cultural integration is conditioned by these aspects from which a range of norms and behavioural rules come

Social integration is a complex idea which assumes different things for different people. For some it is a positive goal which implies equality of chances and rights for all human beings. In this case integration means improving chances of life. For others integration may evoke the image of imposition and conformity. There should be underlined that for a different category of people the term in itself does not necessarily imply a desirable or undesirable state. It is merely a way of describing models of human relations in any given society.

Social integration is made by appurtenance and unforced participation of the individual to a set of norms, values and common attitudes of the group. Social integration assumes the accommodation and conflict solving between aspirations and behavioural attitudes among individuals and group among groups and society.

Efficient communication among people is capable to ease integration especially when the stress is on the metacognitive competences. There can be said that, if there is a situation of interpersonal communication among members of different cultural groups then this interaction can be termed intercultural communication” (Litters, p.). As a subject intercultural communication is enframed among culture sciences next to anthropology, culture, ethnology, etnolinguistics and ethnopsyoanalysis. It benefits by the influences derived from several fields of knowledge.

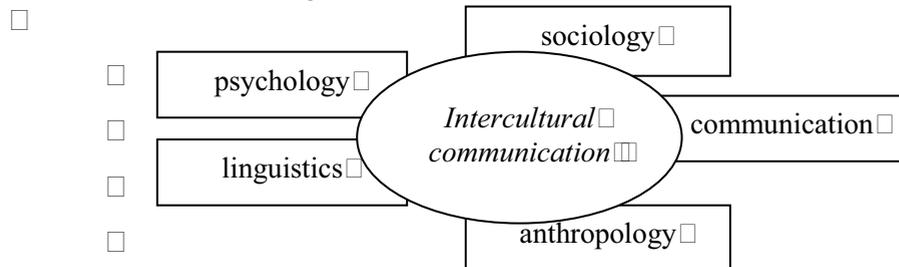


Fig. Influences on intercultural communication

Intercultural education is the one that peacefully supports the social integration of minority groups which must not give up their own identity. Inside the mosaic cultures of today we must accept the idea that any socio-cultural group can contribute to the enrichment of their community life by changing identity elements through dialogue and involvement of all multicultural community members.

In close connection with social integration, cultural integration vary from perfect concordance to non concordance among values of a culture. For example when a culture pretends to all its groups and categories to practice an unselfish behaviour and a competitive one at the same time. As a rule, cultural integration is defined as a process of accomplishing a correspondance or compatability among

norms of the same culture. This is a process during which the members of an accepted society reject or modify items that have been diffused from other cultures.

The transmission of norms, traditions, values, concepts or ways of life by the group or by the society regard the integration of the individual in its structures that is the assurance of order and social stability which are essential in any collectivity functioning. For example, the means of socialization are common to all the individuals of a group but they differ from one society to another according to its historical, cultural, religious and social particularities. In habitual circumstances, the more the integration of the individual in the cultural system is supported, the more efficient its contribution to the coherent functioning of the society will be. In the same way, the better the individual masters cultural competences, the easier integration is accomplished.

Cultural competences refer to the abilities of interacting efficiently with people that belong to different cultures. T. Cross from the University of Portland develops a *cultural model* that sets on a scale a series of *competences* from the lowest to the highest level.

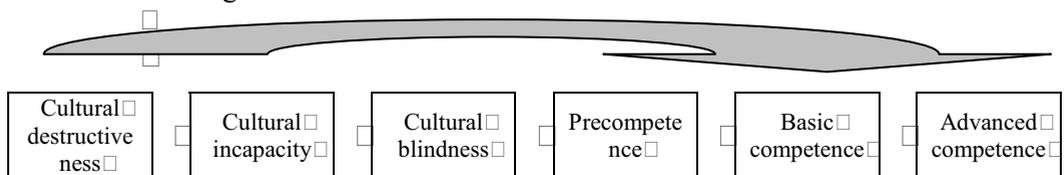


Fig. Types of competences characteristic for the cultural model proposed by T. Cross

By operationalizing the characteristic significance of these types of competences there come the following:

- The *advanced progressive competence* engages variety and cultural differences.
- The *basic competence* accepts and admits values and differences, assures the conditions for the manifestation of cultural differences.
- *Pre-competence* admits its own cultural faults, tries to correct them and acknowledges the importance of cultural differences.
- *Cultural blindness* applies to those who, are blind or, cannot distinguish colour.
- *Cultural incapacity* applies to those who are not capable of accept and react in relation with the cultural diversity that can be found in a group.
- *Cultural disruption* refers to culture in an anticultural manner and assumes a negative relation with other cultures that it tries to eliminate.

Starting from the cultural inconsistency of school population and society as a whole, standardized on race, ethnics, religion, gender and social class, the educational activities that school has submitted must give value to cultural diversity. Educators that teach in multicultural classes, must cope with the challenge of building an adequate environment which can facilitate reaching high standards of academic acquisitions for all students" (Butnaru, p. 111)

As a symbolic aspect of human existence culture individualizes and sets us apart in relation with the other individualities but it is also the one that brings us by and allows us to be together with other people interacting and changing or shifting a number of ideas norms rules models principles etc Education helps us know it and recognize ourselves in it but also know and respect what is characteristic for other cultures In order to give equal chances to all cultures so as each culture and identity could develop education must respect differences and promote equality This contributes to overcoming social inequalities

It would be good to have room for forums and discussion to share knowledge feelings and experience with people of different cultures This talking must be arranged as constructive dialogues having as a goal the identification of common solutions for the outrun of social barriers and common values for common life

The important task of school is not limited to the formal system of education but it reverberates on individuals allowing them to change beliefs values and present judgements transferring them to other people Opening communication to personal adaptations access to various sources and the presentation of different points of view correctness and precision of information are essential in the education of promoting cultural diversity Without being exclusivist cultures stress difference because as M Malita asserted there is no culture with a capital letter but only diverse various always in the plural cultures Malita p

The integration of an individual into another culture implies an analysis of the self identity a reevaluation that is related to the values of the new social group In fact the path is not easy it assumes a construction that is based on the cognitive aspects as well as on the affective ones with reference to the behavioural division On this track of cultural experience the individual may choose among several alternatives denial defence minimization acceptance adaptation integration

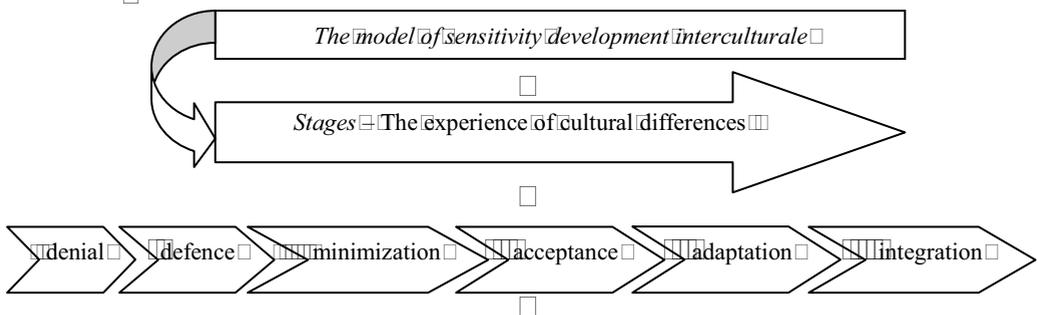


Fig The stages of cultural experience adapted from Milton J Bennett pp

Cultural integration is closely connected to cultural identity they both assuming a situational and interactionist approach P Tap asserts that cultural identity is a dynamic system of axiological feelings and displays through which the social actor individual or collective orientates his behaviour builds his history tries to solve his

contradictions by relating himself to other social actors without which he cannot be correctly defined and perceived" (apud Cucos, p. 11)

Cultural integration is important because it maintains a unity and a certain balance in society. From a functionalist perspective, if people are culturally integrated and share the same beliefs and values, then the sum of deviance must be small in comparison with a society that is not integrated. We should keep in mind that the notion of cultural integration assumes a temporal dimension as integration is in its essence a process. From this angle, cultural barriers are not traced, static and unbreakable but they are rather seen as penetrable and fluid.

The results of an experimental research

In 2011 I made a constative research on a sample of 100 students in year II – 100 students from the Faculty of Informatics and 100 students from the Faculty of Economic Sciences, University of Craiova. The goal of the investigation was to familiarize students with problems that are specific to cultural integration as an aspect of social integration. Among the specific objectives, I aimed at the delimitation of the key concepts and the accomplishment of connections with problems that were tangent with the theme.

The identification of the theme preoccupations and the outlining of a minimal biography.

The testing of the students' expectations and the inventory of their knowledge needs.

The accomplishment of a *Programme for the valorization of workshops on cultural integration*.

The achieving of workshops on the means of cultural integration.

The inventory of students' answers to questions that regard the aspect of socio-cultural integration and the evaluation of the submitted *Programme's* efficiency.

This kind of ameliorative research allows the teacher's intervention by manipulating the experimental situation. The independent variable is represented by *The programme for the valorization of workshops on cultural integration* and the dependent variable allows the students' attitude that is favourable to cultural integration. I have started from the hypothesis according to which the organization of some workshops that can give the occasion to identify modalities of cultural integration is able to form specific competences.

Testing the students' level of expectations and summarizing the needs of knowledge about the regarded subject highlighted their interest. Most of the students considered that it is important for the teachers to give more learning possibilities starting from the particularities of integration. The research aimed to gathering data about the essential aspects of the process of cultural integration but it was also based on testing a hypothesis by using a specific methodology of processing and interpreting data.

The workshops organized were meant to identify possibilities of cultural integration for children and young people in various learning contexts. It is known

that during the process of socialization man makes certain representations or images about cultures and peoples stressed stereotypes and prejudices that block cultural integration and analysed a few situation in which some students have experienced „the cultural shock” The analysis of this phenomenon called „cultural shock” led us to the identification of its effects Among these effects disorientation and anxiety registered higher scores the students arguing that they diminish the capacity of integration and lead to inadequacy

For the modalities of cultural integration planned a set of tasks brought to attention during the workshops will show some of them below mentioning that the experiment included several stages and events

Time	Stages steps and used contents	Didactic strategy	Interpretation observations assessment
00 min	The following motto is displayed „We can define the quality of being a European by sharing a set of values In other words being a European means sharing European values” Students are asked to put it down and talk about it interpret it At a future moment those who wish may read what they have written	overhead projector independent individual and frontal work individual work collective talking	The subject aroused the students interest who enlisted the values considered to be important for them from different types of integration points of view
00 min	The students are given an opportunity of reflecting on the subject „Communicate choose the type express yourself and take a stand” They are asked to talk in groups about the advantages and disadvantages of learning in multicultural societies Students must write down strengths weaknesses opportunities and threats	magnetic board group work thought collective talk SWOT analysis	Students give several types of answers identifying several advantages in relation to the disadvantages of learning in multicultural societies
00 min	Following a minispeech on „Young people’s integration” students are asked to write each of them an essay in which to express their thoughts and feelings about the way they consider themselves part of a group a community or society	flip chart independent individual frontal work discourse essay heuristic conversation	The essays distinguished through the originality of ideas and the clear way of expressing points of view
00 min	Students are shown informational materials and are asked to read several texts on „National identity” There are written down the selection criteria significance of symbols perception of space and time history elements customs traditions and students are asked to identify the elements of the	reading cards magnetic board individual group work reading written text explanation reading role play	Students were very interested in traditions customs and culture of other people By using role play the experimental group became

	European identity construction		more active and the particular situations were fully valorized
min	Students are shown a poster on stereotypes and prejudices and a brainstorming on the question „How much do stereotypes and prejudices influence the cultural shock?” is suggested. The stages of using this method develop along several meetings with the students	poster working cards frontal work storm ideas conversation problematization shaping	Starting from the presented poster students were encouraged to elaborate more pictures. On these pictures students discussed in a constructive manner about the ideas they brought sending to actual experiences too
min	Students are told to trace the cognitive map of the collocation „cultural integration” and then structured actions are referred to. approach organization group making each student is given a min time credit card for talking inside the group the group manager is chosen tasks are given arranging actions choosing the moment of using the time credit card selecting the items to answer to developing talking evoking important information and main aspects	synthesis cards overhead projector computer bonus cards individual group frontal work conversation problematization explanation cognitive map	The elaborated cognitive maps are a very good material produced by students. They thoroughly prepared their actions and initiated pertinent discussions stressing different modalities of socio-cultural integration

Table The programme for the valorization of workshops on cultural integration

We keep in mind some of the students' answers for the question, *What exactly do you think should be stressed if your objective was cultural integration?*

If I had to live in another country I should learn at least the basic vocabulary of the language of that particular foreign country so that to obtain a job and communicate with the others in certain given situations

I think that it would be important to learn something about the local customs and traditions in order not to offend someone by mistake

If I was a businessman I would like to find out more about the local culture considering that it among others will help me achieve professional success more easily

I consider it useful to know more about *the particular ways of spending free time* because they facilitate cultural integration and implicitly social integration.

I think that knowing *the significance of objects and the symbolism of colours* is essential. eg. For Europeans red symbolizes love while in other cultures danger or death.

From my point of view *proxemic conventions* are the most important and their knowing would protect me from embarrassing situations and misunderstandings there should be observed what nonverbal behaviour of people from different cultures the way they arrange their offices or their own homes communicate.

I am almost sure that the way people of different cultures think is the one that makes the difference so that if my goal was cultural integration I would stress the change of seeing things mentality adapting to a certain style of life that is characteristic for that society and community I want to become part of.

Along the development of *The Programme* we suggested there were stressed the analysis interrelation and reflection the correct interpretation of the meanings the translation and explanation of the characteristic symbols but also the embodiment through role play are actions and methodological approaches that contributed to acquiring open attitudes favourable to the cultural integration of the young people I have worked with. At the end of *The Programme* the students managed to present with the help of sources documents cognitive maps scientific studies and research reports the characteristics of the process of social and cultural integration. Assessment highlighted the fact that they can prove by actual examples the role of integration at group level experimental class in different given situations that they can suggest minispeeches short discourses products that contribute and facilitate the process of integration that they can promote a real or virtual action of young people's integration inside the community they are part of.

Conclusions

The world seems to evolve in an interrelational manner celebrating mutual cultural events. This fact makes people feel closer and facilitates the harmonization of different systems of culture that give a long term perspective to the phenomenon itself.

The process implies the knowledge and respect for cultures and the consciousness of the global interdependence phenomenon based on the elements and specific traits of cultural pluralities.

We anticipate that in the near future educational programmes will be infused with authentic values which can be found in all cultures of the world. As cultural interactions will increase students as well as teachers will find it easier to initiate programmes of development based on the diversity of cultures. The growth of globalization on an economical scale brings changes in all human spheres personal social cultural. Individual responsibilities seem to grow and disappear at the same time. Traditional appurtenance patterns fall apart and unify to make new

expressions of culture. Cultural integration eliminates conflicts that are generated by the cultural differences by organizing and merging values psychological aspects and ways of behaviour in different communities.

