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Preface

The 1-st issue of *Pro Edu. International Journal of Educational Sciences* (June 2019) presents scientific and theoretical articles on various aspects, all of them centred on the area of Science of Education.

Thus, first paper - *REFLECTIVE PRACTICE IN THE CONTEXT OF TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT* by Lecturer Ph.D. Ioana STĂNCESCU, Assoc. Prof. Ph.D. Luminița-Mihaela DRĂGHICESCU, Assoc. Prof. Ph.D. Ana-Maria Aurelia PETRESCU and Prof. Ph.D. Gabriel GORGHIU focuses on highlighting the extent to which teachers value reflective practice and perceive it as one of the constituent elements of their teaching personality. The next work is *ELEMENTS OF PSYCHOLOGY REQUIRED IN THE PASTORAL MISSIONARY ACTIVITY OF THE PRIEST IN THE PRESENT SOCIETY* and it belongs to Lecturer Ph.D. Elena-Ancuța SANTI. This paper aims to highlight the necessity of the psychological skills in the priest's life and pastoral missionary activity and their positive valences. After that, the paper entitled *EDUCATIONAL STRATEGIES USED TO IMPROVE ETHICS AND INTEGRITY IN ROMANIAN SPORT*, written by Prof. Ph.D. Monica STĂNESCU and Rareș STĂNESCU, presents educational strategies designed and implemented in Romania by various sport organizations that have stepped up, in the last few years, the educational measures aimed at preventing irregularities in sport, by implementing educational campaigns, courses, workshops, organizing exchanges of experience and promoting examples of good practice.

Another study, by Florentina Laura NAE, presented the issue *TEACHING-INTERACTIVE METHOD USED IN THE TEACHING-LEARNING PROCESS*. This study focuses on the teaching game who contributes to the enrichment, fixation, systematization, deepening and evaluation of the students' knowledge and skills. The aim of the paper written by Ștefania Daniela GĂITĂNARU, intitules *LANGUAGE SKILLS AND THE NEW CURRICULUM*, is to be the corollary of some applied lectures and of a permanent preoccupation of projection, of adaptation to the changes imposed by the actual educational policies, and furthermore to explore the current academic curriculum of Romanian language and literature and how it can be improved to better suit the development of the student. Elena CERNOIU signs the subsequent article - *PSYCHOANALYSIS AND EXPLORATION OF THE UNCONSCIOUS*. This paper proposes an incursion into the unconscious, as a form of the human psychic.

The following academic pursue is that of Assoc. Prof. Ph.D. Roxana Constanța ENACHE, Prof. Ph.D. Gabriel GORGHIU, Lecturer Ph.D. Alina Narcisa CRIȘAN and Assoc. Prof. Ph.D. Ana-Maria Aurelia PETRESCU, entitled *DIVERSITY, RELEVANCE AND ACTUALITY CONCERNING THE TEACHERS' TRAINING NEEDS*. In this actual article, the authors purpose is to present the opinions of a sample of Romanian teachers concerning their professional development, recorded in several teachers' training programs. *SCHOOL FEAST BETWEEN TRADITIONALISM AND MODERNISM* is the article presented by Adriana-Claudia SAGHIN. Author reveals some of the traits specific to a school festival, as well as some of the teacher's efforts to achieve successful staging and to contribute to the well-being of children, parents, and the community. Prof. Ph.D. Crisanta-Alina MAZILESCU make a review of the book *Educational Psychology. Theoretical and Practical Landmarks* of the autor Elena-Ancuța SANTI, showing that is an useful instrument for the teachers who seek to form or develop their skills required to adapt their teaching to the needs and characteristics of their students.

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REFLECTIVE PRACTICE IN THE CONTEXT OF TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT

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ABSTRACT

Teachers' continuous professional development is a priority at the level of the European Union. Good teachers mean good schools and quality education. In turn, good-quality education will be reflected in the sustainable competences of young people, in school success and professional success, in emphasizing the role of innovation and research in a society whose main capital is knowledge.

The dimension of quality in education has been strongly promoted over the last decade, both in educational policy and in current educational practices. One of the decisive aspects for ensuring the quality of the educational process is teacher training. The European Commission and the Council of the European Union have systematically highlighted the need to improve teachers training, to give importance to their continuous professional development, being aware of their major role in ensuring the effectiveness, efficiency and relevance of education systems.

In this context, the training of teachers as reflective practitioners must become a component of initial and continuous training programs for the teaching profession.

Being a reflective practitioner involves developing a set of specific values, attitudes and behaviors, including: respect for the child, education and teaching profession, responsibility and involvement in all stages of the teaching demarche, constant concern for regulation/self-regulation, optimizing their own behaviors, of the learning style of each student and of the learning outcomes, availability and competences for action-research, etc.

The present study focuses on highlighting the extent to which teachers value reflective practice and perceive it as one of the constituent elements of their teaching personality.

Keywords: *continuous professional development, didactic personality, quality of education, reflective practice, reflective teacher*

INTRODUCTION

Current educational policies and practices are constant related to a reference value concept: *quality*. Whether we are referring to the educational process carried out in the context of pre-university education, to tertiary education, to initial and continuous teacher training programs, to macro- or micro-level elements of the educational system, we design, analyze, evaluate, decide, apply measures to optimize/improve educational services, etc., from the perspective of the need of quality assurance.

Yet, the early school leaving rate is at a worrying level, the rate of functional illiteracy, too, the teaching profession is an option for less and less graduates of higher education, and quality in education has become, rather, a slogan that we use only at the level of pedagogical discourse.

So, the following questions became so naturally: *By whom depends decisively the quality of the education system? Who are the ones who implement the educational policy elements in such a way that they generate improvements in the school, in general, and in the teaching-learning-assessment process, in particular? Who are the ones who ensure that every child has equal chances to education?*

All these interrogations are not just rhetorical, they are meant to focus attention on what the teacher really must represent. He is the one who has the power, has the force to change the "physiognomy" of the entire educational system. He is expected to promote successful educational practices, build / develop sustainable competences, build his didactic demarche, based on genuine values, share equitable his care, attention, love, so that each child to be sustained and stimulated to maximize his potential, to develop harmoniously in a school concerned with the state of well-being and the progress of each student. Synthesizing, from teacher and through teacher "comes" the quality.

However, in order to "translate" the quality into effective behaviors, into effective styles and didactic actions, able to produce the expected effects at the level of the school, the class and the individual student, the teacher must submit to the reflection, personal and / or in group, all the elements / the variables that influence the educational process and its outcomes. It is therefore necessary for reflectivity to become a feature of the teaching personality and reflective practice to complete the methodological repertory of any teacher, becoming an integral part of any educational/professional experience.

Reflection, as Griffiths write in a study titled *The reflective dimension in teacher education* (2000, p. 551), is aprioristic considered a valuable process that is likely to induce changes in teachers' educational practices.

Trying to demonstrate the decisive role of the reflection and relate it to the experience, Dewey (1992, p. 128) stated that it involves establishing the relationship between what we are doing and the consequences of our actions/ facts/ experiences. For an experience to be meaningful, it must be correlated with some degree of reflection.

Continuing to expose arguments in favor of reflection, Dewey appreciated that it demonstrates concern for the outcome (1992, pp. 130-131), while its lack demonstrates indifference. Extrapolating, a good teacher will always be concerned about the objective analysis of the results of his demarches, referring to the proposed objectives. So the reflection will be an intrinsic dimension of his teaching personality.

At the opposite pole, a teacher who perceives his profession as one like all others and summarizes it to teaching, seen as a transfer of knowledge to students, will never be a reflective teacher, ignoring the effects of his action on students. Self-sufficiency will characterize the didactic behavior of such a teacher, who considers himself the depositary of knowledge, and restricts his mission to sharing this knowledge, not counting in what way, what effects, what "traces" leaves this transfer to his "receivers".

In Dewey's view, reflexive experience has certain particularities that we can extend to reflective practice as a teacher's ability to undertake the analysis of his action before, during and after them. Synthesizing, these particularities lies in (1992, pp. 133-134):

- the dubitative character generated by the fact that the experience / action / situation is incomplete (is ongoing);

- a contextual anticipation - the interpretation of the given elements is made according to the context, to the possible consequences of those, being determined by contextual factors;
- a holistic view of any consideration that may have an impact on the definition and clarification of the analyzed problem;
- elaboration of an experimental hypothesis necessary for the more precise delineation of the problem, correlated with a series of facts/actions;
- adopting a position on the formulated hypothesis materialized in an action plan compatible with contextual factors; application of the plan in order to produce the anticipated result, thus appreciating the validity of the proposed hypothesis.

Considering the transformative potential of reflection, the positive effects it can have on the educational act, we believe that it is necessary to integrate it, with the set of values, attitudes, didactic behaviors, abilities and tools subsumed, as a fundamental objective, both in the initial teacher training process as well as in the continuous professional development.

1. PROBLEM STATEMENT

In *2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020)*. *New priorities for European cooperation in education and training* is proposed, as a strategic objective, the improvement of the quality and efficiency of education and professional training. This objective contains, as priority domain, the firm support given to teachers, trainers, school managers and other staff from education. One of the specific aspects addressed in this priority area lies in supporting the promotion of excellence in teaching, at all levels, in the educational programs design and in the organization of learning and in stimulating structures and exploring new ways of measuring quality of pedagogical education (C 417, 2015).

Following this direction, obvious in all European Union member states, to invest in the continuous professional development of the teachers in order to improve the quality of teaching and, implicitly, the quality of the educational programs provided by the education system, we consider that the formation of a good practitioner in education is a continuous process in which any learning opportunity has to be capitalized, whether we refer to the school and professional contexts in which the teacher operates, or to the training system for the teaching career, with the two specific stages: initial and continuous training.

Being a good teacher today means to be aware, first of all, of the need for continuous training, for improvement, for development of the repertory of competences acquired during the initial training.

In this context, reflective practice can become a central element. Furthermore, in the publication *Teaching: The Reflective Profession* (General Teaching Council for Northern Ireland, p. 12) is specified that reflective practice must be a constituent element of the professional identity of teachers and their teaching personality. This is not an additional skill, but a part of the teachers' thinking, being rather integrated holistically into all the competences of the teaching profession.

Such an approach calls for a series of interventions at the level of teacher training programs, which should also circumscribe a part of the practice of critical reflection. Analyzing how future teachers learn about the professional roles they will assume, N. Hoffmann (2016, p. 434) appreciates that learning about teaching is passive, consisting of

the internalization of teaching methods presented in a "recipe" style, methods which, later, must be imitated within the lessons to be sustained.

The improvement of teacher training practices involves, first of all, in the opinion of the same author, the change of the perception of teaching: it is a continuous process, likely to develop on the base of experience, on the accumulations generated by professional life. Thus, the one who carries out teaching activities, either as trainee or as a teacher, should reflect on their own actions, capitalizing in this way the reflective writings on his experiences, as well as the research projects focused on questioning his own practices (Hoffmann, 2016, p. 435). This creates the opportunity to learn from his own experiences, gaining a proper understanding of what teaching is about and, in general, of specific professional practices and roles.

In order to train teachers as reflective practitioners, it is necessary for the initial and continuous training process to ensure the internalization/development of a set of specific values, attitudes and behaviors that will be integrated in the profile of their teaching personality. Thus, the reflective teacher's personality will integrate the following values/qualities/attributes/characteristics/attitudes/behaviors:

- love, respect for the child;
- respect for education and its specific values;
- respect, devotion, attachment to the teaching profession;
- responsibility, professionalism;
- sustained motivation for continuous learning and professional development;
- pedagogical optimism;
- reflexive thinking;
- adequate sense of personal effectiveness;
- flexibility, willingness to change, including changing beliefs, educational practices, according to recent developments in psychology and educational sciences in particular;
- creativity, innovative spirit;
- critical and self-critical spirit;
- spirit of observation;
- team spirit, cooperation skills, group work;
- decisional capacity;
- increased resilience;
- conscious awareness of specific professional roles;
- valorization of collaborative learning, group work, including group reflection;
- valuing new technologies and integrating them into the educational process, including to support reflection;
- valorization of feedback;
- ability to receive and provide constructive feedback;
- willingness to share their own experiences and reflect on them in working / reflection groups;
- availability to use different methods / tools specific to reflective practices (reflection journals, feedback sheets, audio / video recordings, professional platforms, etc.);
- preoccupation for the progress / performance / success of each child;
- constant concern for improving the quality, efficiency and effectiveness of the educational act;

- comprehensive approach to teaching;
- promotion of personal and group reflection;
- pedagogical valorization of mistakes / errors / failures, perceived as opportunities to learn etc.

Certainly, the inventory of the specific features of a reflective teacher is not complete, which is why our investigative approach also addressed this issue.

2. RESEARCH QUESTIONS

This study was conducted on the basis of the following research questions:

What reflective practice represent for teachers?

What are the main characteristics of a reflective teacher?

To what extent is reflective practice perceived as an integrated part of the teaching personality?

3. PURPOSE OF THE STUDY

The main purpose of the investigative study was to highlight the extent to which teachers develop a proper understanding of what *reflective practice* represents and perceive it as one of the constituent elements of their teaching personality.

Also, another purpose was to identify, based on respondent data, the main personality features / personality characteristics of a reflective teacher.

4. RESEARCH METHODS

In order to achieve the proposed goals, we used as research methods a questionnaire-based survey and focus-group discussions. Information gathering which help us to answers to the research questions that guided the micro-research was done by administering a questionnaire, including both closed-response items and open-response items, and a semi-structured discussion guide for focus-groups.

The sample of the research consists in 122 pre-university education teachers, working in various educational institutions in Dâmbovița County, teachers for pre-school, primary, secondary and high-school education.

Recorded data were subjected to a quantitative analysis, correlated with a qualitative analysis, leading to the results presented in the following section of the study.