Modernity assumes an unprecedented development in a number of fields of the community life. The role of the community tends to assert more and more in a world of educational pluralism that leads us to accepting cultural differences. Every individual's access to culture, the making and developing of programmes for cultural integration of different age social categories etc represent pertinent measures characteristic to democratic societies inside which during the socialization process everyone learns from everyone.

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EDUCATIONAL PRACTICE PERSPECTIVES



EVALUATION OF THE TECHNOLOGICAL INTERNSHIP'S EFFICIENCY

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Abstract

Formative evaluation by portfolio methods practical activities projects and investigations it offers a range of data referring to the measure in which the student the master is able to perform various operations to check the machine and materials to take security measures to execute preparatory work to perform operations required during and after the observations to make qualitative and quantitative observations to record observations to interpret the results to accept or reject hypotheses to draw other conclusions to explain the observations made to compare the results with data obtained or with data from and literature of speciality to indicate possible further experience to provide a range of creative solutions



Key concepts criterial evaluation of the technological practice awareness of the role and contribution of his work technological internship's efficiency linguistic competences intercultural competences efficiency of value and level of performances skills the technological practice training portfolio



Semantic clarifications verification measuring assesment of quantity and quality of knowledge efficiency of value and level of performances skills at individual and organizational level

In human activity the evaluation is all the concerns and approaches for identifying estimating and if possible quantifying the underlying values produced in nature and society D Ungureanu I Clipici Evaluation is a complex activity of the educational process because it manages information about its quality and efficiency as a whole as well as functional component of this process forms of organization contents strategies methods features of style performance achieved etc The structural and functional component of the educational process is realized in the form of self evaluation an appreciative approach made by the education on its own performance



The analysis of components and mechanisms of evaluative approach in the context of school issues leads to the idea that their good functionality generates the quality of the effects of educational actions. The education quality means ensuring for every teachable conditions be the best complete and useful development. S. Iosifescu (1998, p. 100) Viewed from this perspective the complexity of the evaluation process is in direct correlation with the possibility of accurately determining measuring the quality of education.

Providing reverse connection between the receiver and the transmitter of the teaching message the evaluation gives to the teacher the knowledge of the results of school activity for its further improvement.

In theory and practice of education the evaluation is addressed nuanced:

as a way of adjusting the teaching learning processes to improve the way to achieve its quality.

as value judgment referring to results achieved synchronically and diachronically in the educational act.

as process of providing useful information that allows making regulatory decisions improvements.

as means of communicating the performances obtained by the subjects of the educational act.

Educational theorists and practitioners agree that the evaluation is a pedagogical activity of testing measuring and appreciation of the results achieved by the subjects integrated in an educational approach conducted over a certain period of time. Evaluation and examination guide (1998, p. 100) defines the concept of evaluation as all the activities through which one makes the collection organization and interpretation of data obtained through the application of some measurement instruments with the purpose of issuing the evaluation trial on which is based a certain educational decision.

Evaluation is the subject of dokimologic science (gr. dokime evidence gr. logos science).

Analyzing the evaluative approach Cucos C (1998, p. 100) discerns three functions of assessment:

- identifying or verifying school purchases.
- improving and regulating the ways of training of individuals identifying the most easy and relevant ways of training and educating.
- sanctions or social recognition of the changes made on individuals who are in training. Cucos C (1998, p. 100)

Time structuring of the evaluative process in education reveals the differentiation of the following fundamental operations:

- checking the level of the school performances.
- measuring the results by reference to specific performance indicators.
- evaluating the quality efficiency and effectiveness of education.

• formulating a decision of settlement improvement development of the education evaluated system subsystem

The teacher will take into account various facets of the educational results of learners

• student's performance which shows different momentary shades of behavior identified in operational objectives

• student's performance correlated with the level of achievement or accomplishment of learning tasks' application

• learner's competence which reflects a complex mental structure of knowledge skills and abilities providing conditions for efficient handling of a class set of problems or situations

• conduct of learners which is a whole of reactions their attitudes and relationships with colleagues in the context of learning situations to achieve practical actions or to solve problems

Verification as a first operation of the evaluative process leads to the knowledge of different aspects of school performance quantity and quality of knowledge skills and abilities acquired by the student as well as the psychological conditions of learning it had determined

□ the functioning level of the cognitive processes

□ the spirit of observation

□ semantic information processing capacity

□ the attitude and interest in deepening into theoretical or practical knowledge

Also during the evaluative verification stage the teacher is able to find efficacy of used methods and procedures and the difficulties encountered by students in learning activities and creative solving of technical problems

Information resulting from the verification can lead the teacher to improve its work and teaching style on the one hand and to yield the learners to a systematic activity review of the covered topics on the other hand Providing reporting of the obtained results of the students verification helps to improve their ability to self-evaluate

In a second stage of the evaluative work the activity focuses on the operations of measurement quantifying the verified results and determining their size by assigning grades or scores Evaluation is made through measurement reporting assigned points to a standard or specific performance indicators which allow a ranking value of the subjects examined The main way of expressing quantitative results and their validation is numerical notation this operation is in quantitative terms conventional called grades The grade given by the examiner represents the digital the conventional expression through which students are valued differently procurement and review of the skills acquired through learning Measurement aims to achieve objectivity in evaluation but the measurement accuracy depends on many factors such as

the quality of used techniques samples tests correlation indices
 their adequacy in relation to specific measured phenomena
 the ability of the self-evaluator to record and play with numbers
 qualitative characteristics of the studied entities

Appreciation as a recovery phase of the gathered information is the
 formulation of value judgments and matters relating to the measured results
 Pedagogical objectives function as a benchmark in making such value judgments
 Assessing educational outcomes based on some criteria of a scale of values or
 sets of descriptive statements lead to determining the following goals

quality of services educational offer as fundamental purpose of
 evaluation

efficiency the ratio between results obtained and resources used

efficacy the ratio between results obtained and expected results

progress the ratio between results and previous results

performance minimum medium or maximum success level

success accomplishment of given tasks as frequency volume etc

The quality of appreciation is based on dokimologic readiness of the
 evaluator teacher his experience and his personality traits

Evaluative assessment phase is completed by the decision making operation
 and provided for correctiveness and improvement of the educational act For the
 correct application of these the teacher must meet the following teaching criteria

full exploitation of the specific characteristics of the evaluated object

improving the quality of teaching

realization of educational communication of the decision in terms of
 managerial methodological guidance of the evaluated subject

In conclusion the evaluation is a complex activity including verification
 measures measurement assessment and decision In addition to structural
 complexity the evaluative process is based on certain rules of verification scoring
 and evaluation called dokimologic whose observance ensures its objectivity and
 rigor

Based on the integration of the evaluative act in the process of education and
 the level at which it is made we distinguish several forms or types of evaluation

Initial evaluation which is done at the beginning of a period of training
 semester school year teaching cycles or a chapter performing a predominant
 diagnostic function Based on it we determine the training level of students
 expressed in the volume and quality of knowledge acquired skills abilities and
 their intellectual skills including the school the development level of intellectual
 processes gaps in their preparation learning style etc

Knowledge of these acquisitions by the educator is necessary for the design
 and learning of the content of training in the next stage as well as to determine the
 directions and appropriate corrective and improvement action

Summative evaluation or certificate aimed at verifying and assessing learning outcomes regularly. It is performed at the end of long training periods (semester/academic year and learning cycle) and focuses on preparing the overall performance of the students and the results obtained at different disciplines. Grades and school degrees obtained by the students (masters at the end of a year or cycle of education) are unique benchmarks so is their classification and promotion criteria.

Formative evaluation is a frequent verification and assessment (systematic) at small intervals of time of the school results for a training period (semester/academic year). Compared with the summative, formative evaluation is characterized by a sustained rhythm, by a higher frequency of inspections and evaluations and assessments and by shortening the interval between evaluation and the implementation of measures to improve the educational process. This type of evaluation is integrated organically into the process of education, offering to the teacher the possibility to know the actual training and intellectual development of students at a certain time and the direction in which they will evolve in the future. The main advantages of formative evaluation mentioned in the literature are:

- a) it checks systematically on small sequences all students in all matter;
- b) it provides guidance of the student through learning, appropriate correction of mistakes, remediation or deepen their knowledge/enrichment programs;
- c) it evaluates not only the result of learning but also the process by which a particular result was reached, allowing its improvement in the future;
- d) it fosters cooperation between teacher, student, graduate student and self-education ability based on the knowledge of evaluation criteria;
- e) it consumes less time than summative evaluation.

As it relates to operational objectives, highly specified formative evaluation ensures grading, appreciation, objectivity, thereby developing learning motivation.

Formative evaluation is the perfect form of formative assessment. Its function is to raise awareness of what students should learn and achieve during the placement of practice, taking over the criteria for evaluation of their own products/creations. Psycho-pedagogical studies show that formative evaluation focuses on observable behaviors while formative assessment reflects on the ability of the student (master student) to critically assume its own educational progress achieved through learning.

Taking as criteria the manner and level of achievement and psycho-pedagogical objectives referred to in literature, it is made the distinction between pedagogic evaluation and economic evaluation.

Economic evaluation aims to determine the effectiveness of the education system by reporting the results of education as a whole to material resources (financial and human resources, material resources, money, staff, technical and research personnel) invested by the society. Education's results, system and process

developed in its framework are materialized objectified as preparing graduates to skilled labor and effective contribution to increasing productivity and achieve social progress. Knowledge of these aspects means of economic value is the basis of objective assessments of external functionality of education in its relations with social macro system the society in which it is integrated

The analysis of formative valences of assessment functions for the preparation of students during technological practice training

Referring to the evaluation functions Maciuc differentiates them under the aspect of importance revealing three main functions of the evaluation

a) ascertaining function exerted on the assembly and storage of interpretation data

b) diagnostic function of the activity aimed at analysis of collected data

c) predictive function exercised on the basis of the interpretation of accumulated data Maciuc I. Classic and modern in current pedagogy Craiova Editura Sitech

Below we briefly present the relevant aspects of the strengths of the formative functions of the evaluation when preparing students during technological practice training

Diagnostic function determines the level of training and intellectual development of students their skills the attitude and their interest on practiced activity. Based on information obtained through used verification methods are revealed difficulties encountered by some students in their work the theory that requires further explanation clarification and systematization

If student's performance on the stage of technological training is unsatisfactory the teacher analyzes the causes and determines appropriate means and measures he corrects amends or abandons ineffective strategies he changes his teaching style thus creating another evaluation function the corrective function of adjustment and improvement of the educational process. It requires individualization of practical training in accordance with various aspects of personality of the diagnosed students during the evaluative act

The function of finding the results of technological training is to inventory the acquisitions of the student during the practical training the progress or regress registered from one stage to another and in specifying the place in the team to which he belongs based on the obtained results. Evaluation judgments involved in evaluating the student work expresses the appreciation of the evaluator on the abilities of the student in terms of its ability to progress in training his technical and applied capabilities and skills. Integrating harmoniously into the context of a professional activity the student can objectively appreciate through received grades the results of his progress realizing the criteria for assessment training requirements and their legitimacy. In this way the control is performed by the

teacher it becomes a selfcontrol for the student and concrete ways are appreciated a strong motivational factor that regulates his conduct from inside

Function of knowledge of factors and situations that have contributed in finding constant results Through their knowledge the student understands the causes of progress and setbacks recorded in future training activities

Accounting and control function of the results obtained by the students in techno productive training activity control achieved through practical methods of evaluating the evidence guide provides both to the technological practice teacher and the student information about the rhythm of training effectiveness or ineffectiveness of the used means and methods of education about the progress and or setbacks registered by the students systematic or sporadic nature of their training Depending on the effects produced we can determine the quality of practical training the actual learning of technical productive skills

Predictive or prognostic function through which based on information and data provided by the evaluative act one can predict the output and the rhythm of practical training development in the next steps and by default the possible results and performance of the student However we anticipate future possibilities and directions of their evolution in terms of the technical scientific creativity This feature also indicates the extent in which students will be able to exercise the powers and role in the field of professional activity in which they will be integrated

Formative function Through its specific actions of measurement and appreciation and through constant effects the evaluation helps the student to realize the progress setbacks and gaps encountered in work of practice the effectiveness or ineffectiveness of the used methods the direction and modalities of action for his professional development Also it develops the capacity and habit of selfevaluation by comparing the obtained results to those expected by the teachers and economic agents

Another aspect through which is expressed this function is the contribution of the evaluation to build a career motivation The grading operation and through favorable or unfavorable appreciations that implies it stimulates students to be involved in practical activity it cultivates their interest and desire to develop technical creativity it determines a positive and responsible attitude with respect to this task

Classification and selection function that allows students to be hierarchically in the group they belong

The function of stimulating the development of the self evaluation capacity of the agents in the education process is important for determining the educational process as objective as possible the relevance effectiveness coherence and efficiency of technological readiness internship

Social function is the function through which policymakers and society in general are informed about the practical training process efficiency Based on

them one can pronounce over the effectiveness of education as a subsystem of the society one can confirm or refute the accumulation of knowledge and skills necessary for socially useful activities

Criteria evaluation of the technological practice common frame of reference standards descriptors principles re contextualization

When it comes to training future professionals the practice is an essential component

The ones who are organizing practical training should consider a range of skills they want to form during the practical work

A General skills developed during the internship program Cf http://www.ier.ro/index.php/site/page/competente_stagii_dct

- acquire knowledge and skills to trainees in specific activities including service operating stage by placing them in real work situations
- motivating the chosen profession through a better understanding of its real work context
- preparing trainees for the labor market by acquiring practical experience in relevant field
- skills training on working relationships team spirit communication and networking skills awareness of quality of work

B Skills acquired in practical training

Competences for providing various activities

- awareness of the role and contribution of his work
- knowledge of applicable standards activity and ways of establishing and monitoring their
- know how to clarify the requirements and objectives of the beneficiaries and other stakeholders
- detailed knowledge of planning time management work stress at work
- knowing how to operate taking into account the requirement objectives work instructions deadlines interpersonal skills team organization
- knowing how to operate in compliance with professional ethics
- knowledge of how to work with other team members team work including at a virtual team a project coordinator with a superior
- ways of self knowledge in terms of quality concerns adapting to new situations conditions openness to innovation and accountability
- knowing ways of defining and assessing problems and finding appropriate solutions
- knowledge of methods of reasoning and decisions and choices made

Linguistic competences

- knowing how to understand the grammatical structures lexical and idiomatic as well as graphics and typographical conventions of the language Romanian and other working languages B C

- knowing how to use the same structures and conventions in languages A and B

- know how to extract and summarize the essential information from a document the ability to summarize

Intercultural competences

- knowing how to use a register suitable for a given situation in a particular document or situation