5. FINDINGS

The first of the items selected for our analysis was centered on identifying teachers' opinions on the meaning of reflective practice. Being an open item, the answers provided by the questioned teachers were numerous and varied. In order to better analyze and interpret data, we have organized these responses in four broad categories (some including subcategories), namely: defining reflective practice by reporting, in a holistic way, to didactic activity, defining reflective practice in relation to the main components / variables of didactic activity, defining reflective practice by reference to their own didactic style /their own behavior / their own educational practices / their own skills, qualities, defining reflective practice by reference to relations established by the teacher with students, parents and other teachers from school (Table no. 1). Depending on the number of obtained answers, we have awarded ranks to each category and subcategories.

Table no. 1. Definition of reflective practice in teachers' opinions

No.	The criterion	Defining reflective practice. Examples of answers provided by teachers	Rank
I.	didactic activity as a whole	Interest in quality educational demarche; Reflection on didactic activity for adopting measures to improve it and ensure quality; Reflection on didactic activity during its design, its development and its completion; Ascertainment of the progress in didactic activity.	V
II.	Main components / variables of didactic activity	-	
2.1.	didactic design	Improving didactic design.	VI
2.2.	realization of didactic activity	-	
2.2.a.	the objectives of the didactic activity	Establish educational objectives and analyze their degree of achievement.	III
2.2.b.	the teaching strategies used	Optimizing the teaching strategy; Analysis of didactic strategies used; Using the most appropriate methods and procedures and educational instruments; Optimizing the instructive-educational process by choosing an optimal strategy; Enrichment of didactic approaches with various active-participatory strategies.	II
2.2.c.	contents	Rigorous pedagogical processing of contents and their adaptation to each class; Establishing an optimal relationship between content and learning experiences;	VII
2.2.d.	educational / learning environment	Ensure an adequate learning environment.	VIII
2.3.	the assessment activity, focusing on students' results	Analyzing the results of students / preschoolers in order to improve them; Correct, objective evaluation of their own assessment activity in order to increase its effectiveness; Using modern assessment methods; Optimizing the assessment act by using the most appropriate assessment methods and tools.	II
III.	their own teaching style / their own behavior / their own educational practices / their own competences and qualities	Perseverance; Self-knowledge; Analysis and optimization of their own didactic style; Interest in continuous professional training / professional development; Rightness; Professionalism; New experiences, models, ideas; Identifying the strengths and weaknesses of the teaching style; Documentation; Using reflection journals; Educational research.	I
IV.	relationships established by the	-	

	teacher		
4.1.	with students	Concern to meet the needs of children; Very good knowledge of students - needs, interests, resources; Placing students in the center of the educational act, their active involvement in learning; Permanent concern for the psycho-emotional development of the child; Establishing a good relationship with students; Identifying ways to differentiate and individualize; Preoccupation for developing students' competences.	IV
4.2.	with parents	Improving the relationship between teacher and parent.	IX
4.3.	with the other teachers in the school	Effectively communication with others; Collaboration with other colleagues in the institution; Share classroom experiences; Involvement in educational projects.	VII

Source: The authors of the article

Analyzing centralized data in the table above, we note that:

- rank I (corresponding to the largest number of answers) was given to the definition of reflective practice in relation to their own didactic style / their own behavior / their own educational practices / their own competences, qualities, which leads us to the conclusion that reflection is associated, in the opinion of most of the questioned teachers, with their own didactic activity. This demonstrates the knowledge and understanding of the meaning of reflection as an intrinsic dimension of the educational process;
- rank II was associated with the responses provided by the teachers who defined the reflective practice by reference to one of the most important components of the lesson, the didactic strategy used. Reflection has as fundamental aim to optimize the educational process, and a variable with a major impact on it is the didactic strategy which the teacher chooses. The decision on the didactic strategy to be used is not an easy, but rather a complex approach, which must take into account and subject to reflection many elements of the educational process that are being approached in a systematic manner: the proposed objectives, the contents, the students - with all their particularities, interests, learning resources, etc.
- the rank II was awarded, also, on the basis of a number of answers equal to the one obtained in the category discussed above, to the definition of the reflective practice in relation to the assessment activity, with emphasis on the students' results. The results represent, for teachers, a relevant indicator for the quality of instruction, so it is normal for them to be subject of the reflection, with all that the evaluative act implies in its entirety;
- rank III was assigned to the definition of reflective practice in relation to the educational objectives, being aware that, together with the learning outcomes, these are the referential according to which the educational process is functioning.

On the basis of the answers obtained and further interpreted, we can conclude that the majority of teachers in our research sample understand the need for reflection as a vector for optimizing and improving the didactic activity.

However, we can't ignore the number of ten teachers in the research sample, who did not give any answer to this item, respectively did not define the reflective practice, which can lead us to the supposition that they have no information about this concept, which is

explicable in the context in which the issue of this subject is rarely found in the educational offerings of the providers of training programs for the teaching profession.

The second item analyzed in the present study is also an open-response item through which teachers were asked to identify at least three characteristics of a reflective teacher. As in the previous item, in order to better analyze and disseminate the obtained data, we grouped the answers in several categories, representative of the teacher's main competences/personality traits (Table no. 2): characteristics that relate to the field of didactic training (didactic competences), characteristics related to the managerial activity of the teacher (managerial competences), characteristics integrated in the area of socio-emotional competences and characteristics that circumscribe personality traits (character, temperament, aptitude traits).

Table no.2. The characteristic of the reflective teacher

No.	Category	Examples of answers provided by teachers	Rank
1.	Didactic competences	well-trained, competent, able to choose optimal didactic strategies, good knowledge of the content transferred to the students, good designer of the activity, good evaluator, well documented, professional / expert, able to adapt the contents to the needs / competences of the students, good pedagogue, with pedagogical tact, with professional dedication, capable of retrospective analysis of didactic activity, concerned with the improvement of the didactic behavior, concerned with the analysis of its own teaching style, examiner of its own educational practices, objective, efficient.	I
2.	Managerial competences	good manager of the class of students, well-informed about the group of students, organized, good communicator, able to change their own behavior, to adapt their managerial style according to the specifics of the students class, good observer, competent in identifying problems and in their proper management, operative, active.	III
3.	Socio-emotional competences	empathic, understanding, close to students, capable of self-control, tolerant, sociable, good collaborator, cooperative, available for dialogue / consultation with other teachers, able to provide personalized support to students with learning difficulties and gifted children, with love for children.	IV
4.	Personality traits (character, temperament, aptitudes)	serious, perfectionist, ambitious, capable of self-knowledge, self-evaluation, persevering, consistent, eager to develop, motivated for personal / professional development, open, conscientious, adaptable, patiently, responsible, devoted, demanding, attentive.	II

Source: The authors of the article

In order to achieve a good processing and interpretation of the collected data and finally to draw the portrait of the reflective teacher, we ranked the defined categories according to the number of answers given by the teachers (Table no. 2). Thus, rank I was attributed to the characteristics referring to the field of didactic activity, the rank II was associated with the characteristics related to the personality traits (character, temperament, aptitudes), the rank III - the characteristics included in the managerial activity and the rank IV - the integrated characteristics in the sphere of socio-emotional competences. Therefore, most respondents primarily relate to didactic competencies when asked to identify the characteristics of the reflective teacher, thus correlating the reflection with what constitutes the core / core element of a teacher's personality.

By analyzing the examples of answers we provide for each set category, we can see their complexity and variety and the views of the teachers questioned about the characteristics that a reflective teacher should have.

We also note that some of the answers provided in this item do not apply only to what it means to be a *reflective teacher*, but generally to what a *teacher* should be.

On the one hand, this finding comes to confirm one of the above-mentioned ideas, that the reflective practice, implicitly the set of values, abilities, traits, attitudes, etc. it is not an additional skill, but a part of the teachers' thinking, merging with all the competences of the teaching profession.

On the other hand, we can assert that teachers have a lack of systematic, rigorous continuous professional training focused on the development of reflectivity on the didactic process, and they refer to the reflective act as they consider, so in a rather empirical manner.

The last item that we selected for analysis in this study focuses on teachers' opinions on the extent to which reflective practice is a component of their teaching personality.

Analyzing the answers provided by the teachers, as they are centralized in Figure no.1, we can see that quite a large percentage of teachers consider that reflective practice is a part of their teaching personality in a very good extend (25%) and in a good extent (62%). We can therefore see that most teachers think that reflective practice is a valuable dimension of their teaching personality.

From the distribution of responses, we note that no response is recorded on the lower stages of the Likert Scale. This may lead us to the idea that teachers want to avoid recognizing a reality that would damage their image, knowing, of course, the desirable answer, recognizing the benefits that reflection can bring to the teaching activity and the need for it to become an intrinsic dimension of personality teaching.

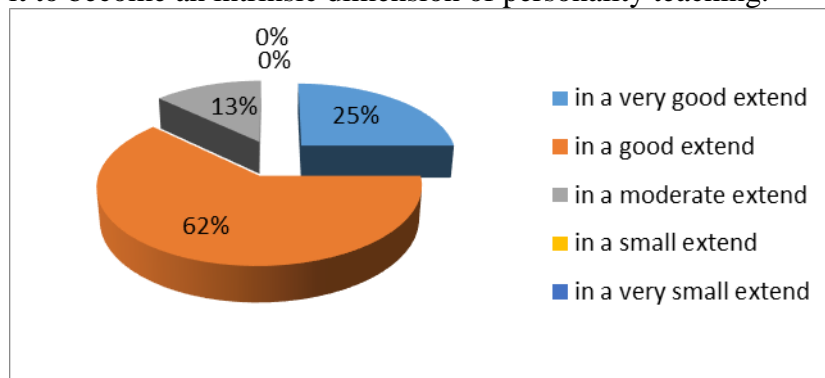


Figure no. 1. The extent to which reflective practice is a component of teachers' didactic personality

Source: The authors of the article

CONCLUSION

Reflective practice can have a major impact on the didactic process, on the direction of efficiency, optimization, and quality enhancement. However, we consider that reflective practice is not sufficiently well known and valued in current educational practices at this time.

The investigative approach made in this study allows us to infer the following synthetic ideas:

- teachers report reflective practice, primarily to their own didactic style and competences, and then on the main stages and components of the didactic process: design, realization (objectives, strategies, contents, learning environment), assessment.

They also define reflective practice in relation to the didactic activity as a whole, but also to the relationships established by the teacher with the others (students, parents, colleagues);

- the teaching staff included in the study sample can identify a series of characteristics of the reflective teacher, especially mentioning characteristics that relate to the field of didactic training
- a significant percentage of teachers believe that reflective practice is an important part of their teaching personality.

The qualitative analysis of the data obtained from the administration of the questionnaire and the focus groups leads us to the conclusion that the teachers enrolled in the study have a fairly good image of the reflection on didactic activity but this is not sufficiently valued in educational practice, perhaps because it is not included as a distinct study discipline either in the initial training programs or in many of the continuous training programs, so many teachers do not know how to perform an effective reflective approach, what are the benefits and what tools they can use to facilitate reflection.

We therefore consider opportune to organize continuous training programs that directly target the teachers` reflective practice and which will ensure the internalization of scientific notions, as well as some practical aspects regarding the integration of the reflection in the educational act, thus giving it more rigor and consistency.

We are convinced that profound changes in education, with sustainable effects, can only be the work of reflective teachers, teachers aware of the importance of their mission, responsible, willing to learn continually, to cooperate, to share experiences, to reflect on them, to change and change themselves - at the level of beliefs and pedagogical conception - of teachers who, above all, respect the child, respect their profession and are animated by a superior motivation to constantly invest in their own professional development.

By preparing reflective teachers, we ensure the quality of the teaching process, aspiring to what is excellence in teaching and excellence in education, in general.

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The contribution of the authors to this paper is equal.

ELEMENTS OF PSYCHOLOGY REQUIRED IN THE PASTORAL MISSIONARY ACTIVITY OF THE PRIEST IN THE PRESENT SOCIETY

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ABSTRACT

The priest's mission has always been special, unique, intended to intercede between God and His believers, by relating to the threefold mission of Christ the Savior, i.e. the teaching, sanctifying and guiding mission. The present society and all rapid changes occurring in connection with it generate mutations at psychological and spiritual level, alienate people, promote false values, misbalance and anxiousness, continuous pursuit of the meaning of life, individualism and lack of empathy. The priest's service requires skills and calling which reflect both in one's personal life and the life of the believer, by acquiring the well-being, harmony with oneself, with the people around, with God. The priest should be a model, a landmark, an unshakable pillar, a scholar, an educated man, with authentic moral principles and values, whose life in family and in society should reflect godly principles. Moreover, the priest should be a good psychologist, observe changes, know people's personalities, counsel, guide, know how to get close to people and help them in line with their personal needs. On the other hand, he should have good self-knowledge, abilities to manage his personal emotions and feelings, powerful intrinsic motivation; he should also be a person of character and moral conduct. This paper aims to highlight the necessity of the psychological skills in the priest's life and pastoral missionary activity and their positive valences.

Keywords: *pastoral missionary activity; pastoral psychology; vocation;*

INTRODUCTION

The present society is continuously evolving at a rapid pace to which man has to face; however, man does not always have the internal and/or external resources required to do so. Although he has numerous means to communicate and relate to others, his drama springs from this very fact: the information technique and science may not replace the genuine communication and bond between two persons and, in such a dialogue, neither of the two partners truly listens to the other. Everybody talks and nobody listens, it is a „dialogue of the deaf” (Jurca, 2010, p. 187), in which man gets to the point when he fails listening to himself, he depersonalizes himself and becomes an individual in a crowd instead of a person, with a unique and unrepeatable personality, an individual who is valuable in the light of his face, the face of his Creator.

The negative effects of the scientific progress are found in the desacralization and devaluation tendency which is becoming increasingly obvious. In this environment, man often loses himself, gets confused and tries to rediscover the best path with the help of his father confessor. The contemporary man's problems are profound and they concern pursuit of the meaning of life, filling the existential void.