- knowing how to recognize and identify elements reference values and their cultures

Competencies regarding national research and terminology

- knowing how to identify needs for information and documentation

- developing research strategies and research documentation terminology including addressing experts in various fields

- develop evaluation criteria document available on the Internet or other medium knowing how to evaluate the authority of documentary sources critical

- knowing how to effectively use tools and search engines eg Terminology software electronic corpora dictionaries in print or electronic which are necessary to clarify concepts

Thematic competences

- knowing how to search for appropriate information to gain a better understanding of the thematic

- knowing how to develop knowledge in specialized areas rule systems concepts methods of reasoning presentation terminology etc

Informatic competences

- knowing how to use efficient and fast integration of a range of software applications to assist the activity

- knowing how to create and manage a database and files

- knowing how to adapt and to become acquainted with new tools

C Activities conducted during the internship

General aspects

- activity in a collective awareness of the importance of each activity within this group and in light of the objectives to be met

- familiarity with the requirements to be met by the work they perform

- explanations offered by practice responsible

- discussions on the subject with the coordinator of practice

- carrying out work in accordance with the requirements of the Guidelines of practice guidelines and requirements expressed by the coordinator of practice

- work tasks according to time and quality requirements specified by the coordinator of practice

- working with the coordinator of practice and other team members both face to face and via email to fulfill duties as required
- activity in an organizational framework in compliance with regulations and working procedures
- awareness of the role it plays in the position of a member of the team and team goals assuming this role
- trainee self activity results in relation to quality requirements in terms of ownership of the results of his work
- preliminary discussions with the coordinator of practice to clarify the workload of the practitioner and acquire practical information required for their achievement
- practical assistance from the coordinator during work tasks discussion on the difficulties encountered in carrying out
- explore the results of the activity with the trainee practice coordinator feedback

Conceptual benchmarks strategic and methodological regarding evaluative research of the technological practice efficiency

The evaluation was defined in the previous paragraphs as an essential function of any education system or subsystem which is manifested as self-regulating mechanism that guides the action of educational agents giving them the opportunity to streamline decision making in educational approach. Judgement of evaluative value can be achieved in two planes

- the plan of state assessment and operation of an educational system subsystem and by default in the plan of its effectiveness evaluation
- the plan of evaluating the quality of formative processes of the educated quality analyzed in the report of the results anticipated and achieved

Technological practice training takes place in our system of education as such a subsystem consisting of a set of educational activities formative effects in terms of becoming professional vocational needs of youth. Like any educational program technological practice internships is a provider of quality services that must be evaluated in terms of indicators regarding

quality of services educational offer as fundamental purpose of evaluation

- efficiency the ratio between results obtained and resources used
- efficacy the ratio between results obtained and expected results
- progress the ratio between results and previous results
- performance minimum medium or maximum success level
- success accomplishment of given tasks as frequency volume etc

Also the quality of technological practice placement achievement is directly related to the formation and development way of the evaluative skills of the teacher supervisor for technological practice. In fact this last goal is a central goal of

specialized Graduate Program titled *The practice supervisor teacher*. The quality of this objective can be revealed by methodology specific to *evaluative research*.

Evaluative research evaluates the way in which an educational project provides quality services and it acts as a relevant, coherent, efficient and last but not least, effective process. Evaluating this type of quality of the program can be achieved by following the next steps that are required by the evaluative research (Scriven, cited Istrate, p.)

- characterization of the to be evaluated
- clarification of the conclusions to be formulated
- research and identification of causal relations (actions → effects)
- identification and analysis of all the consequences
- costs evaluation
- identification and analysis of program objectives
- comparing the program with other competitors
- needs analysis as a basis for assessing the importance of the program
- formulation of overall judgments on the program

Evaluative research of technological practice internship follows the appreciation of the measure in which have been relised the objectives of the education program, revealing the educative effects and formulating some recommendations from the point of view of vocational becoming of the student. Taking into account the action of a serie of variables which determine the quality of the student preparation, the evaluative research proposes to analyze the share of the informations (data from multiple sources)

□□ evaluation of data regarding education progress during the training of the student (master student) included in the technological practice internship

□□ evaluation of the data regarding the formative capacity of the teacher supervisor of technological practice

□□ evaluation of the formative strengths of the methodology used in the field of specialization in which the relevant practice is made

□□ evaluating the benefit of the institution (company) that provides conditions for conducting the technological practice training

□□ psychosocial climate assessment which will capitalize the benefits of achieving a technological internship conducted at a high quality standard or conversely to an average or poor level

□ Evaluation of the effectiveness of technological practice internship from the point of view of the student (master student) reveals the measure in which educational objectives regarding formation of skills (abilities and professional skills) proposed in the curricular topic (area) or master's degree specialization were achieved. In this sense, evaluative approach will appreciate how practical work carried out by the student (master) has formative value in the didactics of specialty technology in terms of the best quality, cost required to conduct to practical training program. It will consider whether the educational institution in collaboration with the production of the appropriate conditions are provided to

facilitate the most comprehensive and useful development for each student graduate student included in the program of practical training

Formative efficiency of the technological practice internship is directly related to the formative capacity of the supervisor teacher. In this respect the educational value of practical training is given to the achievement of the following indicators

- the way in which the supervisor teacher of technological practice designs and applies organizational methods of training students' practice master providing the shape the normative of development of technological practice

- how the teaching practice supervisor executes technology workshops for them

- how the teaching technological practice supervisor advise students master group that he is responsible for in connection with drafting staff processes and personal development of student portfolios

- how the teaching practice supervisor provides principle negotiation of the institutional partnership college organization practice partner

- how the technological practice teacher supervisor monitors the students activity assisting them and giving them support to prepare for specialty in technological practice locations

- how the teaching technological practice supervisor monitors organisation and development of participatory self-evaluation workshops of technical creative activities of the students

- how the practice teacher supervisor identifies and prepares a tutor for practice

- how with practice tutor he evaluates products portfolios of technological practice of the students

- how the teaching technological practice supervisor monitors the participatory colloquium of final evaluation of the technological practice in partnership with the tutor of practice ensuring objectivity in awarding final grades

- how the teaching technological practice supervisor communicates effectively with the tutor of practice and with the students to conduct to best practice of the students

- how the teacher technological practice supervisor values the supervisory experience of the technological practice realizing his own self-evaluation activity

The formative impact of the strategies methods techniques and evaluation evidence on the educational progress made by students participants masters to the technological practical training is also an important objective of evaluative research

Traineeship technological efficiency can be assessed also in the extent in which the tests of practical assessment had or not a significant contribution to training and development of the following psychological resources of the students master practitioners

- structuring operations specific to technical thinking

- skills transfer and technical under varying conditions

- observing the stages of a technological process
- ability to use various tools to use specific equipment integrated into a technological process
- structure of operations specific to technical skills
- develop fluency associative and mental fluidity
- developing flexible thinking operations
- ability to formulate new ideas original ones
- ability to solve technical problems ingeniously
- ability to complete in terms of quality a technical product
- ability to record and present obtained data and results

The efficiency of technological practice training is given also by the evaluator teachers' ability to provide students master an appropriate methodology for assessing the appropriate behavior of educational goals designed to the development and to end the qualifying period

Evaluative methodology used in assessing of the internship is complex including qualitative and quantitative methods techniques and tools established in a methodological portfolio

- evaluation interviews focus groups with target group and project team members
- self procedural models peer statements of intent
- questionnaires observation scale models
- monitoring forms of interaction and communication
- analysis of project teams work products
- analysis of target group members work products
- standardized tests sociometric personality docimologic yield
- records of assessment models such as using behavioral anchors
- experiments numerical calculation
- scale of the level of integration of personality scale levels to meet the needs of target groups

- written reports

- artifacts concrete results of education program materials

Formative evaluation conducted during the technological practice internship Applications

The structure of the technological practice training portfolio

Evaluation is a process that must take place continuously being continuously and organically integrated in the process of education. It is done during the teaching and educational activities at different moments of time and at different intervals of it during the current periodic verification at examinations and competitions. As a process evaluation passes through several stages

- definition and objectives prior knowledge of the educational process

- creating learning situations to enable students to advance the objectives set out behavior

- choice of methods of verification (recording and measurement)
- evaluation and analyse of collected data
- diagnostic conclusions and assessments based on obtained data

The author of these steps R.W Tyler quoted by Nicola Nicola Pedagogie Bucharest Didactic and Pedagogic pp believes that their completion is mandatory regardless of the evaluation form

The assessment during technological practical training focuses all the changes and acquisitions in the field of bio psycho socio cultural personality of the student student s such as

- their knowledge of educators which are defined by two parameters volume quantity relative to curriculum and quality provisions In turn the quality is defined by understanding the ability to express them intelligible makes sense and fair in terms of the essence systematization and precision

- intellectual capacities focusing on their development level probably the complexity of the tasks solved by students and solving personal manner In this category are included

- the ability to see to save and faithfully reproduce knowledge to solve problems and problematic situations

- an ability to perform logical operations on assimilate informational content analysis synthesis comparison abstraction generalization concretization

- to explain and demonstrate with scientific logical factual arguments

- the ability to develop inductive reasoning deductive by analogy with similar information content as a support for students

- the ability to transfer horizontal vertical and extrapolation

- cognitive style designating a certain way of thinking the use of certain data processing rules certain ways and strategies set of processing and systematization of information received of approach and solve problems

- ability to apply the learned knowledge to use them to understand and assimilate new knowledge solving problems in theoretical or practical implementation

- personality traits attitudes of character skills interests spiritual needs Except skills other features can not be measured but they can be assessed differently their determination as well as other acquisitions with a coefficient of relativity

□ In addition to these physical resources cognitive structures skills abilities job skills affective motivational components and socio moral evaluation focuses on the quality of teaching and learning processes they have generated specific educational and psychosocial conditions where they were developed

From the complementary methods of evaluating the student graduates after the technological practice internship psycho pedagogical literature recommends to the practice teacher supervisor to use the *portfolio method*

The portfolio consists of compulsory and optional materials selected by the student and/or teacher and which refer to different cognitive goals and strategies. The portfolio contains a selection of the best work or personal achievements of the student/master student that represent him and which permit assessment of skills/competencies highlighting its progress and personal contributions. Portfolio composition is an opportunity for the student/master student to self-evaluate and to discover the value of his skills and mistakes.

Portfolio by its complexity provides a clear picture of the progress in time of the student/master reflecting the motivation for learning and being an effective way of communicating the results. It includes relevant results obtained by other methods and techniques of evaluation: practical examinations, self-evaluation, project, systematic observation of behavior, etc.

Content of the portfolio consists of the following parts:

- works made by the student/master s individually or in groups
- individual study sheets
- projects and experiments
- solved problem
- written reports of project development
- tests and semester papers
- surveys of attitudes
- records (photographs) reflecting the work of the student/master individually or together with his colleagues
- observations based on observations guides
- student's own reflections (student's about what he works at)
- self-evaluations written by the student/master student or group members
- assessment interviews
- cognitive maps
- contributions to the activity that reflects student's participation (master s/group s) progress and address data base

Portfolio evaluation is usually made by the teacher by explaining at the beginning of technological practice the learning objectives for the period when they will receive the score/rating. Teacher and students agree on the tracks and portfolio should contain to evidence the learning objectives. Each item included in the portfolio can be evaluated quantitatively and qualitatively in terms of originality and its functional value. Portfolio evaluation should be made in terms of the effects that such an evaluation had on personality development, self-evaluation capacity and skills of intercommunication. Self-evaluation is a learning process, students taking responsibility on their activities, re thinking their own learning and thinking process.

Portfolio evaluation is released mainly by stress and negative emotional tone accompanying the traditional forms of evaluation. Evaluation becomes motivating for the student and not stressful. It develops student's capability of self-

assessment making him self reflexive about his own work and on his progress Technological practice placement portfolio content will take a practical overview of the main activities carried out by the student graduate student during the placement activities which in turn present a series of formative educational facets which are points of support in the evaluation of the student master s by the supervisor In this respect technological practice teacher supervisor will assess the extent to which the student the master is able to

- to prepare an experiment experience
- to formulate a hypothesis
- to define the objectives of an experience
- to indicate the operation of experience to sketch an outline of work
- to appoint sizes to be measured
- to gather information and use the data provided or collected
- to use tables
- to consult other sources
- to indicate the degree of accuracy
- to indicate device and materials
- to indicate the observations that must be made
- to determine the limiting conditions
- to indicate the limitations constraints
- to indicate the possible risks

Portfolio can be considered both a complementary tool used by the teacher supervising the practical technology training in applying educational strategies focused on teamwork on the development of extensive research and learning projects

Through the materials contained in the portfolio it is not only an alternative method of student evaluation Portfolio may be illustrative to create image of the institution which had guided its realization being used as a way to represent a group or an institution

Among the strengths of the portfolio with increased formative value we mention

- portfolio shows a variety of skills of the student master s
- it provides various information on which teachers can start a full trial on the performance of the student master s
- it provides a clear picture of the progress in time of the student master s
- it increases motivation to learn
- it provides student master s ability to work in his own rhythm
- it permits assessment and inclusion in the evaluation act of student's work products master s who normally are not considered this fact encourages the diversification of knowledge skills and abilities exercised

• it fosters student responsibility master s

Weaknesses of the portfolio as evaluative method are

- it is time consuming

- it does not allow ranking of products
- it can not be evaluated quickly and easily
- it is difficult to appreciate it as a strict scale because it reflects the creativity and originality of the student-master's

In conclusion formative evaluation by portfolio methods (practical activities, projects and investigations) it offers a range of data referring to the measure in which the student-master is able to perform various operations (to check the machine and materials, to take security measures, to execute preparatory work, to perform operations required during and after the observations, to make qualitative and quantitative observations, to record observations, to interpret the results, to accept or reject hypotheses, to draw other conclusions, to explain the observations, to compare the results with data obtained or with data from and literature of speciality, to indicate possible further experience, to provide a range of creative solutions).