Emotionally unstable, unaccomplished, spiritually sick, insecure, frustrated, more and more people seek the support of the Church or the psychologist in order to find their balance and the balance of their entire life and to harmonize different levels of their existence: spiritual, emotional, family-related, social, professional levels.

Man's relationship with God provides life with vitality, inner and outer balance, harmony in relation to himself and the others, and the priest's role is fundamental in this context. The pastoral missionary work of the Church is always carried out here and now, yet in the dimension of an eternal *hic et nunc*, updating the redeeming mission and work of Jesus the Savior. It addresses man and his soul; this is the reason why the priest should also be a good psychologist.

Priesthood means par excellence serving God as well as people, and it implies dedication, kindness and understand one's kind, tradition and innovation, maintaining the relevant truths and also adapting to the changes of the present time.

1. CALLING AND SKILLS REQUIRED IN SERVING AS A PRIEST

The calling represents the meeting point between God and man, between the individual's divine level and their inner propensities (Jurca, 2010, p. 44). The very etymology of the word calling, of the Latin verb *voco, vocare*, which means to *call, to convoke, to invoke*, makes reference to the meaning of calling which expects an answer. Therefore, the calling represents vocation, predisposition, propensity to something, manifested by interest in or love for that particular something (Braniște, 2014, p. 48). P. Popescu-Neveanu (1978, p. 776) defines calling as „a coherent synthesis of instrumental forces and moral and social values, an optimal interaction between the skills for something and the attitudes to the same something within the framework of a high axiological consciousness and based on a vigorous tendency for overachievement”. The same author claims that the actions concerning professional orientation, for instance, seek to support the young toward making a decision in favor of the vocational professional role so that they may engage in acquiring the profession which best fits their real interests and skills.

Calling is a natural, inborn propensity or attraction to a field of activity which is based on an emotional foundation and psychophysical skills. It has a role in creating and maintaining a powerful motivation to accomplish the mission undertaken. The priest who has a true calling perceives his life and priesthood as a special, important mission, which brings meaning to his life, and mobilizes all his internal resources towards accomplishing such mission. The calling represents the main element which determines a priest or a psychologist to truly achieve their mission; in fact, a man of vocation identifies with their profession in all fields of activity (Braniște, 2014, p. 55).

Seen as a penchant or a special gift, special charism, inborn talent or natural calling (Jurca, 2009, p. 94), vocation is a requirement or a condition for those who choose to devote their life to helping their kind and fulfill God's will. The specific elements of the priest's pastoral missionary calling are: paying attention to others, not disregarding positive elements within others irrespective of the level of their moral decay at a given time, respecting their autonomy, expressing and manifesting one's respect and availability in relation to them (Tia, 2004-2005, p. 30).

Priest professor E. Braniște (2014, p. 56) shows that the vocation or the calling to priesthood may be *objective* (extraordinary or ordinary, depending on how it is fulfilled) or *subjective*, psychological (as an inner inborn predisposition to priesthood).

E. Jurca (2009, pp. 93-119) identifies the following skills which should form part of the priest's profile, without limiting to:

- professional training, professional experience and professionalism;
- knowledge and permanent training;
- ethical conduct;
- most profound self-knowledge;
- self-acceptance;
- personal authenticity;
- psycho-emotional and spiritual maturity;
- communication skills and communicability;
- empathy;
- listening skills;
- balanced self-esteem;
- therapeutic/ moral-soteriological responsibility;
- sense of humor;
- intelligence and wisdom;
- sense of observation;
- patience, calm, consistency, balance, emotional stability;
- discretion, being worthy of trust;
- credibility, correctness, impartiality;
- flexibility, understanding, indulgence, power of compassion;
- optimism.

In addition, love for people, love for one's kind is very important; without it, all the other would be insufficient.

2. ELEMENTS OF PSYCHOLOGY REQUIRED IN THE PRIEST'S WORK

Among the first special qualities that a priest should possess in order to accomplish his mission are the abilities to understand the mysteries of the human soul, i.e. a priest should be a good psychologist, understand the spiritual needs of the believers, provide each believer with the best advice possible for that specific point in time and help them recover. These qualities are mostly the qualities of a father confessor whose mission is so difficult that he has to impose the penitent a church canon that is neither too difficult to follow, avoiding therefore dismay and loss of the believer, nor too easy, so as not to create a false perception on the severity of their sins, being always helped by the divine spirit.

By the power of God's grace invested upon the service of the Mystery of Ordination, the father confessor weighs how much a believer may bear, he gives different advice to every believer, even though some believers' sins are similar, and prays for their lives to rediscover the right path. Father confessor applies the holy canons to help the penitent to heal. The purpose of such church canons is not to punish; on the contrary, they have a pedagogical – thaumaturgical role (Santi, 2007, p. 148), are applied on a case-by-case basis, depending on the regrets, repentance and sorrows of the believer and their desire to recover and the determination not to mistake again. He has a mission and a huge responsibility of which he should be aware. When somebody comes before the priest, the latter has to listen, not to hurt. He has to provide good advice in order to heal the believer's grief. This unique psychological endeavor means that the father confessor should have that *psychognosis* typical of the persons who have grown in Christ (Răducă, 2014, p. 340).

It is essential that the father confessor should possess basic elements or notions of psychology, as only deep self-knowledge, profound understanding of oneself and one's self may help the priest to relate to the others in an accurate manner, to get to know the one with whom he interacts and therefore build an authentic relationship. Knowing various characteristics of various types of personality, for example, may be of great help to the priest serving as a father confessor. Similar to a teacher who builds the didactic approach in the light of their pupils' psychological and individual traits, their own learning speed and the unique characteristics of each pupil, the father confessor has to adapt his mission to the spiritual needs and necessities of each individual believer. It is therefore necessary for a priest to know the psychological mechanisms of the interpersonal relations and the laws of the human and spiritual evolution (Tia, 2004-2005, p. 33).

The priest's knowledge of psychology may help him discern between hysterical behaviors and powerful spiritual feelings, between hallucinations and visions, between emotional immaturity and the gift of tears, between neurotic guilt and moral culpability (Jurca, 2009, p. 205). It is obvious for all those reading the writings of the Holy Fathers or the great orthodox father confessors that they all had, beyond faith and Christian living, self-knowledge and wisdom, spiritual maturity, good understanding of psychology. They were really accomplished psychologists and researchers of human behavior, bringing into psychology the grace of Christian life (De Etna, 2003, p. 196). The father confessor has a difficult and important mission, the mission to provide believers with spiritual guidance. He plays a significant role in the harmonization of man's spiritual scope, by constant support toward going beyond one's limits and growing on a personal level. This is why the priest's psychotherapeutic activity is founded on the authentic Christian spiritual values which represent a barrier against the disintegration of one's personality and medicine in treating mental and physical diseases. The therapeutic power of the priest's mission is so great that healing spiritual wounds brings about improvement or cure of physical diseases or pains.

3. PSYCHOLOGIST OR PRIEST?

The priest's and the psychologist's mission is similar up to a point: whereas the psychologist seeks to bring man to equilibrium at psychological level, the priest aims to deify man, by using God's eternal word instead of a certain theory or vision of a psychological school. The psychologist searches the source of man's illness in their past traumatizing experiences, stored in their subconscious; the priest explores the soul and uses the Holy Sacraments to receive God's grace (Vlachos, 1998, p. 109). Psychology is an important, complex science, useful in certain moments of man's life; yet it knows that it is self-sufficient and recognizes the value of the faith in man's life, faith which has the power to help and support man toward becoming better, transfiguring himself and changing fundamentally.

In general, psychology consists of the psychological intervention conducted in a scientific manner and in spirit of humanism with a view to promoting health, optimization, self-knowledge and personal development so as to alter the psychological factors involved in the psychotic, psychosomatic and somatic disorders, as well as emergency situations and situations of risk (David, 2006, p. 83). Psychotherapy is the science which deals with treating the soul (*psyche* = soul and *therapeia* = treatment).

The man-psychologist relationship may not be substituted by the man-father/confessor relationship or inversely, as each plays their role and operates on a different internal level. Nevertheless, they may be complementary. The first is a doctor-patient type of

relation, while the second is a spiritual father-spiritual son type. God works in many different ways for man, this is why the psychologist may be an instrument of the divine help. However, the psychologist may not replace the priest, the divine grace, the Holy Sacraments and their effects on man. The psychologist is similar to a father confessor, but through whom God's Grace does not work; he is nothing but a person in whom one may confide. This is one of the most important distinctions between the priest and the psychologist. The relationship with one's father confessor is permanent and does not end after a certain number of sessions. It goes on through the father confessor's constant prayers and acquires God's grace on an ongoing basis (epektasis), continuing the process of deification toward resembling His Creator.

As a Holy Sacrament, the Confession is one of the most important spiritual works in man's life through its effects on the human soul, the renewal of the relationship with God and a profoundly spiritualizing metanoia. This Sacrament brings into man's being something unique and extremely powerful. It balances man spiritually and creates new perspectives of relating to God, to his kind and to one's own self.

The goal of the psychotherapy is to heal man, while the goal of the religion is to redeem him. Their mutual substitution or annulment is impossible. Yet, they may be complementary: the psychotherapy restores man's personality, whereas the confession renews man's mind and life. The former seeks to change a certain behavior and restructure one's personality, the latter focuses on spiritual healing and on opening a new perspective on life, following the Way of Truth and Life. The Sacrament goes beyond a mere emotional discharge. The pastoral relationship between a priest and a believer is much more than a mere psychological relation between two persons.

The difference between psychotherapy and confession resides in that the first is treatment and the second is sacrament, the first pursues psychological healing, the second targets spiritual healing. Psychotherapy pursues catharsis (unchaining, release, discharge of emotional pressure accumulated as a result of hidden trauma or certain psychological blockages), acquired by becoming aware and by therapeutic confession. Man who confesses is granted divine forgiveness and absolution, by the blessing of his father confessor, on the one hand, and God's grace, on the other hand. Whereas psychotherapy refers to present life on earth, Confession transcends space and time and prepares the believer for eternity (Jurca, 2009, p. 205).

Starting from the premise that the spiritual dimension of the human being may not be radically separated from the somatic and psychological dimension, one may speak of a new discipline related to theology and psychology, namely *pastoral psychology*, which may be defined as a set of knowledge and applications to the pastoral action of the contributions derived from the psychological sciences and the behavior-related sciences, with a view to supporting and helping the process of personal development and Christian growth (Jurca, 2009, p. 16). *Pastoral psychology* may be highly useful to the priest's mission, by combining theology and psychology knowledge; this is the reason why pastoral psychology is studied by clergymen both in the Western world and in America in order to prepare them at psychological level. Why should a priest have some basic training in psychology? It is not the consequence of the priest's intention to replace the expert, it is his need to get to know the limits of his skills and to be able to collaborate with or guide the person toward other relating services (Jurca, 2009, p. 125), when the scope of his competencies turns out to be limited.

The religious and spiritual psychotherapy integrates the religious beliefs and practices in the psychological and social dimension of the human behavior and uses both traditional psychological therapeutic methods and religious elements, such as praying, going to holy church services, reading patristic books and the scriptures. Contrary to other therapeutic approaches, the religious psychotherapy exploits the person's spiritual resources.

Taking into account that it is appropriate or even recommendable that the priest should have psychology knowledge to help him in getting to know the believers and in his special mission which he has to fulfill in relation to the Holy Table, one may say that the psychologist should also have some theological knowledge in order to provide appropriate advice and counsel to the persons who are in need of therapy. For instance, there are numerous professional organizations that have created religious or spiritual therapy programs, as they become increasingly aware of the importance of religion or spirituality in psychological therapies. An important aspect of the therapy which integrates religion and spirituality is helping patients to identify and overcome dysfunctional convictions which have generated the problems for which they are in therapy. Furthermore, therapy may help them connect or reconnect with the spiritual convictions which may prove to be liberating and helpful in solving their problems (Haug, 1998, pp. 181-194). Pargament (2007) claims that every time people come into the therapist's office they bring along their spiritual convictions, practices, experiences, values, relations and dilemmas. This complex of spiritual factors often becomes part, implicitly or explicitly, of the therapeutic process. Such therapy is the *Religious Cognitive-Emotional Therapy* – RCET, a new form of cognitive therapy which uses basic religious beliefs in psychotherapy. RCET is a combination of cognitive, humanist and existential theories, which relates to religious convictions, and has proven to be an efficient method of psychotherapy in treating the persons suffering from identity crises, depression, anxiety and other psychological disorders (Rajaei, 2010, p. 83).

CONCLUSIONS

Theology and psychology are two complementary and compatible fields which aim to provide assistance and support to those who are confident when addressing the priest or the psychologist. The spiritual help or internal balance represents the key to our happy existence and physical and mental health. The therapeutic role of the priest covers not only healing of spiritual wounds, but also man's deification, which is a much more important goal. Psychologists consider that man's psychological health is only about avoiding inner conflicts, creating and maintaining psychological balance.

In terms of faith, the inner balance may only be gained through direct cooperation with God's Grace that is gained through the Holy Mystery of Confession and the Holy Mystery of Eucharist by which man's relationship with God is restored and therefore man enjoys a renewal, a spiritual cleansing or a purification of the mind and the soul, which reinstates the human being's integrity affected by the sin. The loss of human's psychic harmony is, in most cases, an effect of disturbing the relationship with God (Baloyannis, 2015, p. 256). As a profound mental experience, repentance constitutes the sign of becoming aware of one's mistakes, beginning of change and turning from evil. The psychological mechanism of repentance alters and restructures man, provides man with a direction and a positive path toward oneself, one's kind and God.

In addition to traditional roles, the priest nowadays is more and more requested to give advice, to counsel believers who are at different stages of crisis in their life (marital and family conflicts, major decisions to make, certain issues, mourning etc), which implies best

psychological, theological and pedagogical skills training possible, developed networking and communication skills and abilities, updating knowledge in various fields, availability in terms of being devoted to working with people. More than ever, the priest should have an active mission in his parish and should get involved in the life of the community. Furthermore, the invigorating impetus of the holy teachings and the wisdom of the Holy Fathers are also highly needed at present.

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EDUCATIONAL STRATEGIES USED TO IMPROVE ETHICS AND INTEGRITY IN ROMANIAN SPORT

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ABSTRACT

The issue of education in connection with ethics and integrity in sport is increasingly often coming to the attention of the education authorities and organizations, in the wake of the frequent irregularities identified at different levels of sport. From grassroots level to the professional sports level, a whole range of statistics on misbehavior demonstrate the increased frequency of violations in terms of sport specific regulations and rules. This paper presents educational strategies designed and implemented in Romania by various sport organizations that have stepped up, in the last few years, the educational measures aimed at preventing irregularities in sport, by implementing educational campaigns, courses, workshops, organizing exchanges of experience and promoting examples of good practice. There are also mentioned some Erasmus Plus Sport projects implemented by the National University of Physical Education and Sport, Bucharest, as a partner of international consortium devoted to the above-mentioned topic.

Keywords: clean sport; education; sport organization;

INTRODUCTION

The issue of ethics and integrity in sport remains in the attention of specialists as a result of the escalating phenomenon of violation of sport regulations. From the role-model status that sportsmen have among the general public they become defamed and criticized for a series of behaviors that are not in line with the spirit of sport, such as doping, violence, involvement in fixed matches. Equally, sport officials are accused of bad governance, money laundering and illegal betting.

For the past 40 years, the Council of Europe has advocated the promotion of the values of sport and its defence against threats at international, national and local level. The Anti-Doping Convention (ETS No.135, Strasbourg 16.11.1989), the European Convention on Spectator Violence and Misbehaviour at Sports Events and in particular at Football Matches (ETS No.120, Strasbourg, 19.08.1985) and the Convention on the Manipulation of Sports Competitions (Treaty No.215, Magglingen, 18.09.2014), Code of Sports Ethics (1992), are such statements.

In 2013, the Berlin Declaration of the European ministers responsible for Physical Education and Sports addressed the issue of integrity in sport and highlighted the need to defend the values of sport against fake matches, illegal betting, doping and corruption. (MINEPS, 2013) In the field of international sport, the most striking irregularities are those related to the consumption of prohibited substances and illegal bets (about 2-3 trillion US dollars annually, in various sports) (Cleret, McNamee & Page, 2015).

Consequently, more and more organizations - starting with the International Olympic Committees and international sports organizations - are actively involved in promoting clean sports. The International Olympic Committee was the first organization to set up an independent Ethics Committee, in 1999, to defend the ethical principles of the Olympic Movement.

These principles were subsequently brought together in the Code of Ethics. Jacques Rogge, the former chairman of the International Olympic Committee (IOC), noted the extent of the match-fixing and illegal betting phenomenon and how these examples of violation of sport ethics affect sport competitions. The most affected sports are football, basketball, cricket, horse racing, snooker, sumo, and tennis (Carpanter, 2012).

Starting in 2013, International Centre for Sport Security and the United Nations Office on Drugs and Crime have begun building an international platform to join government institutions, the sports movement, the sports betting industry, to act transnationally against these phenomena. Although such an approach is still far from being able to achieve its objectives, institutions with specific attributions in the fight against organized crime (Interpol, Europol) have participated in numerous actions that have resulted in the exposure of criminal networks in sport.

Along with previous mentioned steps to address irregularities, the sport organizations provide educational tools meant to give the support they need for their involvement in the fight for clean sports (Grigore, Stanescu & Stoicescu, 2018).

In addition to the fact that the world of sports is encouraged to report violations of sports ethics and integrity, representative organizations have started educational programs to tackle them, education being one of the most valuable resources to prevent the abuse in sports ethics.

Among the first ones are IOC and FIFA, which run a series of educational awareness programs on out-of-law practices and have adopted internal rules on sanctioning athletes and officials involved in illegal actions.

World Anti-Doping Agency (WADA) was also one of the first international sporting bodies to introduce seminars and workshops to prevent match fixing, in 2007. In the same spirit, SportAccord encouraged international sports federations to initiate educational programs to prevent match fixing, illegal sports betting, and other crimes.

The design of these programs (face-to-face or on-line) included various informal tests that were meant to identify the level of assimilation of knowledge about the participant. The conclusions of the implementation of these programs were that only the multi-level strategies in the education of sports actors - athletes, coaches, parents and club managers - lead to long-term changes and increased efficiency.

1. AIM OF THE PAPER

Starting from a series of educational measures implemented at international level, this paper aims to present the position of our country in relation to these measures, and the educational strategies used in Romania in the field of education for ethics and integrity in sport.

2. EDUCATION FOR ETHICS AND INTEGRITY IN ROMANIAN SPORTS

In this light, educational programs should take into account the particularities of sporting groups and sports specialists, in each country and aims to develop skills to

recognize irregularities or raising awareness of reporting possibilities that can increase the responsibility of individuals to adopt a misconducted behavior.

Romania signed the Antidoping Convention (135/1989), Additional Protocol to the Anti-Doping Convention (188/2002), European Convention on Spectator Violence and Misbehavior at Sports Events and in particular at Football Matches (120/1985). These programmatic documents are those that - included into the national strategy - generate the most numerous and more impactful events. Romania has yet to sign the Council of Europe Convention on the Manipulation of Sports Competitions (Treaty 215/2014).

Anti-doping education

The most active institution in the field of education for ethics and integrity is the National Anti-Doping Agency (NADA), which in the National Anti-Doping Strategy (2018-2022) makes distinct references to the Education Program and starts from the premise that it is easier to prevent than to eliminate a problem. The fundamental principle of this program is to preserve the sporting spirit by discouraging athletes from using prohibited substances and / or methods. The program comprises information and education projects for athletes and their entourage, in order to make them aware of the prohibited substances and methods, their effects on the body and the sport performance, the doping control procedures, the rights and responsibilities of the athletes. This educational program also aims to raise public awareness regarding the important aspects of anti-doping issues.

Using face-to-face and on-line programs, the agency offers *anti-doping education programs* for athletes and coaches from national teams, and a vocational training course for the Doping Control Officer. The anti-doping education program is mandatory for at least one employee of the private fitness clubs. The National Anti-Doping Agency must authorize the activity of bodybuilding or fitness halls, issuing an operation certificate in terms of anti-doping regulations. These programs have been designed because in Romania, over the last 15 years, prohibited substances and methods were used by athletes and bodybuilders alike, those who are exercising in bodybuilding / fitness rooms. This situation represents a threat to the public health and the essential principles of sport and Olympism.

In collaboration with the Romanian College of Physicians, the agency also offers anti-doping education for coaches, athletes and other specialists from interdisciplinary teams. Its aim is to increase inter-institutional collaboration in the development and implementation of informative and educational programs for the prevention and fight against doping in sport.

Education for sport integrity

In the case of doping, educational measures have been implemented gradually, while Romania adhered to the documents of the Council of Europe. However, from other perspectives of the fight against corruption in sport, the situation is different. Thus, although Romania is not a signatory to the Convention on the Manipulation of Sports Competitions (Treaty 215/2014), there are now numerous events on this topic.

One example of education for sport integrity is the "Integrity in Sport Seminar", as part of a Global Program for Training and Stimulating Sports Capabilities and Sport Staff, promoted by NOC and INTERPOL around the world, to help them avoid any new mistakes, which may be criminal, generated by the manipulation of competition results and other threats to the integrity of sport, and, at the same time, to encourage them to cooperate with police authorities in reporting and investigating such cases. This is an informal training program, not leading to professional qualification and/or accreditation.

Usually it is organized in countries around the world to encourage collaboration between local police, national Olympic committees and national sports federations, public

authorities (including the Ministry of Justice, Ministry of Education and Sport, etc.), betting and other factors involved in preventing the infiltration of crime in sport, especially with regard to manipulation of competitions. In Romania this course was organized by the Romanian Olympic and Sports Committee (ROSC).

Education for sport ethics

Erasmus Plus Sport projects in Romania are constantly conducting a series of actions aimed at raising the awareness of the specialists in the field and the general public about the risks represented by misconducting behavior in sport and their consequences on the whole sports phenomenon. Projects such as *Whistleblowing on Harmful Irregularities in Sport through Learning and Education* (2016-3291/001-001), *Development of a Course to teach Coaches Sport Integrity* (2017-3344/001-001), *Game Approach in Mitigating performance Enhancement culture in Youth* (2017-3345/001-001), *Not only fair play* (2014-IT-SPO-SC) promote a host of sporting, scientific and cultural events, all under the tutelage of Ethics and Integrity in Sport.

In the field of non-formal education, many projects develop training courses for various categories of sport specialists. Here, we can include the courses offered by UNEFS: *Sport Whistle* and *Course for Ethics and Integrity in Sport*, within the Erasmus Plus Sport projects, where the university is a partner (Grigore, Stanescu & Stoicescu, 2018).

A significant contribution to ethics education is provided by warning platforms. In Romania, there is the platform of the National Anti-Doping Agency, and another one - managed by the Romanian Football Federation. Although there is no official data on the effectiveness of these platforms in tackling irregularities in sport, their existence marks a new approach to education for the recognition and reporting of irregularities.

Another relevant perspective on education for ethics in sport is the university curriculum, intended to train future coaches. It provides a course on Ethics and Deontology in Physical Education and Sports, where the main topics are anti-doping education, list of prohibited substances and legislation against doping behavior. This program runs with 36 to 42 hours (courses and seminars) and covers also a wide range of sport topics: match fixing, harassment, good governance in sport organizations, and abuse. This course is included in the curriculum of the Master Programs offered by the main faculties of physical education and sports.

The Sports Law program is offered at postgraduate level. The course has the status of postgraduate training and professional development and ends with an assimilated professional competence certification exam. Upon graduating from the course, a certificate of professional competence certification is issued.

CONCLUSIONS

Education for ethics and integrity has undergone transformations and new forms of implementation in training and non-formal environments in recent years, boosted mainly by Romania's accession to a range of programmatic documents in the field, reflecting European policies in sports ethics, such as anti-doping education. Other sport irregularities are mainly addressed through national programming documents and through local and national educational measures (match fixing, illegal bets, corruption and money laundering). They are important prerequisites for the accession of Romania to the treaties of the Council of Europe in the field of sport.

From the courses offered in non-formal education environments, represented by sport authorities (NADA, ROSC), as well as by organizations implementing EC-funded projects

through Erasmus Plus Sport, to competence classes for the Doping Control Officer, the educational community in Romania is increasing its contribution to strengthening clean sports.

A significant contribution pertains to faculties, through sport education programs that, regardless of the level provided - master or postgraduate - complement the profile of specialists in the field with the specific skills to prevent, identify and report misconducting behaviors in the sport field.

In Romania, education for ethics and integrity in sport is carried out by sport institutions and by institutions responsible for training coaches. The analysis of educational offers highlights the fact that they are designed for both athletes and coaches and other categories of specialists.

We believe that Romania still has a long way to go to be in line with the European policies in the field of education for ethics and integrity in sport. This approach should be supported by administrative organizations (Ministry of Sport, Romanian Anti-Doping Agency), as well as institutions with attributions in the field of training specialists (faculties, coach schools).

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TEACHING-INTERACTIVE METHOD USED IN THE TEACHING-LEARNING PROCESS

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ABSTRACT

The permanent preoccupation for integrating the didactic game into the learning activity, in order to make it more efficient, resulted in the elaboration of this paper, in which I focused mainly on the educational lessons. As an active method of acquiring and consolidating knowledge, didactic games are one of the instructional - educational activities outside the classroom and even during the teaching of some geographical notions, through whose content, they complete the students' training and they increase their interest in geography, helping, at the same time, , the teacher in the knowledge of the students' ability. By their instructive nature, games contribute to the development of the inventive and creative spirit, of thought and imagination, of the interest for widening the geographical culture, to geographical research. Through play, students become more volatile coming out of the rigid patterns of an imposed activity, they are active, they become brave, they overcome timidity and they learn from pleasure. Thus, monotony, boredom are applied by applying a variety of forms of play that arouse children's interest. Through interactive methods, students exercise their ability to select, combine, learn the things they will need in school and adult life. All these methods stimulate the creativity, communication, activation of all students and capacity building such as: critical constructive spirit, independence in thought and action, finding creative ideas, daring to solve the learning tasks. Being presented as learning, cooperative, fun, not concentration games, interactive methods teach children to solve problems they face, to make group decisions and to resolve conflicts. The educational process is the set of actions that the educator exercises consciously and systematically on pupils in an institutional setting organized to form their personality in accordance with the requirements of the educational ideal. The teaching method is a common way for the teaching staff and pupils to act in order to achieve the pedagogical objectives.

Didactic play is an action-based and simulation-based learning method, an active method of acquiring and enhancing knowledge, is an activity that can take place in classroom or outside lessons, helping the teacher to get to know the students' abilities.

Keywords: *didactic play; educational process; interactive-method;*

INTRODUCTION

„Play is an active method by which the child is directly involved in the learning activity. The strategy of the game is, in essence, a heuristic strategy” (Bandura, 1977, p. 47) of combining, relating, interpreting the child's experience: he enriches the knowledge and builds capacities, develops the attention, the spirit of observation, the memory, the imagination, forms the motivation and the attitude towards various activities, cultivates the spirit of inquiry, perseverance and cooperative spirit.

What does the word *game* actually mean? In the *Explanatory Dictionary of the Romanian language* (1993, p.764) the definition of the word *game* sounds like this:

1. the action to play and its result; fun activity (especially in children);
2. society = fun in a group of people consisting of questions and answers, jokes or unraveling funny problems.