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MATHEMATICAL THINKING AND EDUCATIONAL OPPORTUNITIES

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Abstract

This study is like a reminder of the importance of the relationship between stages of research objectives and mechanisms of cognitive competence in teaching mathematics revealing aspects of semantic procesualității offers a variety of hypothetical explanatory models derived from various perspectives psychological ontological and methodological

The essence lies in emphasizing the importance of interdisciplinarity in shaping human cognitive behavior in the field of mathematical learning

Key concepts cognitive mechanisms interdisciplinary building mathematical semantic type code figurative semantic verbal activity mathematical entities epistemology mathematics problem solving mentalizing

Since any investigative approach involves phasing research objectives we consider that to stimulate and direct those processes which increases the power semantic cognitive mechanisms we devise lists of questions problem solving analysis and evaluations plans ideas depending on a variety of suitable premises hypothetical stage of the development of mathematical thinking and educational opportunities as well as on the role and concept of mathematical thinking and action not least the educational function of the game in mathematical thinking

The active role of human knowledge be it mathematical type suggests that nature can not be deciphered only starting from the original role of semantic processes because as Jacob Bronowski revealed information mechanisms that are in neocortex semantic processor type If the informational equivalent transducers using certain stimuli to trigger instructions type mechanisms semantic information using signs criteria and processing rules are signs that pressure and changes in their products and their consequences In our case semantic processing are not instructions but different processes that can direct human events and semantic type objective mathematical construction

Most researchers who have addressed this issue revealed evidence of specific semantic processes which occur especially in mathematics symbols metaphors abstractions typing generalizations etc

There are many theoretical aspects of studying semantic procesualității offering a variety of hypothetical explanatory models developed from different perspectives ontological and methodological. Some highly nuanced Reviews and new hypotheses in semantic analysis gives A Schaff and Noel Mouloud

Jean Piaget on which one to recover reveal that both objectified knowledge and actions as they adjusted to indicate the involvement of processes carried out by mechanisms that are not performing like hormonal or neurovegetative because they build itself under the influence of the state of knowledge according to the human environment and the consequences of their actions.

Human history reminds us that man in its evolution has learned to count the animals went to hunt in groups group members shared the spoils with performing certain actions based on semantic operations supported by them. These operations are processes semantic type program with real finality. As a side effect they generate different semantic entities not corresponding to physical existence. For example terms such as one two three subtraction addition division etc serve as verbal semantic tools. Semantic verbal code generates the first tools used in the semantic pragmatic processes. The explanation is that these calculations are possible because the code word generated semantic entity formed under the influence of semantic processes such figurative numbers geometric figures measurement units etc.

Thorough analysis from the perspective of human cognitive behavior epistemology even within mathematics learning generated the conclusion that having given names figurative awareness processes rock man fire short easy practical action some sensations or state of the body semantic actions addition subtraction counting the man is reported and drawings as products of figurative code or even specific physical entity to its ambience. This is true for the field of education including mathematical type. During our investigative approach we try to trace how to calculate arithmetic and geometric shape the pragmatic option of course affect the educational process. In this case the learning of mathematics mathematics and theoretical concerns in psychological and philosophical option. All those who are concerned about the genesis and existence of the ontological status of the foundations of mathematics and even mathematics M Turlea N Culda Elijah Parvu M Flonta etc endorse the idea that reporting figurative to abiotic entities made possible the first arithmetic and geometric in reporting human semantic entities like numbers geometric figures and their properties seized various empirical theories underlying the development of mathematical tools that represent semantic us later becoming usable in mathematics.

Mathematical activity in objectiving theorems and ways of proving theorems algebraic axiomatized constructions and ways of axiomatization etc. Thus knowledge of mathematical type and even learning how mathematical learning mathematics it subsumes the general scope of knowledge model.

Learning Design in the sense that mathematics mathematical knowledge type gradually builds its objectives are then to know

Professional field of mathematics is emerging gradually as mathematical constructions accumulate and become objects of reference for further research Morris Kline p indicates that a feature of the evolution of mathematics theoretical mathematics that research is necessarily in a context that combines theoretical and applied research without the theorist to distinguish the different nature of its activities

In conclusion we can say that there is a professional field of mathematics and that as semantic verbal activity grows develops and its pressure on the verbal code Since man can notify that thinking can lead to erroneous conclusions false vague misleading and putting all sorts of questions about the possibility of thought abstract mathematics trigonometry rules knowledge correct thinking the very way the existence of the human psyche so All these concerns have resulted in the establishment of several theoretical areas of study concern the various functional aspects of the psyche the carrying out cognitive processes

Piaget J state that knowledge theory appeared to Platon a reflection on mathematics and never ceased from Descartes Leibnitz and Kant to contemporary works to focus on two issues whose range of proposed solutions report they are not yet solved how mathematics is possible and where it comes from their agreement with reality?

Assessment made by him are still present especially that a reference is a synthetic way a person can get to understanding the genesis of mathematics and logic He appreciated that the universe can not be known by man than by logic and mathematics products of own spirit But he can not understand how to build mathematical and logical than studying himself psychologically and biologically ie by the whole universe Piaget J p

We suggested earlier that mathematical entities are generated by mechanisms that are successively selected semantic empirical philosophical and scientific Thus an explanation of mathematical knowledge can not be reached than empirical study investigating the possibility of mathematics which makes it possible to explain how man can relate to semantic entities such as numbers and geometric figures

From the perspective of empirical state of mathematics can be done in shaping the next staging arithmetic

- quantitative operations are carried out without input code figurative verbal code
- verbal quantitative operations performed in different numbering systems aimed at specific entities aware of figurative code
- verbal quantitative operations made the calculation exercise
- analysis of properties of numbers considered as separate entities
- limit number emergence as an expression of nature awareness numbers used and the opening of a new phase maintenance numbers relations between them their properties etc

Regarding the genesis of the term *number* Matilda C. Ghyka [1] p. 100 reveals that before the Greeks who have thoroughly studied the fractional and integer and then found with square diagonal $\sqrt{2}$ for a square one and the theorem hypothesis irrational numbers we must mention the Chaldeans and Egyptians although they have not sought as did later pitagoricenii to clear the abstract idea of the number of its practical use they made to carry out arithmetic and geometry for practice the *arpentorului* the very etymology of the word *geometry* progress that the Greeks took advantage [1].

The rhythms of becoming arithmetic is true for the empirical study of geometry Oscar Becker [2] p. 100 analyzing the Egyptian and Babylonian geometry specify that it should be noted that all the fundamental pre-Greek geometry is not a pure science or independent but a practical science namely the art of calculation and measurement of space areas and volumes etc which should not be considered otherwise as may be measuring and calculating weights the heaps of coins etc [2].

Philosophical mode of development of mathematics is established as a consequence of developments in empirical way of doing mathematics Stage theory of mathematics begins with the distinction between existence thus demonstrated mathematical design characteristic of empirical mathematics figurative dependent processes and the existence of *abstract mathematics* In Greece Platon makes a distinction between objects intuitive and their images figures considered in itself We notice here how philosophical approach if we analyze how the abstract mathematical entities are originally designed [3].

The emergence of numbering systems allocation of properties to certain numbers the design of numerous procedures for solving arithmetic and geometric nature of empirical issues trade construction navigation etc have the effect of secondary development of a distinct semantic relations Theoretical approach is achieved by taking past performance through reorganization and emergence of *refigurative* ways of reasoning In this way extends the opportunity to seize the properties of numbers and geometrical figures moving to new subjects more complex made figurative Culda [4] p. 100 as if the first objects of mathematics empirical [4].

Therefore analyzes the genesis of the terms designating positive integers and geometric shapes as those relating to the characteristics of the first calculation revealed dependence on certain figurative semantic processes Greeks find knowledge about hair and odd to which Plato alludes quite clearly exposed at the end of the ninth book of Euclid colled *Elements* and combining geometry with arithmetic reach *incommensurability problem with diagonals of the square side* being such as Lucian Culda appreciate and to limit knowledge of processes mediated figurative [5].

They were aware of this limit and made irrational problem that as the question of the *unique infinite* in number and *infinite unique* in size generated searches that have drawn attention to the meaning of mathematical terms used and [6].

the methods of thought. A prime example in this respect is the text of the famous Platonic dialogue *the State* between Socrates and Glaukon.

Plato's contribution to the separation of figurative thinking is revealed by the distinction he makes between the *sensitivity* of visible objects of knowledge and the *intelligible* which distinguishes the use of knowledge objects sensitive images visible using ideas unmediated knowledge of image. In fact Plato distinguishes between *empirical* knowledge awareness controlled figurative and *dialects* that are beginning to realize how theoretical significance as evidenced in the case of the emerging theory of proportions.

Oscar Becker (1977) and (1978) noted that the proportions were still considered the pre-hellenic mathematics for example similar triangles but the demonstrations to be made separately for each kind of size numbers straight bodies weights times etc. Only when Euxodos refers to the size proportions theory in general subordinate only axiom measurement and thus made the transition from empirical to the theoretical mathematics or as Plato said the transition from the sensible to that of intelligible.

Most exegetes agree that the first scientific field that could be was the mathematical because it is the only cognitive domain that can produce semantic tools.

This performance is possible because the mathematical knowledge of mathematical entities is developing semantic tools and products throughout nature mathematical cognitive act the whole of nature mathematics mathematical entities diversified. This situation is met in any other scientific field.

Lucian Culda (1977) make a reasoned dissertation on this. He believes that the gradual accumulation of many mathematical entities creates conditions for mathematicians to form semantic mechanisms able to identify multiple relationships between various entities mathematical mathematical structures new then to take as a subject. Mathematical thinking as often results in mathematical theory and methods of calculation performed nine or variants of proof of its correctness in a word the new tools of mathematical semantics. From this perspective mathematical knowledge type seems to be a self-constructive process leading to increasing complexity of mathematical thinking domain.

From the above results do not accidentally speaking in contemporary debates not only mathematics *psychology* but also by *ontology* and *epistemology of mathematics*. Mathematical thinking of becoming history shows that *scientific progress* the work of mathematics and mathematical entities go through two stages the *pre-mathematical* systems characterized by restricted activity nuanced understanding of private cognitive mathematical approach which depends on the correct interpretation of the nature of mathematical objects of which that J. Piaget called their agreement with reality and resume mathematical approach.

□

□□ The interdisciplinary educational function □

Interdisciplinary issues seems a adventure difficult knowledge that can change anyone in the discipline which owns and practicing. Only an

interdisciplinary approach to a field of knowledge the researcher throws in arms unknown

Many achievements of mathematics are used by the experimental sciences and humanities. The secondary level and in classes V-VIII *proportionality*, linear function and its properties is used constantly. Realities of the Romanian school and shows the difficulties western mathematics teacher to understand certain concepts. Therefore collaboration with other disciplines undoubtedly remain useful. We give the example of the *experimental function* which is itself very important in experimental and human sciences.

Generally speaking the concept of *function* is used in all sciences. The first problem that occurs is that the concept of *variable* and *image* imposed by function which often takes on the notion of *cause* variable values and *result* results shown.

Meet students in mathematics and reverse axes say interpreting a graph of a science that is constantly zero function in terms of value no changes really confusing and invalid function. These problems involve teaching studies that can be shared within the various disciplines.

In mathematics *causes* and *consequences* are in principle well spotted. If $p \rightarrow q$ is true and if p is true then q is true. The cause is p and the consequence in q .

In the human experimental science if the result is observed because it is visible you can discover the cause. We assume an aspect of this case whose meaning is different from that of the word in mathematics. Reasoning and experiment confirms the hypothesis and thus cause appears as a conclusion of reasoning. These difficulties must be studied in relation to language use both with Romanian language teachers and those of philosophy and logic.

Teachers of history and geography we have pointed out that students often confuse the continent a country belonging to that continent a region of the country. For example *african countries*. Everything is on the same plane. The problem here is that of *classification by inclusion* known professor of mathematics or the natural sciences.

In economics or geography percentage change of a function is not the same as that used in mathematics. This vocabulary is eliminated in the mathematical sciences. In principle knowledge of statistics and probability in mathematics make it possible to remove it in use in other disciplines.

Philosophy and mathematics have many common views about the content which embodied epistemology. French papers on the role of interdisciplinarity in education reveals the existence of multiple cases resulting need for *disclaimers* between language and mathematics. For example English teachers often complain about the difficulty of distinguishing students defined by the indefinite articles. Professor of Mathematics Oneness is important for example punctuation or a punctuation mark for him the two expressions are not the same different.

To highlight the role of interdisciplinarity in education can provide practical examples of students from various law growth or development and proportionality. When treating the *exponential function* a link with economic and

social sciences is possible on these issues knowledge of how a population exponential or exponential growth of pollution in the past years why not increase when the maximum may be exceeded logistic model law [Cops] JP

If we want to offer other examples of interdisciplinary touch we can give to students an example of growth and putting them to compare the proportions of a statue fetus with African Indian or an amulet that has the head much higher in relation to body [Kebes] G [Waddington] CH

Mathematics put out there the similarity forms and natural failure of proportionality If you measure the ratio H/T total body height/body height H/T during the life of the fetus to adult you can see this report is not constant [Medawar] PB

Another practical example on the importance of interdisciplinarity can be at the sun Students may prepare a statement on this subject covering the following

- building a model solar system used knowledge of distance mass astral region spatial geometry proportionality
- study planeti Terra movements around the Sun knowledge of geography study ellipse etc
- find in history people who worshiped the sun knowledge of history Egyptians Incas etc
- build a model solar architecture knowledge about the structure of matter nuclear reactions energy emanating from the sun etc
- the effect of sunlight on particular objects observing the shadows and links to the changes committed you can use the theorem of Thales parallelism the shadow of a triangle a circle ellipse etc can be reunited [Berté] A p

In terms of psychology of education correlate with other objects of mathematics education and extracurricular activities is of particular importance to the student's personality profile formation [Pera] A

Skills attitudes and values targeted training profile has a transdisciplinary and interdisciplinary character and define learning outcomes sought by applying a curriculum Thus the primary must be taken into account

Assimilation of the main basic elements of conventional language reading writing numeracy

Stimulating the child in the skill knowledge and mastery of the environment near

Stimulating the creative potential of the child his intuition and imagination

Training motivation for learning understood as a special activity

Achieving these objectives is interdisciplinary and can not strictly separates an object from another math language and communication with representing basic elements to achieve the goal

In conclusion we can say that we pursue mathematics learning experiences in primary school and beyond we find that by reference to objectives and features

of learning a class can not without overcrowding but a multi and interdisciplinary character

The literature supported the concept of *learning* a lot of definitions and approaches *Encyclopedia Britannica* defines learning as a relative change of behavior based on experience Cognitive psychology interprets *learning* in terms of information processing Learning psychology shows that learning requires a systemic duality *learning as a process* involving a succession of states actions and internal events consciously completed and as a *process of analyzing heuristic* consists in generating appropriate responses to situations in which placed the learner and *learning as a whole product* that is re new results produced by business process and refers to knowledge skills concepts ways of thinking attitudes and behaviors

Institutionalization of learning theory and general psychology core activities psychogenesis phases were defined for different ages *play learning and work*

Today is a clear distinction between performance and competence between *actual* and *potential* therefore learning as a factor potentially present throughout life is an essential indicator of conscious mental development It speaks more than *learning by experience* *creative learning* heuristic processes as assimilation Nicola Gr Beyond the plan objectives and the relationship teacher student to understand the formation of concepts by highlighting the divergent tasks requires understanding and implementation in a teaching project report convergent divergent within each unit and each system of knowledge In this case the teacher is required not only to cause and maintain a general activism but to control the chain of relations concept problem situation problem action competence Nicola Gr p