The game is present in the psycho-pedagogical theory as one of the main means of educating the children having a decisive role in the psychic development, preparing it for the transition to a higher level of psychic development, channeling its energy in a positive way in shaping its future personality. yes, the child uses both his mind and body.

Play is also one of the ways in which the child seeks to know the surrounding reality. „For the child everything is game: at the beginning he plays with his body. Later, he enjoys reproducing elements of his environment (dog barking ...). At 4-5 years of age he imitates his entourage (mother, doctor, etc.)” (Sillamy, 1998, p. 171).

The didactic game, as an activity can be successfully organized in all the disciplines of education, and as a method, that is, a way of organizing and carrying out the instructional-educational process, at any moment of the lesson. Conceiving the game as a learning method further emphasizes its contribution to the education of the school child.

The educational game is a method of action and simulation based learning. *The game* - is an active method of learning and consolidating knowledge, it is an activity that can be carried out either in the classroom or outside the lessons helping the teacher to know the students' abilities. Through the use of games, students develop the imagination, the speed and depth of thinking, the memory, the spirit of observation and more intellectual traits that will contribute to the proper learning of the notions, to a better knowledge of them.

The didactic games integrated into the lessons bring variety, joy, prevent monotony and boredom, the integration of the game as an active-participative method in the teaching-learning-evaluation process determines a greater efficiency of the lessons, reflected in the results of the students. to the development of the inventive and creative spirit, of the thought and imagination, of the interest for lessons.

1. ORGANIZATION OF THE ACTIVITY BASED ON THE DIDACTIC GAME

The method of the didactic game can be used successfully in order to achieve the most fundamental objectives, in different types of didactic activities and at any time of the lesson: to capture attention, to teach, to assimilate, to consolidate and fix, to provide feedback, recapitulation, evaluation.

When choosing the type of teaching game, the following must be taken into account: the purpose pursued and the proposed operational objectives, the specific working conditions and the tasks to be solved. Training the students themselves in designing teaching games is a very useful exercise for them, and for the teacher, an effective evaluation test.

The optimal unfolding of the didactic game presupposes the presence of the characteristic elements: the surprise, the thought, the competition, as well as the

establishment of a favorable climate for the activity, of a relaxed atmosphere, relaxing of good disposition.

Like any educational method, educational games must be used with great discernment, and viewed seriously, as they are activities that happily contribute to the acquisition of knowledge, skills, behaviors, as well as skills development.

For a better achievement of the didactic game, the teacher must: choose the didactic games according to the objectives pursued by the particularities of the class and the discipline, to print a rhythm of the game, to maintain the atmosphere of play, to avoid the moments of monotony, to stimulate the initiative and the identity of the students, to follow their behavior, form conclusions, assessments on how the game was played, on the student's behavior, make recommendations for individual or general evaluation

The educational game as an active-participative method is successfully used in the learning process, recognized as having multiple training valences, because it responds to the age particularities of the students.

2. THE FORMATIVE AND INFORMATIVE VALUE OF THE DIDACTIC GAME

In the instructional-educational process is that it ensures active participation by increasing the interest in the content of the lessons, stimulates the initiative and creativity by involving the operations of thought, develops the spirit of observation, competition, discipline and order, facilitates thorough, quick and Pleasant knowledge, stimulates curiosity, perseverance, inventiveness, a desire to affirm, helps in learning and fixing knowledge without constraints, develops cooperative relationships and team spirit between children, allows the teacher to get to know the student better.

Through the didactic game it is specified, consolidated, synthesized, evolved and enriched children's knowledge, they are exploited in new, new contexts. Unlike other types of games, the educational game has a special structure.

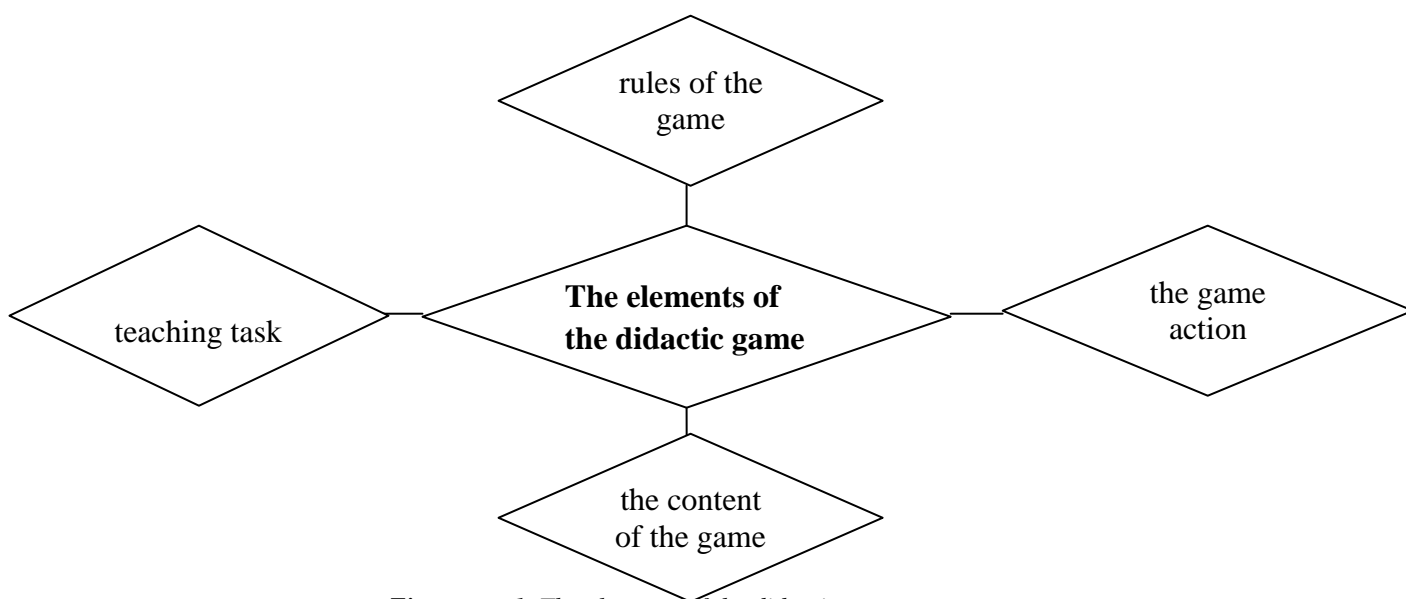


Figure no. 1. The elements of the didactic game
(Piaget, 1969)

In the conception of Jean Piaget (1969), presented in the work *Psychology of the child*, the game has the function of realizing the child's adaptation to reality and includes the following elements:

1. the content of the game
2. teaching task
3. rules of the game
4. the game action

Elements of play - include the paths, the means used to give a pleasant, attractive, fun coloring to the activity. Their design depends largely on the ingenuity of the teacher. The task of the teacher is to find for each game, game elements as varied as different from those used in previous activities, otherwise there is a risk that they will no longer be attractive to children, the essence of the game being, in this case, being compromised .

Content of the game - includes all the knowledge, skills and skills with which children operate in the game. These have been learned in previous activities. The content can be extremely diverse, it has to be well dosed, depending on the age particularities of the children, to be accessible and attractive.

Teaching task - indicates what the children must actually achieve during the game in order to achieve the proposed purpose. It is recommended that the teaching task be formulated in the form of an operational objective, helping the child to realize what he or she must accomplish. The educational task must be in accordance with the level of development of the child, accessible and, at the same time, attractive.

The rules of the game - materialize the didactic task and realize the connection between it and the action of the game. It specifies the ways that children have to follow in carrying out the playful action to carry out the teaching task. They are predetermined and compulsory for all participants in the game and regulate their conduct and actions according to the particular structure of the didactic game.

The rules of the game have a great variety:

- indicates the game actions;
- specifies the order, their succession;
- regulates actions between children;
- stimulates or inhibits certain behavioral manifestations.

The more precise the rules and the better they are learned, the easier the teaching tasks, and the game is more interesting and more fun. The rules should be simple, easy to formulate and accessible to all children, accessible.

The action of the game - it is established in relation to the educational requirements and tasks of the game. determines compliance with the rules of the game. Other elements of the game action can be applause, stimulating words, encouragement.

„The most important aspect of using the game as a teaching-learning method is to make participants aware that they are in a learning situation that requires maximum seriousness” (Trif & Voiculescu, 2013, p. 255). The teaching game can be introduced at any time of the lesson, when the students show signs of fatigue or when we notice that the interest for teaching decreases.

Using *game* as a didactic method in teaching geography we have come to the conclusion that it is an active method of acquiring and consolidating knowledge based on action that can be used within the flexible forms of organizing the lesson; facilitates access to knowledge and learning; includes group activities or self-employment.

This method optimizes the learning process by having the student play an important role in acquiring new knowledge through self-instruction. The teacher has the role of coordinator.

As a result, the teacher will choose those games where the students' knowledge is updated, fixed, associated in a relaxing way, depending on the proposed objectives and the content of the lesson. The games can be organized either individually or in groups of students, in the form of a contest accompanied by the appropriate festive framework.

There are several types of geographical games: orientation, application games, demonstration games, memory games, symbolic games, logic games, type games - *Who knows how to contest*, riddle games, games-rebus.

3. EXAMPLES OF DIDACTIC GAMES USED IN THE ACTIVITIES OF ENVIRONMENTAL KNOWLEDGE

Geographical chain

It's simple and easy to do; it can be applied to different topics of physical or human geography. Game technique - choose the theme of the game (mountains, rivers, lakes, states, etc.), students of a smaller class or group will have to mention: rivers, countries, cities / capitals, etc. according to the chosen theme.

These will be presented non-articulated, so that each name has the first letter corresponding to the last letter of the previous word. For example: on the theme *Rivers of Romania* - if the first name is the Danube, the next name will start with *a* (the last letter of the previous name) Argeş - (the last letter *s*) - Sebeş - (there will be no distinction between the letters: *s* and *ş*; *t* and *ţ*; *i* and *j*) - Siret - Tur - Râul Doamnei - etc. Each river name will be presented concurrently on the map. The first name will be given by the person who runs the game. This will also indicate the name of the participant who will continue the game. The designated player will indicate on the map that target - the river - and quickly say the next name. There is no need to repeat the same name in the respective chain. For each answer, the number of points earned is established from the beginning. At the game students can present articles, illustrations, etc. related to the theme of the game.

Example: Danube - Argeş - Someş - Siret - Trotuş - Sebeş - Strei - Ialomiţa - Arieş - Someşul Mic - etc. When the chain is completed, each river will be indicated on the map and characterized by physical, geographical and economic features.

Contour map

It helps a lot in forming the skills of orientation on the map, in knowing the counties, some problems in the geography of Romania or other countries. The map can be made by students from plywood or plastic. The contour map that remains after the template is removed is applied to another sheet of plywood or plastic.

The removed template is cut in counties, countries, etc. You can make a combined contour map: for example, the map of Romania where we have cut all the counties or the map of Asia with all the countries. Students also make different conventional cardboard signs. One of the conditions of the game is that on the contour map, the templates are not random, but a starting point is established and then the neighboring regions are placed.

Game technique: I can participate in the game from 4 to 8 students. An arbitrator is chosen who writes down the number of participants on a sheet of paper. The counties are placed in the strict order of the neighborhood.

A student plays until the first mistake; in this case, the second one follows a. It is fixed from the beginning how many times the map will be completed (4-5 times). By fixing on the

contour map the county, the conventional signs indicating important industrial centers are fixed. Finally, the score is calculated. The student with the highest number of points wins.

Geographical rebuses

This game trains many students, arousing their desire to solve as many problems as possible and to draw them up themselves. The game is prepared by the teacher, and the students have to give correct answers and complete the boxes. The game can also be formulated by the students, who establish the boxes and the questions, and the class, divided into groups, researches and dislodges them. If a student cannot give the answer, then he is helped by the participants of the other group. Rebuses can have different themes.

The success of a didactic game also depends on the didactic materials used in the game. They must be content-appropriate, varied and attractive, easy to handle, and come from the immediate environment, familiar to children. The pleasure with which the children participate in the game is the only justification for the use of the educational game.

CONCLUSION

The teaching game contributes to the enrichment, fixation, systematization, deepening and evaluation of the students' knowledge and skills. Through the game, the whole class is trained to assimilate knowledge through their own strengths, the students, actively and effectively participating in the learning process as protagonists and not as spectators. their abilities, they learn to subordinate their personal interests to the interests of the group.

By its practical nature, the game promotes direct knowledge of the world and, above all, cultivates skills, complex character traits, convictions and strong emotional experiences. He is the generator of a powerful, intrinsic, effective motivation. The motives incite action. They bring the student closer to the cognitive material. They result in a higher yield of knowledge actions. Starting from a well-chosen motivation, the strong inclination towards the knowledge material (the object of personal success) will be established.

The game positively influences the will to learn - an act that needs to be educated, inoculated like a serum. The will will bring to the student activism, initiative spirit, power, perseverance, independence. The game logically involves curiosity. It manifests itself through the interest of knowledge - the active, positive attitude and perseverance.

Advantages of game learning:

1. Train the student's willingness to integrate into a team where he can demonstrate his qualities: cognitive, creative, performance, based on and needs, where he can gain confidence, prestige;

2. Overcome inhibitions and emotions by engaging in activities (games);

3. The child becomes spontaneous, unintelligible!

Taking into account all these aspects, the teacher must adapt the content of the learning to the real world acquisition opportunities, specific to each case, in order to make differentiated, personalized learning. In this way, it is ensured that all students are involved in learning activities, but also in the formation of the instrumental skills: motor, affective, social, cognitive.

The reality of the students with special educational needs is partially deformed, not only by the weak reasonings, by the necessity of the concretism, but also by the synergy of the emotion-intellect, by the destructive impact on the behavior and the volitional capacities.

Educational work through play can facilitate children's access to a place beyond the threshold of deficiency, generating changes in the content and structure of cognitive processes, because it catalyzes the transition from the stage of practical action to that of mental actions. It encourages the emergence and development of systematic work and work opportunities.

In teaching, the psycho-pedagogue understands play as a didactic task that combines desire, interest and pleasure as an ingenious way of stimulating learning activity. Used as a method and as a means of learning, the didactic game facilitates the passage from the observance of the rules through play, to the observance of the school, social rules followed by the observance of the moral rules and laws.

Teaching is a bridge between play and coordination, organization. By avoiding routines, stimulating creativity, placing the student with cognitive disabilities in new and new positions within the dynamics of the didactic process, we achieve the proposed goal both at the general level, especially at the level of sequences and small learning curves, the student confirming the beneficiary status of the education at the personalized and personalized level. „The whole intellectual activity involved in learning is substantially enhanced by the interest of knowledge, because the reasons that stimulate and energize this activity contain in their structure this interest” (Drăgan, 1987).

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LANGUAGE SKILLS AND THE NEW CURRICULUM

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ABSTRACT

The aim of this paper is to be the corollary of some applied lectures and of a permanent preoccupation of projection, of adaptation to the changes imposed by the actual educational policies, and furthermore to explore the current academic curriculum of Romanian language and literature and how it can be improved to better suit the development of the student. In the actual context, the academic curriculum generates a wide range of approach possibilities of content by using modern didactic strategies. Conscious learning of notions is reflected in the capacity of students of acquiring new information, in the development of investigation capacities and, especially, in applying the assimilated knowledge by respecting the fundamental principles of didactics. The scientific content considered in the academic curriculum is constituted from concepts, notions, Romanian language and literature knowledge, that the teacher has to recreate starting by consulting the current academic curriculum, thus adding a new analytical and interpretation vision. Mandatory contents from the academic curriculum can be approached with the aid of using modern means, such as applications or educational software, in different moments of the classes, because it streamlines and improves the instructive-educational process. In the instructive-educational process, the analysis and operation of linguistic transformation is being followed together with the flexibility of the concepts, aiming to guide the students in how they should learn and even more, what to do with the accumulated knowledge, permanently following the preparation and development of the individual in European contexts. The modern teacher has to be in a partnership-like relation with his students, by negotiating the objectives of learning, the forms and methods of evaluation, as even himself is being subject to this transformation. He has to adapt to new rules, prove new competences, adopt different methodology strategies and relational behavior compared with the traditional school.

Keywords: curriculum; strategies; learning; behavior; softwares;

INTRODUCTION

During the compulsory schooling, the aim is to form a youngster with a basic communicational and literary culture, able to be understood and understand the world, to communicate and interact with his pers, to use efficiently and creatively his abilities towards solving day-by-day issues, to be sensible towards natural and man-made beauty.

Educational-instructive activities and promoting cultural models lead towards being aware of the communication act and supporting knowledge and correct use of Romanian language, in different and specific expression conditions.

Linguistic culture can not be inherited or bought, but rather built and reinforced. The scholar institutions and teachers have an important role in blending tradition and innovation,

in teaching rules and exceptions from these, in accepting two or more methods of interpreting the same context, in blending notions related to form with notions related to function and in lecturing relevant literary texts from Romanian and universal literature.

During gymnasium classes, students have to slowly acquire the capacity to clearly orientate to research language facts, to discover essential traits of these in order to understand linguistic structure in speech and text, through exercising abstractization skills and through actively assimilating grammatical notions and definitions, but also their logic. Didactic research have proven that grammatical notions are abstractions that generalizes other abstractions reflected in relationships between words, relationship towards which thought, language and logic participates.

1.THE CONCEIVING OF NEW ACADEMIC CURRICULUM

The conceiving of new academic curriculum that aims towards forming new linguistic competences for students, but also to develop the Romanian language in diverse shapes: of spoken language – written or oral, literary or popular – rises a series of issues in establishing the content that should be considered in textbooks, as a first important tool easily approached by students and teachers. Currently the interaction between three components is being observed: linguistic component (belonging to language sciences that assures the correct, conscious and efficient use of the language), the interrelational component (belonging to communication sciences that assures the social insertion of the individual) and the estetic and cultural component (belonging to literature as an art of the word, that assures the development of the human personality).

Conscious learning of notions is reflected in the capacity of students of acquiring new information, in the development of investigation capacities and, especially, in applying the assimilated knowledge by respecting the fundamental principles of didactics.

The objectives of Romanian classes, generally, can be attained by understanding the need to study literary rules. Students need to be guided towards acknowledging that speaking correctly means being understood, conclusive and impressing.

Also, studying Romanian language has a major effect in developing critical thinking, observation skills, abstractization skills and analogy skills.

Romanian class curriculum is restructured in a manner in which contributes to increasing student's interests towards understanding Romanian language, acknowledging the necessity to study the literary norms and towards forming a patriotic sense by understanding that the *language* is the expression of the national living being and the richest communication form.

Language is a product of history and fulfills the purpose of main communication method and social activity. Inside language, different structures accumulate and settle, sometimes heterogeneous, having as a starting point the same values and functions.

As language and thinking are strongly linked and interrelated, however they are not identical phenomena, they work in a binary manner, just as convergent mountains of communication. An idea worth mentioning is that whatever is transmitted or communicated is a message, an informational content, semantic, but at the same time a knowledge experience, a logical and social phenomenon. The word is tied to the sentence, the concept is tied to the judgement, these being the phenomenological expression of communicational experience and represents the architecture of an explanatory world.

It can be stated that grammatical norms, semantic relationships and logic norms are united and symmetrical. Therefore, between the communicational system, as a

complementary function of semantics and grammar, from the perspective of communicational syntax, and the cognitive system there is a unity rapport that is being installed. Therefore, we can not think without the means of the language, and meaningless talk or cognitive content it is a shape without content.

Learning the language develops the affective side of the human personality, it outlines attitudes, feelings and valuable judgments. In the process of acquisition, use and cultivation of language, linguistic structures have an important role through the fact that it uses the word as a constructing material of communication. The weight of knowledge that targets these structures is significant in textbooks from compulsory education system. These can influence linguistic manifestation at language level oral and written and language level popular-educated. The practice of literary language impose respecting unanimously accepted and acknowledged norms.

Learning the language represents at the same time freedom and constraint. Freedom because it allows each other to express, affirm, understand the world and the others, and furthermore, it is constraint because in order to communicate, it obliges the transmitter and receptor to respect laws and norms. From here it starts the organisation of language study around two fundamental types of didactic activities: communication practice and systematic study of language behavior, in a global vision of independence and equilibrium.

To all of these struggles, school answers through highlighting the lecture and text understanding, implying metalinguistic knowledge assimilation, but also practicing, chiseling them in diverse communication contexts, that can be found in the structure of assessment subjects at the end of the cycle.

Receiving correctly any type of message, correctness, the flexibility of expression and the rigor and linguistic elegance through which the gate of civilization can be opened for each individual and becoming aware of lexicon particularities that mirror in the *word*.

2. LANGUAGE SKILLS

For students eager to progress and to perform, incorporating knowledge that targets working structures of Romanian language in literature classes, in the understanding and analysis of literary/non-literary texts, leads towards a better retention, towards effortless obtaining the transfer, towards forming some linguistic competences useful in forming their personality. Aspects of working linguistic structures requires an uninterrupted effort and growing, especially through the lecture of literary texts.

The quality of the didactic process and of the level of academic results are determined by the quality of factors' action involved in the organization and development of educational activities and their functionality: internal factors (biopsychic condition of subjects) and external factors (inside which instruction-teaching activity is being conducted).

From the didactic perspective of Romanian language, of notion forming, of metalinguistic knowledge, it can be accomplished in four learning sequences, after the model formulated by Vistian Goia, in 1995, starting from the models created by R.M. Gagné, in 1975 and H. Klausmeier, in 1976: the conscious acquainting with the grammatical phenomenon, the analytical phase and distinguishing the grammatical plan from the logical one, the phase of appropriation of rules and definitions, the phase of fixing and superior operating of appropriated language notions (Goia, 2002, pp. 39-40).

Introducing the content unit constitutes a familiarization activity, one of conscious initiation of the student towards the language phenomenon considered, in our case, antonyms, that leads towards active perceiving and information accumulation. In this phase,

antonymy is being learned, either through isolations, either through highlighting the new notion from one or more texts in order to follow with the analysis.

Intuiting the phenomenon from a series of concrete examples leads to shaping new representations, from here the intuitive character. The first phase of learning is conditioned by an existing attention state, an intellectual involvement, affective and volitional, that allows the understanding, penetrating and processing some notions, categories, principles such as fixating them in the memory, and in the end using them in new situations.

The second phase, the analytical one, of distinguishing the grammatical plan of the logical one, it is being conducted through analysing the new notion and revealing the characteristics. The didactic process is conducted, through euristic conversion and analysis, in order to assign some values, not the object designated through word, but rather the word as a formal unit of language that can enter in some relationships, according to the context.

The third phase assumes assimilating the rules and definitions, the characteristics of the notions subject to analysis, concentrated in definitions, with support from thinking operations: comparison, classification, generalisation, synthesis.

The last phase of the formation and fixation of linguistic structures process is a superior phase, of conscious operation with these : in different exercises, essays in class and home.

Mandatory contents from the academic curriculum can be approached with the aid of using modern means, such as applications, educational softwares, in different moments of the classes, because it streamlines and improves the instructive-educational process. Using softwares allows the student to work in his own rhythm, to balance individual educational activities with teamwork activities, to receive instant feedback to their answers.

3. EDUCATIONAL SOFTWARES

Educational softwares can be used within the pale of Romanian language and literature classes, following permanently the projection of the instructive-educational process, that will consider the preparation and development of the individual in a context that is in a state of perpetual change.

WALLWISHER represents a virtual notice board where short messages can be posted that contain texts, images and links (<https://www.wallwisher.com/>). It can be used for brainstorming, for posting useful Internet links, new words, terms or comments on a different theme. Mandatory lectures can be posted and furthermore be valued at the correct moment.

POTATOES includes six free applications for creating interactive tests: with simple answers, multiple answers, short answers, crosswords, paired words, ordering and phrase completion (<http://hotpot.uvic.ca/>). I consider that this type of softwares is efficient in different types of classes: of consolidation, of mixed nature and of knowledge evaluation.

BUBBLE.us is a simple application that allows creating conceptual collaborative online maps, through which students can create classifications that can be kept as images of html files (<http://bubble.us/beta/>). This application can be useful inside a class of knowledge fixation and systematization.

TEACHERTUBE allows hosting videos conceived by teachers with an educational purpose (<http://teachertube.com>). This software can be applied in a sequence of classes in order to capture students' attention. A fairy tale can be brought as an audio recording, interpreted by a famous actor, as part of a knowledge appropriation class.

I consider that applying modern didactic means stimulates each individual and allows fitting into the new permanent education, but also adapting this at the rapid evolution of changes, in a world that offers unlimited possibilities.

In order to develop the cognitive horizon, the student has to pass through all forms of instruction: guided learning inside an organized institutional framework, in which teacher's presence is absolutely necessary, individual learning, independent, so later on the students can follow knowledge by themselves.

Capitalizing the generated potential by TIC usage in the complex act of teaching-learning-evaluation regarding Romanian language and literature, assures the responsibility of the student in relation to itself, with its own training and imposes the development of a relationship with visible effects on knowledge, both short term and long term.

I find efficient the approach, actualization and development of linguistic structures from a transdisciplinary perspective, because it implies a sedimentation of some scientific experiences of other teachers, either during the class, as a didactic unit, either inside a didactic sequence. I consider applying transdisciplinary tests as being opportune, even marking tests from the perspective of correctitude, expression, spelling and informational content.

Organizing efficient educational situations assumes adopting and conceiving a didactic strategy that implies carefully selecting the didactic material, the methods, the procedures and the bibliography. The didactic strategy conceived implies rapping to age particularities, to respecting didactic principles, but also a concrete learning situation used as a starting point for the teacher.

The current educational strategy aims towards making the teacher responsible in conceiving the didactic approach according with the academic curriculum in an optimal manner for his students, having the purpose of facilitating the reporting phase and accesing some defining elements of national and universal patrimony, conceiving creative papers in scholar and extra-scholar contexts, participating to cultural projects and events organized in formal and informal contexts.

In the instructive-educational process the analysis and operation of linguistic transformation is being followed, together with the flexibility of the concepts, aiming to guide the students in how they should learn and even more, what to do with the accumulated knowledge, permanently following the preparation and development of the individual in an European contexts.

The professor is assigned with the task of organizing a complex act of schooling that assures the accountability of the student in rapport with himself and with his own training and imposed the development of a relationship with visible effects both long term and short term over knowledge. The change comes once with the academic curriculum from Romanian language and literature class for gymnasium students. It considers documents such as: European Parliament Recommendation regarding key-competences; European Framework for studying foreign literature at secondary education (LIFT 2); European Portfolio of languages etc., the curriculum brings to foreground the three integrated components that the mentioned course: linguistic competence, interrelated, and the esthetic and cultural component.

Therefore, the curriculum is subordinated to the new educational paradigm and targets: adapting to the national sociocultural architecture in conjunction with the universal one; the transdisciplinary opening for touching educational ideas, reflected in the profile of the gymnasium graduate and not last, the correlation with the curriculum for Romania's

maternal language and literature classes. The teacher must help students to understand the necessity of knowing multiple languages and to integrate them in different cultures.

In current society, it has been promoted the use of at least one European language, and children has to keep up with social evolution. A first objective of intercultural education consists of instructing individuals towards understanding, accepting and respecting diversity. The importance of this side of education is of allowing a fast adaptation of individuals to different circumstances.

The modern teacher has to be in a partnership-like relation with his students, by negotiating the objectives of learning, the forms and methods of evaluation, as even himself is being subject to this transformation.