As shown in Grigore Nicola teacher skills which depends very much on how the student understanding of the topic taught lies in the flexibility of coordination as a problem for structured content educational objectives set It was noted that the lesson regardless of content is an experimental type of psychology lesson the student practice thinking productive acquire knowledge and progress in self knowledge Only after several decades of concern for tech teaching to understand that the old goal of pedocentrism teaching can be done by calling psychology educational activities focusing on self knowledge identity self control *problem solving* strategies communication observation of the future

The scientific literature and art spontaneously and sporadically psychology has influenced human behavior In the face of education programs with priority objectives personologic you can not help wondering if students can learn what the curriculum requires targeting a systematic and long term impact turning to teaching real science displayed on solving problems

In this context we can not anticipate the diversity of ideas about human motivation is generally a case of learning archetypal exemplary psychism primary forms temporal nerve connections set genesis sites concepts skills high systems orientation and strategies is the province of major type of cognitive processors the meaning of life for large segments of the individual Regardless of appearance

figural symbolic behavioral or semantic content it can present the subject in an infinite variety of situations but tends towards two distinct forms total amount and structure (Nicola Grigore 2011)

The evolution of chemical and physical sciences were discovered laws of structuring elements factors conditions Kant was the first philosopher to use the term Discovery of nerve cells cortical structures and the endocrine system caused a wave of expectation and confidence in social structural analysis

The nineteenth century saw a significant jump especially through Darwinism and anatomic physiology and biological sciences generally through evolution meaning that correlate structure was defined as function Later Wertheimer Koffka Köhler have generalized the concept to the structural entities plans isomorphism physical biological and psychological linguistic aestheticians and philosophers were concerned with taxonomy structures Thus E Spranger defines six structures theoretical social aesthetic political economic and religious

Koffka and Wertheimer's conception had a general impact on psychology in general and especially Psihodidacticii Like any learning content concept began to be understood as invariant cognitive and operational model of an essence modeled ideation or figuratively as a background of stability and certainty beyond the home budding and attributes Not accidentally Max Wertheimer who decided these classifications was a mathematician musician psychologist

Nowadays structural similarity assertion generated the most important consequence revealing a kind of common mental function discovery inventiveness and learning and this in a double sense

- the content object or situation of concern
- the cognitive process

Romanian research in the field today distinguish between maintenance learning and innovative learning forward looking the latter giving him the position of avant garde in contemporary society It proposes a participatory learning the transfer of knowledge from teacher to student exposure changes from working together sharing perceptions representations experience resolution imaginative approach ideals values general human Option for learning is expressed in a local context of real life It means so integration relevance responsibility only use the term mentalizing An alternative to the fundamental course the teacher teaches and the students listen is innovative learning focusing on creative effort imagination thinking divergent style programs run by experts in a permissive style formative (Nicola Grigore 2011)

In another research conducted on human learning alternatives Grigore Nicola shows that diversity is determined by four groups of factors aimed at four elements

- problematic situation that is made subject
- availability of the learner
- progress of assimilation factors new experiences
- new mechanisms construction

because obviously $\frac{1}{2} > \frac{1}{3}$ și $\frac{1}{3} < \frac{1}{4}$ deci $\frac{1}{2} > \frac{1}{4}$ have to be higher than $\frac{1}{4}$

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Students may say

In a division where the dividend is an odd divider divisor quotient should be high dividend. So if you divide to fewer than we can find both result which is equal to a lower dividend.

These things can hardly be found in a classroom. But one day we meet a very good student who mastered the facts and tells us that the result may be higher dividend if the divisor is inferior to the positive numbers we know. Therefore the introduction of negative numbers can not be achieved only formal as in our example this is not enough to give life to put it that way. Need to associate a representation beyond any other representations. The difficulty lies in being able to change a law representation once one is established. It is necessary to note that effective representation addition an obstacle to what is effective for multiplication.

Negative numbers have acquired the status of numbers at the same time with imaginary numbers after it has entered *cuaternioanele* Hamilton after the Gauss has proposed a complex geometric representation to facilitate the representation of operations adding vectors and multiplying the amounts by similarity.

We must respect two things complementary and indispensable to have a positive effect on students mathematical thinking: consistency and coherence numerous formal calculation in the geometric representation. Berté A p

To reveal the role of geometrical figures in mathematics learning we will focus on two examples.

- Learning problems with respect to the circle circumscribed topic
- Learning problems triangle inequality theme

We can imagine the following scenario with profound implications for the psychology of learning mathematics. Circumscribed circle theorem on the start of the following premises.

a students must first insist on a definition of median segment

b this approach allows us the meaning of equivalence on which I insisted earlier

c students will explore how then is possible to pass the circle by two points then three

d dialogue with those involved in solving these tasks allows them to track progress in research on the demonstration

e research itself naturally begins by examining specific cases and progressively to reach the general case

f about the general case is explained as a milestone in a figure inoculând this point of intersection of three median

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□□

g have also addressed the difference between abstract and representation of geometric objects on them

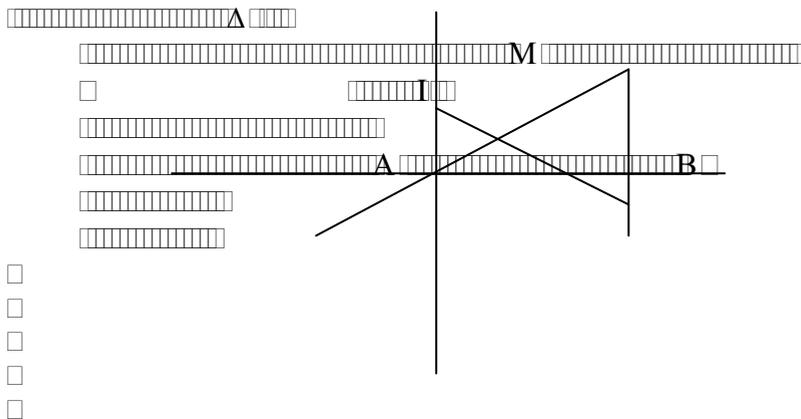
h conclude the proof by putting cociclicităii problem of four points which we consider at least five aspects

To solve this problem in perspective psycho teachers should keep in mind at least five aspects

- the characteristic properties of the median must take into account before the triangular inequality highlighting at least two explanations wrong here *there is a special distinction and confusion between involvement and equivalent*

- mental images and the circle passing through three points
- the organization of research
- ontological status of the figures
- possible existence in the demonstration of true or false sentences both mathematically and logically and the equivalence problem sentences

The experiment can begin by using triangular inequality which says MC median $[AB] \Rightarrow MA \neq MB$ which is opposed expression $MA = MB \Rightarrow M \in$ median $[AB]$



Demonstrations

If M does not belong to the median M is located in one of semiplanurile that it determines or at which it contains the A or the one that contains it to B

If the plan is that it contains the B for example when

$$MA \cap A = \{i\} \text{ and } MA = MI \square IA = MI \square IB$$

$$MI \square IB > MB \text{ so } MA > MB$$

If M is another Semiplan we say that $MA < MB$

We preferred to use this property to show the result on the circumscribed circle which allows us to unlock students triangular inequality on time as will be seen in dialogue with students following since the teacher adopts the method shown here

It may occur a problem in the classroom situation These links are due to students learning difficulties and not an axiom that allows academic exposure

Therefore all factors considered pedagogical objective and subjective when we analyze this aspect of learning mathematics using geometric figures

In most cases students tend to say and write

$MA \neq MB \Leftrightarrow M$ is the middle segment AB To analyze the possible existence of privileged directions as we can ask students to identify the points M given that $MA \neq MB$ Most will say that it can find only one point to meet this condition and this is the middle segment AB

Hence if the segment AB is always drawn and has the advantage of being horizontal line AB is not privileged and students find it difficult to deceive

Research error is possible by discussion with those who are able to find other points equidistant from A and B Evaluation of a much larger space than a sheet of paper is always useful as pedagogical point of view helps us to build a circle imaginary as all points equidistant from a fixed point something that contributes to the development of geometric thought space so necessary for learning geometry in particular and mathematics in general

Regarding the confusion between *implication* and *equivalence* we can say that there are two notions of multiple non formal implications but too much involved in the confusion

It is correct logically and mathematically that if M is the middle segment AB then $MA \neq MB$

Or for students a if then may be interpreted as an equivalence which is often used in the current For example a father tells his son if you got a good grade you buy a ball it is understood clearly that if you got a bad grade i will not buy me the ball

In other words to have a good grade and to buy a ball are equivalent because contrapozitia opposed reciprocii is implied

Usually the children preschoolers and even classes mental image of the circle is constructed by observing the full circular objects like music discs As demonstrated by French practitioners Berté A p as the concept is constructed the image must move towards a closed circular line But for some students the center point of the circle remains a circle In terms of psychological explanation is that mental image development is hindered by the fact that the term center of the circle gives an idea of belonging to the circle and also that it comes to the surface or area of the circle without specifying that it is an abuse of language Sometimes students are excited and ask to have words meaning square and triangle

When a student says that the two points A and B pass three circles we must draw it it can translate two very different mental images as shown in the diagrams below

In terms of psycho when it comes to the existence of a circle passing through three points naturally directs students to analyze cases until the end following discussions between them the general case So it has an important role here and divergent thinking how manages to fulfill divergent tasks and overall psychological factors by which the acquisition of new knowledge was found and

the Romanian specialized research that is a good heuristic problem solving by analyzing individual cases assigning a role and organization of research methodology is here

From the methodological perspective we see in our examples the existence of contradictory circumstances where only for rectangular triangles and equilateral triangles where for contradictions are beneficial because they allow us to move forward towards exact circumstances. Some students may focus either on a possible rectangular triangle or on an equilateral triangle or simply on an isosceles triangle. In terms of psychological and logical in the research seems natural to think of an isosceles triangle because when we think of search center axis of symmetry and thus progressively tend to the general case.

The idea of increasing the assumed small triangle belongs Brasseur Frenchman Guy who tried to motivate the demonstration and make us understand the representation of a point in geometry a point is a result with a small stain that can not zoom in like a triangle the example Reynés F.

From the perspective of didactics of mathematics is very important in teaching and learning both teacher and student must have an accurate picture of the status of geometrical figures.

When the start time geometry the teacher should be careful so to speak in terms of representations you are two points. It was found that abuses are inevitable during the dialogue generated by language.

A great difficulty to start in geometry is to avoid confusion between objects geometric that are actually concepts and their representations are figures drawn on the board. Confusion between objects and their representations generates numerous misunderstandings about what is actually a demonstration in geometry. Most students believe that the design on the board is evidence of his existence in reality.

May occur in cases where a student asking questions like Why then trace the circle and triangle first. Finally if the purpose of our proof is to produce a triangle and a circle around the issue is legitimate. If we put the problem in terms of construction and not in ontological terms the existence of the circle students will understand the meaning of the verb build. In mathematics as demonstrated practically Yves Chevallard and Michel Julien construction means producing a geometric construction based on reason for students construction means achieving a design which is due to confusion between conceptual objects and drawings of these objects.

That is why it is important that during teaching hours must intensify these activities that would cause students to be able to make the distinctions necessary but fully understanding the language teacher and avoiding the equivalence of sentences.

It is known that the two sentences are logically equivalent if they are true or false together at the same time the meaning of truth values of their variables. To be understood by students as the teacher can use the word sentence in place of the word sentence which allows focusing on the distinction between sentence and

object. Finally, for most students, AB goes through \square is a phrase which shows that not only can not understand the equivalence between the phrases but no equality between objects. Reynés (F) (p) is

From experiments made by us we noticed that students understand that $x \square$ is an object, there a number, and that $x \square < \square$ is a phrase which is true for certain values of the variables and false for other values, and that $x < \square$ is another phrase equivalent to the premise. Therefore, pedagogical and didactic perspective, systematic exercise of recognizing objects, the true and the false phrases, must be made during hours of teaching responsibility to increase efficiency of learning mathematics. There are many students who think that everything is written in mathematics, are only true statements. Annie Berté (p) found that the same thing happens with equivalences and implications.

From the revealed it can be concluded that as long as the teacher is not aware of the language it uses and does not provide sufficient explanations and demonstrations for students to be able to make distinctions about which he spoke to no surprise that many students think that a negative sentence is false.

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LEARNING STRATEGIES FOR STUDENTS

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Abstract

The present study aims to inventory and analyze the learning strategies the students use independently from the self-management perspective. In a learning strategy there is the interaction of more components which supposes a better use of resources. This way it is necessary both knowledge practice and personal and contextual adjustment of learning strategies. The management strategies of resources correlate with the steps in cognitive metacognitive motivational affective adjustable plans with taking notes reading and academic study activities.

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Key concepts strategies university education resources

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Building learning strategies is determined by the fact that the last one is characterized by the following elements: Late Neacsu it takes place in an institutionalized environment by human agents in concrete conditions with a vertically and horizontally relation. It is a process controlled from the outside which tends to become self-controlled. It is a conscious step organized by a clear conception plans programs having finalities and a graduate and sequential progress. It has a formative and an informative character. It depends on motivation. It has resources content specific methods of organization by strategies methods procedures technics. It takes time assigned necessary planned consumed. It respects psychopedagogical norms. It uses evaluation criteria and feedback and feedbefore possibilities.

University education improves and continues school education being differentiated both by the specific character that the superior university education involves in comparison with preuniversity education and especially by the characteristics of the personality development in every life period.

Northedge dealt with the process of independent study at academic level showing that in a well organized activity two components appear: the intelligent studying meaning the investment in personal development the taking over of study control the use of computer for study and the development of essential abilities of reading taking notes expressing working with numbers and tables searching online writing and elaborating academic texts.