He has to adapt to new rules, to prove new competences, to adopt different strategies of methodology and relational behavior compared with the traditional school. We are all actors in the social life. We assume ore impose roles, forced by contexts. And the professor, as a consequence, will have to obey to new customs in order to match the consumerism society.

The professor has to take into account the elements characteristic to modern society, the fact that students live in a media supersaturated society, in which the products of media culture offers the base for conversation, the support of life and their fantasies. The visual and audio forms of media culture replace the written forms and they require a new type of media "literacy". The act of communication becomes efficient when favors an active engagement from the student, an engagement with all its intellectual and affective forces. Therefore, *receiving* overcomes the simple perception of some heard content. To produce active interlocutors, to determine the students to follow with interest and manifest an active attitude at classes, represents an indicator of pedagogic competences related to the teacher.

Additionally, the media culture has become a dominant force of socialization, images and disseminated celebrities replacing the traditional family, school and Church, proposing new identification models and producing resonant images in style, trend and behavior. *Learning* is not a mechanical process of accumulating knowledge, the same for everyone, but rather is a process determined by the significance that the student attributes to the information. The purpose of the teacher is to be a median between external standards, predetermined and student's needs, interests and wishes.

In organizing an educational system centered on the kid, the teacher becomes a co-participant of the student to the conducted activities. He accompanies and guides the kid on the road of knowledge. Using interactive methods of teaching-learning-evaluation in the didactic activity contributes to improving the quality of the instructive-educational process, having an active-participant character and a true active-formative value over the personality of the student.

In the modern school, the base dimension according to which the educational methods are being considered is their active character, meaning the measure in which they are capable of triggering the engagement of students in activity, practical or mental, to stimulate their motivation, cognitive and creative capacities. The interactive methods motivates the students, they offer a special affective charge. Through interactive group methods, children exercise their capacity to select, combine, learn new things that they will need in their academic and adult life.

As a condition of the new curriculum, the lecture of the curriculum and of the textbooks is not linearly mandatory. The curriculum has to be crossed by everyone, but the curriculum, just as the textbooks, fits a personal and adapted read. Over the content of the

curriculum, the teacher can intervene by regrouping them under the established themes. Over some units or elements of content from the textbook, the teacher can intervene in different manners – adaptation, replacement, omission, addition – or can use other support materials. The projection of evaluation activities is being conducted at the same time as the projection of the teaching-learning process and fully matching with it. Some useful questions are being imposed regarding the projection of evaluation tools: Which are the competences of the academic curriculum that the students have to acquire?; Which are the minimal, medium and superior competences that the students can achieve in order to prove that they have met these objectives?; Which is the specific of the student collective for which I project the evaluation?; When and with what purpose do I evaluate?; What type of evaluation should I chose?; With what tools can I conduct the evaluation? How will I proceed for each student to be evaluated through tests as various as possible, so the evaluation can be objective?; How will I use the data provided by the evaluation tools in order to eliminate the eventual blockages?; The evaluation should assure a highlight of the progress recorded by the student in rapport with himself on the road of meeting the objectives mentioned in the curriculum. It is important to be evaluated not only the quantity of information that the student has, but especially what he can do with what he knows.

A modern education, well outlined, allows initiative, spontaneity and creativity, but also routing, guiding, and teacher's role acquires new valencies, overcoming the traditional view in which the teacher was a mere information distributor.

CONCLUSION

Organizing the educational act has to be done in perfect correlation with the current educational policies and trends, and to include accordingly changes that target the Romanian Language and Literature curriculum from the gymnasium cycle, focusing on oral communication, communication construction elements and intercultural elements.

Currently it is being followed the interaction between three components: linguistic (which belongs to language sciences that ensures a correct, conscious and efficient use of the language), interrelational (which belongs to communication sciences that ensure the social insertion of the individual), estetic and cultural (which belongs to literature as the art of the word and it ensures the complex development of the human personality).

As a teacher of Romanian Language and Literature, I follow facilitating the reception of any type of message, the correctness and suppleness of expression, the rigor and linguistic elegance through which the gate of civilization can be opened, in order to facilitate the reporting and accessing of some defining elements of the national and universal heritage, the making of creative papers in scholar and extra-scholar contexts, the participation in projects and cultural events organized in formal and informal contexts.

In the instructive-educative conduct, I have as a general purpose the analysis and operation of linguistic transformations and concept elasticity in order to guide the students in their learning process and how to use what they have learned.

The organization of a complex instruction act has to be permanently followed in order to ensure the responsabilization of the student in relation with himself, with his own formation and that imposes the development of a relation with visible effects – long term and short term.

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PSYCHOANALYSIS AND EXPLORATION OF THE UNCONSCIOUS

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ABSTRACT

The psychic is not homogeneous, uniform, undifferentiated, linear, but it is present in various forms. It has a great functional and existential differentiation and uniformity. It manifests itself in the form of conscious psyche, subconscious and unconscious. The relationship between them, their harmony or conflict, determines the originality of human nature. The unconscious as a form of the psyche constitutes the most controversial level of organization of psychological life. It is stated that psychology stopped placing the notion of conscience in the center of its theoretical and practical preoccupations, making place for the unconscious. The unconscious is not only whatever became automatism, but also what I suppress. Freud explains suppression by a conflict between Superego (which represents the childhood interdictions which became interiorized) and Id, the natural pulsations which we were taught in childhood to blame. Freud urges us, through this, to regain the conscience of what is unconscious. The Superego is a necessary stage in the forming of moral conscience, but it should not be mistaken for the moral conscience itself. The genuine moral conscience does not reduce itself to the Superego. A psychological explanation of the origin of the Superego does not replace the foundation of the moral conscience. Psycho-analysis cannot account for values.

Keywords: *projective tests; psyche; psycho-analysis; the hypostasis of the psyche (Id, Ego, Superego); sublimation;*

INTRODUCTION

In common language, the conscious means moral consciousness or the capacity to judge our acts and intentions. Consciousness, in Kant's view, means „the practical reasoning showing man his duty” (Kant, 2007, p. 38). Duty is the necessity of an action out of respect for the law. Only a rational being may act by the simple representation of the law: yet, this rationality is what we call *moral*. Consciousness is not a judge but a witness. It is the intuition the spirit has about its perceptions and acts.

The famous *cogito* of Descartes, „I reason, therefore I am, is nothing more than the statement that I am, without any doubt, an ego, a conscious subject” (*Discourse on Method*, 1637; *Metaphysical Meditations*, 1641). Descartes proposed to doubt anything he sees and thinks: As far as I am concerned, I have proposed to improve all my appreciations and not to undervalue them, and I have thought I should commit a big mistake against reason if something already accepted would continue being accepted, even if it had tried to be true or I had tried to estimate it as such (Descartes, 1990, p. 126).

In the second rule of the provisional code, Descartes makes the distinction between intellectual reasoning and the sphere of practical life, where it is advisable to follow a dominant opinion: „my second maxim was to be as firm and steady as possible as far as my

actions were concerned and to invariably follow even the most doubtful opinions, once I decided to accept them, as if they were reliable opinions” (Descartes, 1990, p. 126). And observing that this truth *cogito ergo sum* was so steady and fast, that even the most extravagant assumptions of the sceptics could not undermine, *I considered to accept it unscrupulously as a main principle of the philosophy I was looking for*. For Descartes, as it can be seen, thinking is identical to conscience. For him, man has a double structure: he is soul, that is conscious thinking, and body, that is a part of stretch.

Alain (1868-1951) explains in his own philosophy the Cartesian ideas: „To know, he says, is to know that you know”. Otherwise put it, nobody can think without having the conscience that he thinks; what is unconscious does not have anything to do with thinking, it depends on the body. It would be a big mistake „to think that the unconscious is a kind of alter ego, a kind of evil angel, a diabolical adviser” (Alain, *Éléments de philosophie*, 1916) J. P Sartre goes along this Cartesian line, too. For him, the object of psychology is a being in a situation. But a being in a situation is a conscientious being. Sartre will ignore the unconscious in the strong sense of the word (in its place he will study the *mala fide*, but this one is a conscientious attitude). For Descartes, thinking, being essentially conscientious, the notion of unconscious thinking is a contradiction of terms.

Conscience can be defined as everything or nothing. It has sometimes been reduced to a simple psychical function, often called *vigilance*, and at other times, extended up to its loss into the generality of psychic life, by assimilation with reflexive and critical thinking, with the Ego and personality, with praxis and will ethics (Zlate, 2000, p. 243).

Conscience is already an action, a way to open to the world, to aim at the outside, otherwise put it, conscience is *intentionality*, as Husserl (1859-1938) characterized this vocation.

The same thing can be said about emotions, feelings. To love or to hate is a way to move towards another feeling. Therefore, the data of my conscience cannot make up an *inner life*, on the contrary, „any conscience is at the same time the conscience of something” (*Méditations cartésiennes*, 1947, p. 28), as Husserl put it. Conscience is *intentionality*, that is, it is always directed towards something outside myself. We could risk saying that Husserlian conscience is never *a state of conscience*, but it is always *the conscience of a state*. Nevertheless, we should add that not every intentionality, any way we project ourselves and direct ourselves to the world is conscious. We will show that clear conscience is only linked to a small number of our attitudes.

Actually, conscience carries out a function of selection. It serves the biological adaptation. It appears every time when some difficulty arises, every time when the automatism of habit is not enough to solve the problem we have. Paul Chauchard (1913-2003) observes rightfully the fact that losing conscience while sleeping appears as a reaction of unconcern and vice versa, conscience is a reaction of interest but not for everything, only for what can be useful for our body to which we pay attention. Conscience requires, therefore a double conditioning in order to appear: first, the presence of a vital problem which requires a reaction of adaptation, then, a certain difficulty which needs a choice. Conscience appears when the spontaneous activity meets with failure. The more dangerous the situation is, the more intense the conscious will be. Conscience bursts out of contradictions and attempts. It was even said and quite legitimately that „conscience is born out of bad conscience” (S. Freud, *Malaise dans la civilisation*, 1929, p. 35).

The idea that „any conscience means choice” was enlarged upon by Bergson (*L'énergie spirituelle*, 1919, p. 15). He showed that conscience is linked to the present, the

real, action. My present task asks for my conscience. I recall, for example, all the memories which are useful to me in order to carry out what I am doing at the moment. Other memories remain unconscious, because they are totally useless for my present activity.

However, conscience is not only selection. It is, as Pierre Janet (1859-1947) showed *synthesis*. The states of conscience are often pathological or purely states of fatigue when mental synthesis cannot operate. Jean Piaget described conscience as an *accompaniment* of actions, differentiating an act conscience „the previous knowledge of a conscience lot from reflexive conscience an equivalent for what he called 'conscience lot'” (*Introducere în psihologie*, Zlate, 2000, p. 248).

To achieve the main characteristics of the conscience, almost all the psychical processes interfere:

Re-production with science shows the importance of the cognitive processes; the aims express the subject's wishes and aspirations, so, they involve the affective, emotional plan; it's anticipatory, creative character emphasises the presence of creative imagination, its planned character, the presence of thinking. It is only the interaction and interdependence of these that generate the effect of conscience (Zlate, 2000, p. 248).

The reduction of conscience in nature is contradictory through the very existence of conscience, and, if it exists, it means that a supernatural voice calls us.

Moral conscience is oriented towards infinite movement. But, the source of this movement towards the infinite is recognized as inferior to us. Here lies the Christian essence of Kant's morals. What matters to morality (ethics) is the purity of the soul, the sincerity.

So, Kant's supreme moral/ethical law gets the following wording: „act in such a way as to use the humanity both in your person and in somebody else's person always at the same time, as purpose and not only means” (Flonta & Keul, 2000, p. 33).

1. FREUD'S PSYCHIC APPARATUS

It will be Freud, though, who will give a definition and a scientific foundation to the unconscious. Inspired and influenced by the ideas of the philosophers, psychologists and psycho - pathologists before him, Freud proposed such a conception about the unconscious, that, although it was not he who introduced the respective notion in psychology, his contribution will be considered of cardinal importance. Likewise suggestive is Paul Rincoeur's (1913-2005) remark about Freud's work, „a monument of our culture”. The main merits of Freud in the investigation of the unconscious are: the discovery of a dynamic conflicting and tense unconscious, correlated to the process of suppression; passing from interpreting the unconscious as nouns denoting mental suppressed deeds to interpreting them as adjectives, as a psychic quality, which means that it is not only memories that have the *quality* of being unconscious, but also the suppressed mechanisms or whatever starts from the Superego. Freud actually speaks about the existence of three types of the unconscious (the unconscious proper, the Id, a part of the Ego, and the superego, the first representing the suppressed unconscious, the other two, the unsuppressed unconscious. Freud considers the unconscious as being profound, abysmal, not only a *psychic* automatism, as it appeared with Janet.

2. THE DEFINITION OF THE UNCONSCIOUS

Freud (1856-1939) defined the unconscious in a restrictive and exclusivist manner, considering it only a reservoir of suppressed, restrained, frustrated tendencies. It is the unconscious that explains lapses, pseudoamnesia, failures, dreams.

Other authors define the unconscious in a negative manner, insisting more on its role in all of the psychic life. „According to these authors the unconscious appears as chaos, as irrational, as a whirl of blind pulsations without any kind of organization, with disorganising and inhibiting effects on psychic life, even linking with mental pathology” (Zlate, 2000, p. 267). Contemporary psychology defines the unconscious extensively and positively, as a „psychical formation which comprises hidden tendencies, emotional conflicts generated by the intimate resorts of personality” (Zlate, 2000, p. 270).

As alter ego, he denies the order imposed by conscience, although this does not mean disorder, but the fact that it brings another order, which is the order of its own subjectivity.

3. THE NATURE OF THE UNCONSCIOUS

The unconscious should be interpreted as being predominantly affective. This was justly observed by Jung, who considered that archetypes, condensed and collective images, though instinctive, are close both to sentiment and idea. If the unconscious also comprises elements of cognitive nature, a new question arises: Is the unconscious made up of images or words? „The interaction between image and word verbalization of images, deep visions, suppressed or abysmal, represents the essence of the unconscious” (Zlate, 2000, p. 269).