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So the study organization supposes the identification of place and climate of necessary conditions the arrangement of the materials the creation of motivational mood to encourage this activity the organization and respecting a study program

The strategies are actions made out of a series of decisions each one ensures the passing to the next sequence of education in accordance with the revaluation of acquired information during the previous steps Potolea The decisions took by those who lead their education take into account the content the place of study the purposes formulating the identification the use of resources the choice of methods and forms of activity the applying of some methods of evaluation and adjustment of the study accomplished

The learning strategies can be determined by the didactic strategies that belong to the teachers the last ones can be understood as methods of approach to teaching learning evaluation manners in which the teachers combine the methods the means the ways and forms of organization of the instructive educational activity the relations and the interactions in the classroom

In an extended acceptance the didactic strategies include moreover in comparison with the previous elements the way of fulfilling the didactic communication the time assignment the tasks the teacher's interventions the nature of the evaluation tests The instruction strategies as interactions between the teaching strategies and the ones of learning represent integrative ways of approach and action procedural structures methods combination means forms of organization Cerghit

The classifications of didactic strategies refer to

- cognitive action psychomotor affective emotional strategies
- strategies based on the automatism on complexes of habits innovating creative strategies imitative strategies
- inductive deductive transductive dialectical hypothetical analogical analytical synthetical descriptive interpretative ludic mixed strategies
- algorithmic heuristic mixed strategies
- frontal of group of microgroup of working in pairs individual mixed strategies

- external or internal strategies

The internal strategies are called strategies of "self-management or of self-leading of study" idem pp

We understand by **learning strategies** the way the students young or adults approach the study tasks using in a combined manner certain study methods ways forms of activity organization means of teaching and the human relationship that accompanies them The learning strategies are defined Negovan pp as general plans of approach of the learning tasks or as a series of notification operations of the information and their treating The strategy contains

the learning set of instruments the learning measure the learning degree of coordination or directiveness the socio affective insertion the time management Meirieu

The choice of the learning strategy depends on a series of factors that influence the study generally and that's why we consider that the student must be conscious of the establishment of learning strategies or it must be fulfilled in an explicit way

The learning strategies are not all study strategies as Negovan showed assigning to the study the quality of reflecting the entire autonomy in learning In other words the learning strategies are not yet study strategies

The strategies role is that of providing the organization of the environment and of the learning process of adjusting it to the needs or the own specific becoming resources for self management

The learning strategies contribute not only to understand the way the learning takes place and its adjustment but also to fulfill the understanding during the learning process to improve the concentration to apply the emotional control to motivational and voluntary support

Some strategies are used to transform the information into a shape more accessible to the student while others activate the attention block the interferences structure the material facilitate the reverification So the learning strategies suppose actions with intention the centering on these actions with the support of the necessary effort

Anderson proposed a series of *criteria to identify an effective learning strategy* This should allow the students

- to do the relevant personal instruction
- to describe the attributes of a quality performance
- to autodirect the personal practice and progress
- to recognize the personal limitations preferences and needs
- to adopt an approach more planned in acquiring knowledge and aptitudes
- to accept new and various learning challenges with more confidence

diligence and persistence

to pay more attention to the processes and the means of learning to obtain the progress

The strategies must be selected and applied flexible depending on the situation they interact with the learning types The strategic behaviour involves besides the strategies knowledge and metaknowledge the self perception on competence the assignment of the effort in learning tasks The use of the learning strategies develops during the period of instruction at school and continues in the university education

Types of learning strategies

The strategic learning Paris Lipson Wixon refers to the learning metacognitives aspects which can give efficiency to the activity The learning

strategies include declarative, procedural and conditional knowledge. Pintrich shows that in learning are activated

cognitive strategies used to understand the texts to solve the problems to remember to formulate the hypotheses the interferences to make decisions

metacognitive and self adjustment strategies used to plan to monitorize to adjust the learning

resources management strategies applies to all the internal resources and to the ones from the environment

Other learning strategies suppose self talk the mental and practical representation of what it is learnt

The strategies involved in learning can be cognitive, metacognitive, motivational, affective, of taking notes, by the page organisation, the memorizing, the summing up of the ideas, the condensation of the information, the differentiation, the hierarchical placing, the formulating some questions, completions, of reading, of study, of adaptation or adjustment. Figure nr

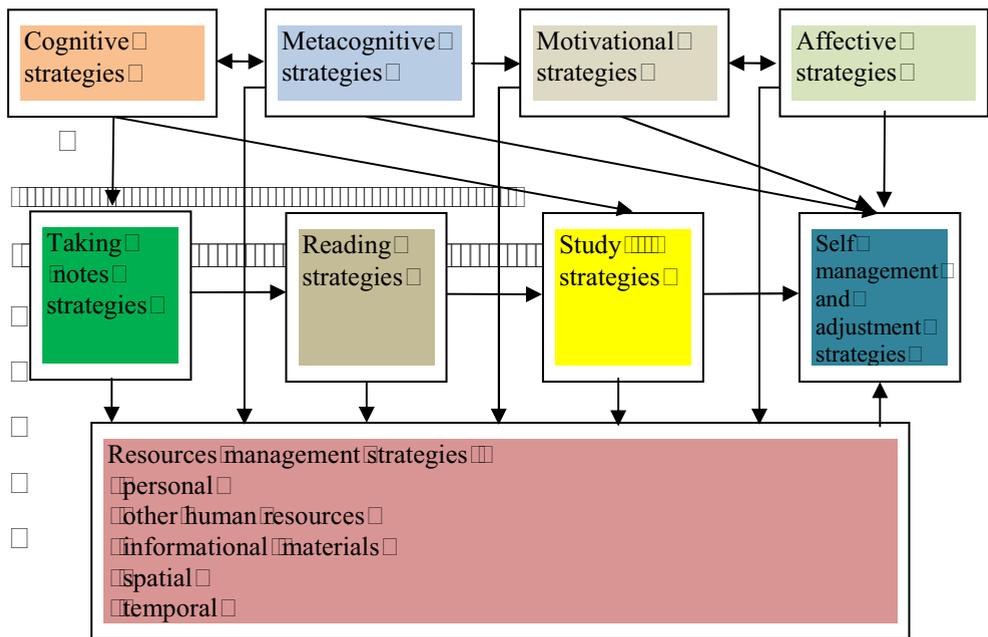


Figure nr Strategies involved in Learning

The learning cognitive strategies can be applied to the simple tasks of memorizing or to some tasks more complex that require to understand the information to understand a text or a reading and they can be in their turn strategies of repeating, of elaboration and organizational

To complete the information the sources strategy can be used meaning their identification depending on the existing bibliography or the descending strategy

which is based on the source the author quoted more often. The repeating strategies involve the memorizing of some terms to learn or saying aloud some words during the reading of a text. The elaboration strategies suppose the paraphrase or the summary of the learning material the creation of the analogies taking some generative notes case in which the students reorganize and relate the ideas from their notes explaining of the ideas from the learning material to someone else and formulating questions and answers. Pointing out or underlining the text in a passive or unreflective way can be rather a repeating strategy than one of elaboration. The organizational strategies suppose selection actions of the main ideas from the text the sketching of the text or of the learning material the use of some specific techniques for the selection and the organization of the ideas from the material.

Other cognitive strategies refer to understanding the text solving the problems remembering the main ideas formulating the hypotheses simplifying through suprageneralization transfer interference the analysis of the information the use of the context of the nonverbal the verification of the hypotheses.

So at a cognitive level it can operate through strategies of picking up strategies of understanding strategies of conceptualization strategies of memorizing (stocking bringing up to date) strategies of solving the problems decisional strategies.

B The metacognitive and self adjustment strategies

The self adjustment metacognitive is realised through the strategies of *planning monitoring and adjustment*.

The *planning* of the activities includes the establishment of the aims for study the skimming the establishment of some questions before reading the text fulfilling some tasks of analysis of the problems. These activities can help the one who is learning to plan the use of the cognitive strategies or to bring in the foreground the relevant aspects of the contents facilitating the organization and the understanding of the material.

Monitoring the activity includes the attention directing during the reading of a text or during the listening of some ideas the self testing by using some questions on the material the verification of understanding a reading and solving the tasks in an examination situation.

These strategies alert the one who is learning about the failures in directing the attention or in fulfilling the understanding and these failures can be "fixed" using the adjustment strategies.

The *adjustment strategies* are bound to the monitoring strategies. As the students monitor their learning and performances in comparison with some aims objectives or criterions this monitoring process suggests the need of adjustment of the process in order to bring the behaviour along the same lines with the aims or to bring closer to a criterion. For example those who learn ask questions while they read in order to monitorize the understanding then go back to read a sequence of the text this reading again being an adjustment strategy.

Another type of self adjustment strategy for reading takes place when a student slows down the reading speed when he reads a text more difficult or less familiar

The verification of any aspect of the learning material reading notes texts lab materials passed exams or papers that someone doesn't remember or doesn't understand them while he studies for an exam reflects a general strategy of self adjustment Postponing the answer of some questions during a test and coming back to them later is another strategy that the student can use to adjust his behaviour

In learning other strategies can be used as the establishment of aims the inner communication the mental representation and the practical representation

The establishment of the aims must be a methodical action in sense of attentive evaluation of the needs the aspirations and the abilities The proposal of the aims and their fulfilling combine to lead to an optimistical attitude in front of the obstacles The aims have an important role in the stress management in mobilization the motivation the will the attention establishing aims on long term medium term and short term clear defined realistic the student can learn progressively through motivated efforts reducing the failure anxiety and passing beyond the limits in learning

C The study strategies

Glen Cowan apud Negovan presents an inventory of the study strategies in which includes strategies of attention concentration on the theme study management strategies of the time assigned for the study strategies of establishment the priorities in accomplishing the learning tasks strategies of listening and taking notes during receiving the information the norms the values etc reading strategies

Taking notes is a way of organization and stocking the information including both the proper step and their revision The most known method of taking notes is the T system where in the left side of the page on a restraint space are identified the key words and the personal comments in the right side of the page on the most extent space are presented the main ideas and at the bottom of the page are noted the main ideas in summary and the conclusions

The revision of the notes supposes their completion the verification and the correction of the terms or of the proper names underlining the text the use of personal notes

By formulating some questions it is pursued the monitoring of understanding but also the applying of the critical thinking The learning material can be approached globally by flying over analytically analogically by experience by exercise by sketching by summarize

The study strategies Neacsu refer to the attention concentration on the theme the management of the time assigned for the study the establishment of the priorities the listening and taking notes the use of the notes the fast reading with the technique of the scanning horizontally the technique of the exploring vertically the technique of the flexible scanning the method of the key words the critical reading or other types of reading the anxiety control the

elaboration of the written texts observations observations reading plugs papers summaries etc

To develop the study strategies the instructional patterns use "levers" as the modification the explicit instruction the advice the help Even if the teacher can guide the student in choosing and applying some learning strategies to fulfill an adjustment of the learning it is necessary that the student use the metaknowledge

D The resources management strategies are strategies that the students use to control their environment they refer to the organization and the control of the time of the effort of the study environment calling other persons colleagues teachers etc and the use of the obtained support

For the strategies problems from the learning management we can consider that in formal context in which we include the university environment the strategies are self managed in informal context the strategies are self directed

The students adapt to the environment and they change it to correspond to their aims and needs

The time management is realised through the choice of the favourable moment for study the use of time the establishment of the priorities respecting the terms avoiding the postponing applying some adjustments on the distribution of the temporal resource

The motivational strategies in learning refer to the involving of the one who is learning in establishing the aims of the learning the planning of some learning activities integrated in the professional formation and development the building of some positive expectations and implicitly of confidence in the personal forces the establishment of some clear purposes the accentuation of the learning importance the graduation of the learning tasks in small steps the consciousness of the task value the involvement in learning tasks adequate to the personal needs and interests understanding the connection between the present task and the future problems the completion of the aims the autovaluation pointing out the progresses accomplished in every step of fulfilling the task remembering the successes from the previous steps of the learning activity the development of the feeling of the self efficacy and self efficiency the use of some adaptive self instructions

Woolfolk apud Negovan includes in the category of the affective strategies the independent thinking the development of the intuition regarding the egocentrism the training of the inclination towards the correctness the intellectual courage the perseverance the confidence in action strategies to face the anxiety the limitation of the competition the control of the need to win

The strategies of growing the self confidence are realised through reassigning the failure to some controllable factors as an equilibration of the assigning the inventory and focus on the big points on the opportunities formulating some specific aims

To tolerate the discomfort and the anxiety determined by the study to eliminate the distractions it can be used the external support to avoid the suprasolicitation

The self management learning strategies include a series of tactics which are different depending on the knowledge domains (idem pp) the learning sequences the self contract imagining some action patterns modifying the self perception and the negative self image the anticipation of the difficulties and of the way to solve them the self giving of some rewards

There are a few differences in learning approaching between the theoretical and practical domains This way in the domains in which the declarative knowledge is dominant the theoretical domains are necessary the strategies to focus the attention on the text to build some sketches to elaborate some ideas while in the domains dominated by the procedural knowledge the practical domains are useful strategies that refer to patterns learning but also to self instruction by comparing the personal performance to the one of an expert model

The strategies must be known taking into account when they are already used and exercised But sometimes the students don't use efficient learning strategies because they don't know them they don't adapt them to the context they don't correlate them with the aims the contents and the learning resources

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RESEARCH LABORATORY



COMMUNICATION SKILLS IN EARLY CHILDHOOD AN EMPIRICAL COMPARTIVE APPROCH

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Introductive considerations

In the first years of life communication understood as a fundamental aspect of the adaptation the equilibrium factor with an important forming potential is widely realized through non verbal communication that is through gesticulation pantomime position paralanguage It is the beginning of a long process of acquirement and improvement of the linguistic code

Towards the end of the first year of life the child can syllabify stand on his/her legs unsupported imitate simple movements and walk being held by hand It utters the first words referring to the objects and the persons around him/her gives objects when he/she is required verbally or through gesture The rhythm of growth is intense and the knowledge enlarges especially by virtue of sensorial activity The perceptive experience is correlated with verbal experience acquirement

In what concerns the communication development it can be stated that at months the child understands the meaning of multiple words manifests an obvious polysemy He/she can utter approximately words with a relative intelligible pronunciation that constitute the syncretic or holophrasic language words with functions of phrases without grammatical statute Șchiop Verza p Until the age of three at the exit from antepreschool years the child will acquire a number up to words

At the age of three the child knows his/her name first name and age and can easily identify both the parts of his/her own body head legs ears nose neck fingers belly tiptoes etc and several objects in keeping with their utility for example car clothes dishes objects from kitchen toys He/she can repeat



sentences made of words and the general motoric skills are remarkable in terms of their development

In the period between and years the expressive speaking and the impressive interior language develops significantly the conscience awakes The self-affirmation the organization of a syncretic thinking and the game are very important The thinking proposes a practical logics and empirical notions and the language is marked by the „installation” in the contextual speaking In concrete situations and in the context of practical objectual actions the child conquers and „recreates” the world In what concerns the curriculum allocated to this age it focuses on game on child's needs and interests on applying the interactive methods *Bowman Donovan Burns Coroi Bolboceanu Cemortan Botnari Cuznetov et al Dodge Colker Heroman*

Starting from a scene image at the age of she can relate coherently and fluently can elaborate stories with different subjects based on suitable successive images He she uses a rich grammatical structure adjectives adverbs connectives

He She becomes more and more cooperant in the relations with groups of children and with adults generally and he she can respect without any constraint the adult's indications and demands as long as he she can understand them as not being hostile *Barnett Glava Glava Carter Margie and Debbie Curtis* His her tolerance to frustration consolidates between several limits and proves solicitude tolerance and interpersonal relations *Gertner Rice Hadley*

The phonemic hearing development and the auditory perception improvement the clear pronunciation of words the vocabulary enrichment and the acquirement of some grammatical structures to which it is added the development of the communication of the capacity to dialogize and to compose independently small stories narrations etc represent important objectives of the activity with preschoolers both in kindergarten and beyond it *Leonard Camarata Rowan Chapman Leonard Miller Gerber Cambel Pungello Miller Johnson and Burchinal Ramey* An activity developed by all persons interested in the child's progress and success parents educator and other close persons

Conversations auditions competitions games of different types learning songs and poems are educational means frequently used Thus the knowledge about the outward things is assimilated skills are formed capacities attitudes are cultivated

The specialized literature insists on programs of differentiate and personalized trainings on activities of compensation for some shortcomings of recuperation and correction of the most frequent mistakes on early intervention *Shonkoff Meisels* Thus the stimulation through adequate means of the maximal development of the psycho-individual potential can be realized

The individual activities the differentiate programs and the activities with small groups of children that have relatively the same needs problems abilities

and interests are integrated in the educational field with big resources and effects on long term (Barnett)

The child's development in this period is the result of these individual activities on one hand and on the other hand of some social activities developed within the group of preschoolers where he/she is situated. We underline thus in this context the importance of social constructivism (Vygotski) which emphasizes the importance and the role of interaction in learning.

Also in tight connection with individualization we mention the theory of multiple intelligences developed by Gardner. The stimulation of each child must bear in mind a certain type of intelligence which seems better developed than the others that is emphasized much better. The help given by the interested and implied persons (educators, parents, grandparents, psychologists, speech therapists, doctors etc.) adapts to each particular case (Maciuc).

The psychomotoric education, the social and the affective one are in the same time directions of school, family, local, educative, community, common action (see also Ștefan).

Essentially it takes place.

The language and communication development, the development of listening and understanding capacity, receptive communication, the development of speaking and communicating capacity, expressive communication (Slama, Cazacu).

□

□ An experimental program □

The program which we propose and which we have partially experimented tries to stress the small age children's potential concerning.

The independent exposure technique

The dialogue

We supposed that if we give an early and systematic character to the interventions in the two plans previously defined and if we also act in collaboration with the speech therapist, parents, psychologist, implying according to the possibilities a significant number of puppeteers and/or parents, grandparents, persons of letters, we will accelerate the acquisition of primary skills, the development of language and communication as well as the development of reading and writing premises.

The investigation sample comprised a number of preschoolers of upper preschool group formed the experimental group and the witness group of control.

The ameliorative experimental stage comprised two directions of correlated action.

The assurance of the learning balance of interactive, operational, creative type in the learning activities developed with preschoolers.

The introduction of some exercises and activities systems developed separately in the beginning, the sensitization phase and then in coherent systems and stages distinctly spread out from simple to complex.

an incontestable proof of the independent variables efficiency introduced within the experiment

Another indicator analyzed during the research for the two categories of groups is the one concerning the presence of grammatical forms specific to the adult language. As well as in the case of the previous indicator in this case also an improvement of the obtained results after applying the test can be remarked. The different variants of the narration previously mentioned frequently used determined a language evolution acceleration from the morpho-syntactic point of view a proximity to the one specific to the adult's language. This fact proves in a particular case the theory of the "Zone of proximal development" formulated by Vygotski according to which the evolution can be accelerated through an adequate stimulation using the adequate means idea sustained by J. Bruner.

Now that the communication has also in view a semantic component we have also analyzed the adequate use of the semantic content. The adequacy of this semantic content to the context to the situation of communication represents one of the basic conditions of the communication act efficiency. Here the qualitative leap is bigger and more obvious than in the case of the others indicators the positive results being obtained by putting the preschoolers in numerous and various situations of communication in the skills practice and correction which this contextual adequacy supposes from the semantic point of view.

The coherence and the logic unity of the expressed ideas knew improvements this objective being realizable by solving some tasks that demanded realizing narrations in different variants based on a single image based on ordered images by the experimentalist based on mixed images on a given theme on an elective theme using a learned algorithm. Thus the preschoolers learned to create a text respecting the logical and semantic unit the enchainment of ideas.

Through the utilized means we also realized the preschoolers' creativity development. The tabular data highlight a considerable qualitative leap testing thus again the existent connection between language and thinking between language and creativity. Each situation of communication supposes the exploitation and application respecting the norms rules algorithm the convention which this presupposes but beside these elements which can be considered as being objective the personal subjective element also interferes gradating particularizing the respective situation of communication.

An authentic efficient situation of communication supposes the harmonization of the three forms verbal non verbal paraverbal. Since the correct exploitation technique of these can be exercised stimulated we insisted on this aspect especially on the non verbal communication able to potentiate to gradate the message. And in this case the progress is significant noticeable. The preschoolers learned to valorize different non verbal elements especially gestures pantomime posture for enforcing underlining emphasizing a certain idea reducing thus the situations in which discrepancies between the semantic component and the ectosemantic component of the message appeared.

to the presented questions. An efficient communication is the one in which the partners code and decode correctly the message in which the interlocutors' repertoires have a considerable common area where they use a common language. This represents a guarantee of an authentic dialogue where the questions formulated by the transmitter benefit of relevant answers from the receiver.

Within the experiment we also observed the development of the **intercommunication** capacity stimulating the preschoolers' possibility to interfere in a situation of communication to correct to fill in and to restate the colleagues' answers. The tabular data also indicate in this case a performance growth of the experimental group.

The correctness of **answers formulation** represents one of the basic conditions of an efficient communication. A correct formulated and correct addressed question demands a corresponding answer. In the case of preschoolers we observed this indicator in two variants/hypostases: the one in which they were offered concrete intuitive material and the one in which they didn't have concrete support. Although the obtained results also signaled a performance growth for the second mentioned variant, however, comparative to the first one, the progress is smaller. This fact can be explained through the characteristics imposed by the evolution of concrete intuitive preschoolers' thinking dependent to what they can perceive on sensorial channel. In the same time, however, we can explain the progress registered in the case of various questions without intuitive support by accelerating the psychogenesis due to an adequate stimulation.

The possibility of adaptation to partner can be also educated, formed, exercised. In fact, proved also by the progress recorded by the experimental group subjects which were submitted to the formative intervention, respectively to a sequence of ameliorative activities.

Another two indicators observed **the capacity to render the dialogue and to use the means able to favor the dialogue, the polite phrase and the nonverbal elements**. And these two aspects could be improved through a program of activities in which the capacities previously mentioned were exercised. The situations of multiple and diversified communication offer the possibility of forming and stabilizing some acquisitions, an aspect observed at the experimental group.

And in what concerns the dialogue technique, the results prove the validity of the formulated hypotheses.

Conclusions

At the beginning of the research intercession, the preschoolers manifested a state of conformism of cognitive limitation in the sense of the impossibility to detach the models, but during the experimental program, after the continuous evaluation, these proved mental actions of hierarchical or network restructuration and reorganization, much more flexible, more gradated in finding and expressing the meanings.

The way in which preschoolers succeeded after the experimental undertaking in organizing the ideas in giving a personal creative note to the independent exposure and/or to dialogue the way in which different pictures and works were conceived (see table) and emphasizes the progress registered by the subjects in the experimental groups significant growth of the performances average as it resulted after the experimentalist's and neutral person's appreciations in the two stages the beginning of the experiment and its finality but also a relative stability of the preschoolers' communication skills in two periods of time and

Corroborating the own observations with the data resulting from our investigation we observed that the educative influence had positive results in what concerns the skills of correct oral expression of independent exposure of a well structured answer organization of dialogic speaking of answering to the cognitive solicitations of respecting the rules in communication of dialoguing within a group of respecting the indications verbally communicated of observing the structure of a sentence of a word etc

The realized systematic observations highlighted the necessity of using both the oral language and some auxiliary didactic materials boards cards with written texts visual and auditory images by the educator for an optimal evolution of the didactic activities Thus it can be facilitated the optimal reception and the understanding of the transmitted messages

At present due to the facilities offered by the new technologies of information and communication through technique means the access of the parents grandparents or other interested persons to a set of materials is mediated these auxiliaries being able to accelerate the rhythm of creating the preschoolers' communication capacity

Without having the aspiration of covering an ample enough problematic field our study analyzes without contrasting a double image the one of developing the language and the communication at a distance of years emphasizes the essence identity of the linguistic skills in the two considered periods of time

We appreciate as a result of our investigation and of the acquired experience that all the persons implied in the educational programs dedicated to this age educator parents grandparents speech therapists doctors psychologists maternal assistants social educators must bear in mind the satisfaction of the children's necessities to communicate the stimulation of linguistic skills the formation of communicative competence In the contemporary society the formation of communicative competence must be an early systematic permanent preoccupation of the educator

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THE BEGINNING OF A CAREER REQUIREMENTS AND EXPECTATIONS OF EMPLOYERS AND EMPLOYEES

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Abstract

The quality of an educational system is reflected in the school performance of educational actors students as well as in their adequate professional integration. This practical dimension of the education process has determined the necessity of the creation of career counseling and orientation services through which pupils and students benefit from a congruent approach regarding personality studies in choosing a profession.

Quality is assured by the different perspective of information which overtakes the theoretical level of traditional education and reaches a useful practical aspect. What is the job market like? What does an employer expect from a fresh graduate? How do we quickly obtain correct information regarding job offers?

In the polytechnic university environment the field of counseling is in a beginning stage and tries a consolidation of its statute through various promotion and correct information actions aimed at students about the purpose and importance of this type of counseling.

The student today the engineer of tomorrow needs very exact information regarding the work market a fact which cannot only be realized through personal resources but also through requesting career counseling services.

In turn these services prove their quality and utility through external information available jobs expectations of employers etc as well as internal information what students want how well they know themselves personally and professionally interests aptitudes values etc.

The pertinence of this information is provided by the research realized in the two levels.

The present paper presents the concordance between the expectations of students and those of the employers towards the necessary competencies needed to be employed.

Key concepts employer student work market competences professional selection

I The current context of the labor market

The worldwide economical changes impact the labor market in Europe firstly by the growth of the unemployment rate amongst young people that register

values between European policies *The Amsterdam Treaty* the *European Strategy for Labor Occupation* and the *Lisabona Strategy* The *Memorandum concerning Continuous Education* aim to lower the unemployment rate by developing a functional economy to give everyone access to education through efficient systems of career counseling and orientation and through developing the necessary abilities in young graduates that allow them to be properly employed

The dynamic of the labor market the obsolete state of certain professions and the birth of new ones the current economic conditions justify the utility of the career counseling and orientation services through the need for involvement and construction of an individual's profession needing support in understanding the way the labor market works and through identifying the opportunities offered by it

The labor market represents „the context in which the job offer and request interact in a dynamic way” (Szilagyi)

The specific concepts of the labor market that determine its importance in the process of career counseling are work occupation craft profession specialization employer employee etc

□

I Looking for a job

Fresh graduates enter the labor market with a series of expectancies some of them being realistic pertinent while others are simple illusions

In their turn employers establish certain requirements and have various expectancies from their employees depending on which some employees remain while others are promoted while others leave the company

The labor market is constantly changing and young people must explore it to find an appropriate job Fresh graduates need to identify those jobs that are adapted to the current context of the labor market and which are compatible at the same time with their aptitudes competences abilities and values

The integration of young people into a profession is realized gradually through the influence of various factors family school mass media professional aspirations of the young person etc

While looking for a job the fresh graduate must be correctly informed regarding labor law the rapport between their own competencies and the requirements of the employer the proper way to draft up a CV and a letter of intention

The ones that are looking for a job are students fresh graduates high school university people who are looking for another job the unemployed

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I Applying for a job

The necessary documents a young or any type of person needs to apply to a job are a curriculum vitae and a letter of intention

The aim of these documents is to promote and captivate the interest of the employer in regards to the qualifications and competences of the solicitant If the

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documents are considered relevant for the one doing the recruiting they are selected and the candidate is called for an interview

When the young person has found certain companies that have interesting job offers from his point of view the stage of applying with a CV follows This process requires time the maximum for finding an adequate job being 3 months A planning of this exploring activity is suggested through keeping a clear file of the already sent applications which can include the following elements date of application the company it was addressed to the contact person the type of application online by phone by e-mail etc and the final results of the application process

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□□□□ The employer □

The essence of the professional selection activity is realized efficiently when two categories of information is compared the number and the request of vacant jobs and the qualities of the ones looking for work

In the professional selection process the *work capacity expertise* is concerned it being represented by identifying the accordance between the individual and the profession more precisely between the physical and the psycho-social potential of the individual and the professional requests

The basic criteria in the selection process apud Jigău □□□□□ are

□□ accredited degrees □ diplomas □

□□ experience and seniority □

□□ the previous function □

□□ qualities knowledge abilities skills and behaviors □

□

II Research results interpretations commentaries □

□□ Purpose objective □

The impact of the career counseling and orientation services in the higher technical education system

Objective □

To identify the differences that exist between the requirements of employers and those of students at the moment of employment

□□ Research hypothesis □

Specific hypothesis □

We estimate that the professional requirements of employers meet to an average degree the average professional requirements of students

□□ Research variables □

Depending on the characteristics of the sample the following *independent variables* have been selected

Educational environment factors □ the percentage of fourth year students □

Individual characteristics □ Sex □

Dependent variables □

□ The professional requirements of employers and students □

□□ Sampling □

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Concerned population and target groups

The action research was undergone in Bucharest at the Politehnica University and at several job fairs in

Fourth year students represent the target group and the most important one for the career counselor since it signifies the passing from being a student to being part of the labor market

We have chosen final year students to see the degree of difficulty they meet in finding a job as a consequence of the differences between their and employers' expectancies

The employer is represented by companies activating in the Engineering Industry which were present at several job fairs and which presented their job offers We have chosen renowned companies in the field since they represent an important group where most Politehnica graduates apply to and then work in

Samples

The research targeted the following independent samples

For target group Final year students

Students in the fourth final year the total population in the Politehnica University is students

Consequently for a level of trust of and a margin of error of the representative sample was formed of final year students

We have used random multistage stratified sampling

Multistage sampling the first phase in which the sampling unit was represented by the university the second stage in which the sampling unit was the faculty

Stratified sampling sampling criteria the sex of participants

Distribution of final year students within the sample by their faculty

Faculty	Total no of students	Percentage of the sample	Number of surveyed students
Engineering and Management of Technological Systems			
Energetic Engineering			
Industrial Chemistry			
Transportation Engineering			
Electronics			
Automatics			
Mechanical Engineering			
Electrical Engineering			
Biotechnical Systems Engineering			
Aerospace Engineering			
Material Science and Engineering			
Applied Sciences			

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□ **Distribution of final year students within the sample by sex** □

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Boys	Faculty	Girls
□□ □	Engineering and Management of Technological Systems	□□ □
□□ □	Energetic Engineering	□□ □
□□ □	Industrial Chemistry	□□ □
□□□ □	Transportation Engineering	□□ □
□□□ □	Electronics	□□ □
□□□ □	Automatics	□□ □
□□ □	Mechanical Engineering	□□ □
□□ □	Electrical Engineering	□□ □
□□ □	Biotechnical Systems Engineering	□□ □
□□ □	Aerospace Engineering	□□ □
□□ □	Material Science and Engineering	□□ □
□□ □	Applied Sciences	□□ □

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Target group □ The employer □

At present there is a high number of Engineering companies on the market □

We have considered a representative sample of □□□ profile companies the research being undergone at two job fairs in Bucharest in October □□□□ and April □□□□□

□ **Distribution of employers within the sample by the function of the respondent within the HR Department of the Engineering company** □

□

No	Function	Percentage
□□□	HR Generalist	□□□ □
□□□	HR Assistant	□□□ □
□□□	HR Manager	□□□ □
□□□	Others	□□□ □

□

One can observe that the companies at job fairs were to a high degree represented by the managers if the human resources department □□□□ followed by HR generalists and HR assistants □ These percentages mean that these were professionals with seniority in the HR field that know the specifics of the company they represent a fact which gives increased credibility to our research which regarding the requirements of employers in Engineering companies □

□ **The methods and instruments used** □

□

Document analysis that meant consulting specific documents of the Career Counseling and Orientation Center at the Politehnica University of Bucharest. According to these documents we find out that the Politehnica University of Bucharest a higher education institution with a long tradition in the technical field offers students since a Career Counseling and Orientation Center that offers specialized services of assistance and counseling in knowing the educational offer of the university as well as developing the specific abilities and competences through identifying the most suitable job.

The mission of the center is to offer students and graduates assistance and counseling services both for knowing the education offer of the Politehnica University as well as for knowing one's own abilities and professional interests in order to properly choose a career in accordance with one's psychological profile chosen studies profession exigencies and existing jobs.

The Career Counseling and Orientation Center C.O.C. of Politehnica University of Bucharest runs the following activities:

- it offers evaluations of individual aptitudes and capacities of students and graduates

- it informs them on getting professional or competency based certifications in regards to continuous professional training post graduate courses masters degrees Phd degrees

- it prepares students and graduates for finding a job through specialized assistance given in drafting up a CV writing up a letter of intention familiarizing oneself with techniques and conditions for a job interview

- it disposes of a database of job and scholarship fairs available for students and graduates

In general the creation of Career Counseling and Orientation Centers has had lawful support since when the Ministry of Education issued Order no which meant the creation of a department that would inform and council students on choosing a profession in every single higher education institution.

Constituted by Article of Order no in of the Ministry of Education Career Counseling and Orientation Centers in Universities have the role to support students in taking professional decisions in accordance with their personality profile and their insertion into the labor market. These centers justify their utility in the context of the growth of the entrance rate of students and the decrease of the graduation rate by apud Dima

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The Survey based research

In order to identify the existing differences between the expectancies of employers and those of students at their first job we have used the survey as a research instrument which allowed us to rapidly gather up information and to extrapolate the results obtained on a sample to the whole of the population with a certain error margin allowing us to obtain a certain „profile”.

The survey is realized, through a scientific modality of investigation sometimes being the only one available of the subjective universe of social life.

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opinions attitudes beliefs knowledge interests a o on an individual and collective level” Zamfir Vlăsceanu

The results obtained in processing the survey represent the assumptions for the next step which is creating a counseling plan through which the student can improve his competences and model his attitude in accordance with the expectancies of the employer

The structure of the instrument used

The survey was adapted from a survey used by AchieveGlobal in the research „The expectancies of the employer vs The expectancies of the student”

The items of the survey were the same both for students and for the Human Resources Specialists these items being divided into two subcategories

The first subcategory items refers to the competences that the employer considers desirable vs Competences that the students believe that the employer considers desirable

The second subcategory of items refers to the requirements that the employer considers desirable vs the requirements that the student believe the employer finds desirable

Results interpretations commentaries

To identify the differences that exist between the requirements of the employers and students at their first job

The competences subcategory

	Competence	Very important		Average importance		Less important	
		Employer	Student	Employer	Student	Employer	Student
	Mother tongue communication competences						
	Foreign languages communication competences						
	Digital competences						
	Significant knowledge in the reference domain						
	Research competences						
	Customer relation competences						
	Conflict dissolution competences						
	Organizational competences						
	Teamwork competences						
	Competences in adapting to change						
	Entrepreneurial competences						
	Creativity Innovation						

The first sub category refers to competences that the employer considers desirable respectively competences that the student thinks the employer finds as desirable

Concerning the communication competences in the mother tongue and in foreign languages we can observe a high degree of concordance between the expectancies of employers and those of students

The same concordance can be seen in regards to digital competences the values being close on both sides This thing can be justified through the intense informing both on the level of formal education as well as on the non formal and informal levels which is connected to the need for knowing how to use a computer and for knowing at least one foreign language for every person that wants to be employed

Knowledge in the reference domain are appreciated as being more important to students consider it very important and give them an average importance compared to employers that offer them slightly smaller values

very important and average importance

Research competences indicate a significant difference of perception and expectancies between the employer and the student While of the students give research competencies an average importance only of employers give them the same value

The expectancies of employers are again close to those of students in regards to competencies for relating with clients of students and of employers considering it to have an average importance at the workplace

Differences of perception are found in the case of conflict management competences if aproximately of students consider them as having an average importance of employers appreciate them as very important and for organizational competences of students consider them as very important while of employers think the same

Teamwork is a competency appreciated approximately the same on both ends slightly bigger values were given to the high importance of this skill employers and students

Adapting to change is a competency considered as very important by of employers compared to of the investigated students Students rather consider this skill to be of an average importance or small

Entrepreneurial competences interest the employer a little less considering them less important Both students and employers consider entrepreneurial competency as having an average importance

Creativity and innovation at the workplace is considered of high importance by students compared to average importance as considered by employers If we correlate this item with the one above about the research competence we can observe that engineering companies are interested more in the execution skill than in the aptitude of innovation and creation of new products

The expectancies sub category

Expectancies	Very important		Average importance		Less important	
	Employer	Student	Employer	Student	Employer	Student
Integration into the organizational culture	5	4	4	5	4	5
Personal Development	5	4	4	5	4	5
Loyalty to the company	4	4	4	4	4	4
Adapting rapidly to the work environment	4	4	4	4	4	4
Respect of deadlines	4	4	4	4	4	4
Assimilation of necessary knowledge in a short time	4	4	4	4	4	4
Maintaining enthusiasm in time	4	4	4	4	4	4
Initiative at the workplace	4	4	4	4	4	4
Will to be promoted	4	4	4	4	4	4
Results oriented	4	4	4	4	4	4
Creative conduct	4	4	4	4	4	4

The second sub category refers to expectancies that the employer considers desirable and the expectancies that the student believes that the employers considers as adequate in regards to the act of being employed

Integration into the organizational culture and Personal Development are considered as very important by the employers (5) (4) Values are different to those of students which consider Integration into the organizational culture and (4) (5) respectively (4) (4) of an average importance

Personal development (4) (4) respectively (4) (4) as very important and (4) (4) respectively (4) (4) of an average importance

Loyalty to the company is a high expectancy (4) (4) of employers only half of the surveyed students considering it that way

Adapting rapidly to the work environment is very important to students that want to get employed while employers grade them slightly less very important and average importance

Respect of deadlines and Assimilation of necessary knowledge in a short time indicate a greater concordance between the expectancies of employers and those of students

Again we can observe that the Maintaining enthusiasm in time as a motivational factor is correlated with the loyalty to the company as well as the difference in grading these between employers and students

Significant differences of expectancies can be observed from the point of view of Initiative at the workplace employers considering it as very important and above average

Big differences are found in the Will to be promoted of employers waiting for students to have it and only considering it as being of average importance Over half of the surveyed students consider this attribute of high importance while of them find it as having an average importance

Almost equal values to the above mentioned case can be found in the expectancies regarding a Results oriented attitude in the workplace

Again Creative conduct in the workplace is appreciated similarly by both students and employers

Conclusions

The results presented here in show that the specific hypothesis "We estimate that the professional requirements of employers meet to an average degree the average professional requirements of students" is confirmed

Regarding the **sub category of expectancies** itself we can observe big differences between the expectancies of employers and those of students that are looking for a place to work

Differences take into account concepts connected to integration into the organizational culture and Personal Development Loyalty to the company

Initiative at the workplace Adapting rapidly to the work environment maintaining enthusiasm in time Creative conduct Will to be promoted as well as a Results oriented attitude

The professional expectancies of employers correspond with the professional expectancies of students in regards to the Respect of deadlines at the workplace and the assimilation of necessary knowledge and the formation of necessary abilities in a short time

From the perspective of **competences** the professional expectancies of employers correspond with the professional expectancies of students in regards to Mother tongue communication competences foreign languages communication competences Digital competences Customer relation competences and those of Teamwork competences and Entrepreneurial competences

Nevertheless we find differences between the employer and the students in the following competences Research competences Organizational competences

Conflict dissolution competences Competences in adapting to change as well as Significant knowledge in the reference domain

One can observe the degree of concordance from the point of view of competences regarding the expectancies of the employer compared to those of students this being bigger when the above mentioned competences are intensely popularized in schools mass media family such as Foreign languages communication competences digital competences teamwork and manifesting openness in relating with the client

Differences of perception appear when aspects that are function of the internal structure of the company and the specific expectancies of it are mentioned Organizational research adapting to change appreciation or lack of it concerning solid knowledge in the reference domain

This difference is decreased after a better knowledge of the specific of engineering companies A solution would be for CCOC to realize more seminars conferences in which the expectancies of employers can be presented to their potential future employees found in students Moreover the popularizing of internships would be a solution the encouragement and informing of students by teachers in regards to the profiles of engineering companies This means that the companies in the field would popularize their offers and work conditions more intensely in the Politehnica University of Bucharest by developing more active and constant partnerships between the two parts

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BOOKS IDEAS INTERVIEWS



PEDAGOGY FOR FUTURE TEACHERS THEORETICAL SYNTHESSES TASKS MODELS APPLICATION INSTRUMENTS

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Book Review Mogonea Florentin Remus Pedagogy for future teachers Theoretical syntheses tasks models application instruments Universitaria Press Craiova



Conceived as an operational instrument in order to support training and self-training activities the book "Pedagogy for future teachers Theoretical syntheses tasks models application instruments" suggests a wide range of issues and theoretical actions accompanied by applications based on the theoretical dimension for the discipline of Pedagogy with its four models *The fundamentals of pedagogy*, *The theory and methodology of curriculum*, *The theory and methodology of training*, *The theory and methodology of evaluation*.

The book is intended first of all for students who attend the psychopedagogic training module with respect to the initial training of students for the didactic professionalization through the educational programs suggested by the Teaching Staff Training Department. But at the same time the theoretical contents and evaluation and self-evaluation items can be regarded as invitations for all those interested in the study of Pedagogy pupils specialized professors professors enrolled in continuous training educational modules or educational modules designed for specialization.

Also the book suggests the necessity for the theoretical and especially practical correlation between the pedagogy and all other disciplines included within the initial teacher training program with important pioneering research in the educational practice and the scientific and efficient way of conceiving carrying out and evaluating different activities.

The operational character of this curricular auxiliary is pointed out by the chapters' identical algorithmic structure within the didactical presentation of the suggested topics learning units chapters.

- Goals aimed skills
- Terms key syntagms
- Theoretical elements



- Evaluation and self-evaluation items after each sequence of theoretical elements
- Compulsory and recommended bibliography for the thorough study

The suggested theoretical framework is characterized by accessibility being conceived in a synthetic manner in order to offer readers the possibility for the thorough analysis of topics through reading studying personal inquiries Some theoretical aspects have been presented by making use of tabular graphs or graphic organizers conceivable maps figures cluster etc in order to shed light on the relations between the concepts presented and conveyed here

The reflection tasks evaluation and self-evaluation items have been carried out in order to point out the understanding of contents and to stimulate the active and/or interactive learning At the same time they are a great chance for originality to come out in practice active and interactive reception critical analysis reflection problematization projection

The end of each module recommends a rich list of suggestions for the elaboration of papers on Pedagogy topics which can be included as documents or teaching material within the structure of the final didactic portfolio while the vast bibliographic information supports differently the development of knowledge interests and the thorough analysis of suggested contents

The paper offers also a synthetic way of learning of the themes specific to the four modules after the general initiation through courses and different models of presentation of the theoretical data for consolidation tables graphic representations Alongside these elements the paper offers also a great deal of other elements of support for the exercise of intellectual skills that are necessary for mapping out the pedagogic thinking as practitioner teachers with respect to the application of theory

All these considerations determine us to express our belief that the present paper through its organization structure and the conceptual clarifications establishes a real and reflexive communication with the reader being the launch pad for the construction deconstruction and reconstruction of learning experiences and at the same time a helpful curricular instrument for both the academic training and the didactical theoretical and practical professional perfection

ELEMENTS OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

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TSTD University of Craiova

Book review Ilie Vali – Elements of educational leadership and management Paralela Press Craiova

The present paper is addressed to all who are concerned with management and educational leadership issues and represents a landmark in the training and perfecting approach in this area

Structured on several chapters the paper highlights the essential aspects of the domain terms like management and leadership organization freedom and authority tensional situations and communication being cores of the discussed themes

Serving as support material for the students who are preparing to embrace the teaching career the ideas on which the main ideas of the paper are focused on the concepts of management and leadership

The first chapter – “People inside groups” – opens the horizon of expectations anticipating the ideas conveyed in the other chapters The analyze of the group and its specific problems of the student classroom as an educative group as also of the relationship between status and role represent interest points which are developing this thematic unit

Management and leadership are treated in the second chapter as characteristic phenomena of the social life Starting from the existing conceptual differences and interferences we considered necessary to establish a parallel between managers and leaders highlighting the fulfilled functions and the leadership styles classified according to several criteria The competency profile is analyzed in detail with all its corresponding shades and subdivisions complementing the image which is shaped by the reader in relation to the personality of managers and leaders

In the chapter School as an organization the explicative approach is built on the collo organizational change as a consequence to the fact that the organizational development appeared as a reaction to the changing requirements

Organizational culture is one of the attraction themes in the domain of organizational sociology Moreover we can not talk about school organization without referring to its culture for which the author has granted a generous space in the chapter The organizational culture

Directly related to these phenomena the author has approached in the next chapter the issue of school discipline from the perspective of the freedom

authority report The author believes that the freedom in education is a necessary condition but it does not exclude the presence of the already won authority based on competence

The last chapter of the paper deals with The Management of Communication assimilated as an important part of the general management The quality of interpersonal relations is given by the quality of communication between those involved and the management of conflicts which appeared inside the organization group may be realized efficiently or inefficiently depending on the quality of communication

As part of management leadership is taught nowadays as a technique or as a model Concerned with setting the vision directions for action and valuing the human factor the educational leadership invites to reflection and action Conceived as an operational instrument in order to support training and self

INFORMATIONS FOR CONTRIBUTORS

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