4. THE ROLES OF THE UNCONSCIOUS

Jung thought that the unconscious was even superior to the conscious, because it might contain all the wisdom conferred by the experience of thousands of years. The unconscious „creates sublime combinations which are greatly superior to the conscious combinations through their finesse and importance” (Zlate, 2000, p. 269).

Lately this opinion has begun to give way. The implication of the unconscious in processing information, problem solving and even creation acts has become an ordinary fact in contemporary psychology. One of the newest psychological trends, transpersonal psychology, gives the unconscious a place and role of first order. The unconscious is the central element of intuition and imagination. It has the following roles: energizing and stimulating the whole psychic life of the individual, facilitating the creation process, thus contributing to the achievement of some spontaneous combinations and recombinations; ensuring the unity of the ego, by being the main depositary of informational programs.

The main merits of Freud in investigating the unconscious are: the discovery of a dynamic, conflicting and tense unconscious, correlative to the process of suppressing; passing from interpreting the unconscious by means of nouns expressing suppressed mental acts to the use of adjectives, as a psychic quality, which means that not only memories have the quality of being unconscious, but also the suppressing mechanisms or whatever goes from Superego; the multiplications which eludes conscience. Freud takes into consideration 3 types of the unconscious: (The self or the unconscious proper; a part of the Ego; the Superego. The first represents the suppressed unconscious, the other two, the unsuppressed unconscious, considering the unconscious as being profound, abysmal, and not only a mere *psychical automatism*, as it appeared to Janet).

Likewise suggestive is Paul Ricoeur's work, who considered Freud's as being „a monument of our culture” (Ricoeur, 1965, p. 254). Sigmund Freud is the one who, without discovering the unconscious, proposes it as research object for psychology. He introduces the concept of *psychic apparatus*, conceives a dynamic vision of its components, assembles a technique of examining the unconscious, ultimately changing the finality of psychology itself.

Before 1920, *the psychical apparatus* was thought by Freud to have three levels: the unconscious, the preconscious and the conscious with the essential role going to the unconscious. The unconscious is a „spacious antecamera”, while the conscious represents a narrower „room behind it” (Zlate, 2000, p. 86).

Functionally, the unconscious contains pulsations which behave like live beings, while conscience is only a spectator, observing and allowing or not the satisfying of the unconscious’ pulsations. Its function goes along a negative line, not in the least positive. It has no role in the socializing or adapting of the individual to the environment solicitations; it only suppresses and sends back to the unconscious those pulsations which try to make an appearance. As the preconscious is concerned, this one - both topographically and functionally - is totally insignificant. It is a kind of transit station, where the tendencies of the unconscious and of conscience come and stop temporarily before going to the opposite structures of each of them.

The unconscious is the place of sexual instincts engraved in the biological somatic structure of the organism. It is then which *boil* and *seethe*, it is them whose only reason to exist is *to discharge* and consume, to diminish tension and to induce pleasure. Freud (1856-1939) considered that the unconscious works according to the *pleasure principle*, to which he conceded the statute of fundamental principle of life, while conscience acts according to *the reality principle*, which presupposes thinking, establishing an action plan, solving problems. As long as there is balance between these instances, man’s life is normal, natural. When there is unbalance, force changes, distortions, there appear new interaction models, which are usually of a pathological nature.

Once suppressed, they do not disappear, do not calm down, but act even more viciously against the individual, demanding satisfaction. Suppressed instincts seek their own ways of self satisfying, even against the *will* of conscience. Thus, they satisfy themselves under the guise of some strange behavioural acts, called by Freud failed acts (inexplicable lapses of proper names, foreign words, reading and writing of errors, blunders etc.), in the form of dream and in more serious cases, in the form of morbid, neurotic states.

Freud is equally interested in finding some methods to bring back balance, to make the psychical apparatus work normally again. This psychotherapeutic method was called *psychoanalysis* and means bringing back into the subject’s conscience the pathogenic elements to dissolve and eliminate the evil caused by the forming of the substituted symptoms.

After 1920, realizing a series of limits of the concept till then, Freud revises the postulates he started from. If, till then, stress was laid on the unconscious and on sexuality, in his work „Self and Ego” (1922) and especially in his last unfinished work „Abriss der Psychoanalyse” (1938), he looks to the superior segments of psychic life, which he analyses in more detail and variety. The psychic apparatus is divided into three structures, called: Self, Ego, Superego or Id, Ego, Superego.

Id is the equivalent to the unconscious from the old classification, the place of instincts, the first source of the psychic energy which has to be consumed, the fundament on which the subject’s personality is built.

Ego is a portion of Id which, under the influence of the outside world, of the environment, suffers a special development, changing from a mere receptacle and protector in relation to stimuli, into an intermediary between Id and the outer world, „a tree bark”, in Freud’s words (1980, p. 176).

Superego is a special structure which coagulates itself as a precipitate in the perimeter of the Ego, through which the paternal and maternal influence extends, and through it, the influence of the more general social environment (family, school, race, nation).

The child, through parents, receives social ideals, models. Out of these instances, Freud considers the second to be the most important, thus, the Ego fulfills three great categories of functions: some towards the outer reality (perceives reality, learns, memorises, changes the outer world to his advantage; some towards the Id (controls instincts, decides on satisfying, postponing or suppressing them, tends to obtain pleasure in accordance with *the reality principle*, because otherwise it would come into conflict with it, but even more than that, Ego has to expel Id, that is to free man from the constraints of the unconscious, a function pre-eminently positive, constructive, humanistic); and lastly, towards Superego (takes into account the moral background which this imposes, the values and traditional ideas of society, in the way they are handed down by parents).

5. ADLER'S INFERIORITY COMPLEX THEORY (1870-1937)

For Adler unconscious psychism is determined by the will for power and by the inferiority sentiment, these being compensatory mechanisms, either of some physical deficiencies or some real or presupposed inferiority of Id.

Man possesses an important tendency of superiority, and so his psychical development is due to his struggle which takes place at an unconscious level between a negative tendency and a positive one, the latter being directed towards compensation. Adler, however, makes the same mistake as Freud: he upholds his mechanism as absolute. In reality, both mechanisms may as well be useful for the psychical life of the individual. Adler insists less than Freud on sexuality and more on the affirmation need, the domination over what Nietzsche (1844-1900) called *will power*. The key of neurosis is not usually a sexual difficulty, but the inferiority feeling, especially physical. Neurotic symptoms usually compensate this inferiority.

Adler explains by means of the inferiority complex and compensation what Freud had interpreted starting from suppression. Even sexual behaviour, far from being a fundamental act, may be explained starting from compensation. In an Adlerian perspective, the famous *Don Juan* behaviour of lord Byron could be explained by the compensation need of his physical infirmity. Stendhal's characters illustrate quite well the inferiority complex theory. They fall in love only when the woman's refusal vexes their self esteem and makes them want to ascertain themselves. We could put it more simply that while Freud tended to explain the manifestations of an ambition by a certain sexual suppression, Adler psychanalyses love searching in its depth the compensation of a failed ambition.

6. DIFFERENCES OF CHARACTER - JUNG'S CONCEPTION (1825-1961)

Jung, influenced by Adler, enlarges the sphere of the unconscious considering the libido as the ensemble of dominant instincts, the power instinct included, on the one hand, and, on the other hand as being oriented towards two opposing directions: centripetally and centrifugally, towards the self and towards the world, according to the two orientations of personality-extroversion and introversion. Jung starts from the opposition between Freud and Adler. The two perspectives seem both legitimate, though they reveal different temperaments.

For Freud, what counts in the relationship between man and his fellow men is object. Freud „sees his subjects in a constant dependence on the important objects of life and in permanent rhythm with them” (Jung, 1952, p. 88). For example, the father and mother play an important role in each person’s childhood, later on other persons will take their place by the transfer mechanisms. What comes from the subject is only a blind thirst for pleasure... a vague pleasure which will not enrich itself with qualities unless there are specific objects. While with Freud the subject strangely remains insignificant, with Adler stress is laid on a subject who wants to ensure security and dominate the objects and things, whichever they may be. The Freudian explanation thus proves to be only true for ill people with a certain type of character, while the Adlerian one for the subject with another type of character.

Jung believes there are two different types of people, one of whom attaches himself more to the object than to himself, while the other more to himself than the object. The former is *the extrovert*, directed towards the exterior, seeking to adapt to the concrete situations and whose destiny actually depends on the *objects* he finds on his path. When such an individual is touched by neurosis he depends on the Freudian psychoanalysis. On the contrary, *the introvert*, reserved, meditative, hesitant, easily avoids things, always being somehow on the defensive. For this type, the Adlerian concepts apply better.

7. PSYCHOANALYSIS

Psycho-analysis is a method of psychological research meant to point out the unconscious preoccupations which we deny admitting to ourselves, otherwise said, which we suppress. „What we can do better for the subject is, in our role to analyse, to bring to a normal level the psychical processes of his Ego, to change what became unconscious, what was suppressed in the preconscious and thus take it into the Ego” (Renout, 2010, p. 110).

To take the dynamic unconscious to the Ego in order to ensure its command over the Id, this is the objective which drives the analyst, at least in Freud’s opinion.

The decisive part of the approach consists of „creating new issues out of old conflicts, so that the sick person should behave as he behaved during that time, but using this time all the psychical forces available in order to get to a different solution” (Freud, 1980, p. 366).

The subject is asked to say everything that crosses his mind, even if he considers the respective deeds unimportant for the problem under scrutiny, insignificant, commonplace, minor, stupid, inaccurate: to bring back to mind absolutely everything, not only the good, desirable, pleasant deeds but also *the dirty*, low, degrading ones. The tormented soul of the patient should be revealed, dissected, analysed without reservation, reticence or restraint, against any critical spirit, any moral precepts. The patient’s spontaneous ideas represent for the psycho-analyst „the ore from which he will extract the precious metal” (Freud, 1980, p. 391).

Transfer

Without his realizing it, his behaviour towards the analyst unconsciously reproduces his old attitudes. Such a change is called transfer. „The transfer comprises numerous typical phenomena which are individual, unique for each man” (*Helmut & Horst*, 1999, p. 96). When it comes to hostility feelings the transfer is called negative. However, transfer may have as an object amiable feelings, it may be positive.

The Role Of Conflicts

Freud imagines the psyche as a three-storeyed house. In the middle there is the conscious *Ego*, which suffers contradictory pressures. From downstairs comes the pressure

of the instincts which seek to pass on their exigencies. Freud calls them *Id*. From upstairs comes the pressure of the moral censorship which seeks to suppress the instincts. The ensemble of these moral interdictions is what Freud calls *Superego*. This *Superego* itself has an instinctive origin, which needs love and protection.

Oedipus Complex

The *Superego* is stronger in boys than in girls. The boy is jealous of his father. He would like to exclusively enjoy his mother's love. The father is a rival in his reaching this goal. Although he cannot suppress his father, the child identifies with him and interiorizes his words and interdictions. In this sense the *Superego* is the heir of the Oedipus complex. The *Superego* is a necessary stage in the formation of the moral conscience but it should not be mistaken for the moral conscience proper. The moral conscience of the adult man, the genuine moral conscience is not equal to the *Superego*. He who would not have moral conscience but his *Superego*, would be a childish being focused on childhood interdictions, unable to reach moral autonomy.

The Notion Of Significance

The Freudian psycho-analysis brings to psychology this essential idea that psychic phenomena, even those in which disorder seems to rule (dreams, the morbid symptoms of neurosis) which at first sight seem absurd, have a hidden finality. While Descartes could not find a „human significance proper but in the logical processes of thinking and he explained the passions and instincts by means of nervous mechanics laws” (Descartes, 1993, p. 57), Freud thinks that instincts, passions, dreams, the seemingly absurd symptoms of neurosis have a hidden and yet accessible significance.

The Role Of Childhood In The Forming Of Personality

„The child is man's father” is a statement that receives from psycho-analysis decisive proofs and typical illustrations. The childhood psychological traumas, the first relations parent-child are essential data which have to be discovered, revealed from the unconscious in order to understand the present reactions of the adult subject. In the psycho-analyst view, I am not but what my history made me, I am my past.

The psycho-analytical cure aims at freeing me from the burden of this past, helping me to get a clear conscience of it. Once cured, the subject is no longer its past, yet he has a past.

CONCLUSION

The psycho-analytical method ended up by imposing itself, renewing the conceptions of psychology. However, we would make a big mistake if we turned this excellent psychological method into a systematic philosophy, that is, if we pretended to explain all the manifestations of human culture by means of it.

Freud sometimes tried to explain all values using psycho-analysis. And so, the moral conscience could be mistaken for the *Superego*. This tendency to explain values through complexes made Freudians be considered materialists (August Comte had already said that materialism means “*the explanation of the superior through the inferior*”). Nevertheless, a psychological explanation of the origin of the *Superego* does not replace the research of the foundation of moral conscience. Psycho-analysis cannot account for values. It “*will not explain what is less human in a man*”.

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DIVERSITY, RELEVANCE AND ACTUALITY CONCERNING THE TEACHERS' TRAINING NEEDS

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ABSTRACT

In the context of our contemporary society and postmodern education, the teachers from the pre-primary, primary and secondary education are invited to assume new tasks and professional roles. The current socio-educational environment compels the teachers to make their students achieving high-level school results and trying to be socio-professional integrated in the labor market. On the other hand, the teachers must develop professional skills: methodological, conception and content planning, communication, relationship, motivation etc. More, in the last decades, it appeared a new profile of competence - the educator seen more as learning facilitator, mentor, motivational agent and less as information provider and evaluator. Nowadays the teacher has to be concerned about understanding the student's potential value, creating the proper educational climate for developing communication, relational and socio-affective skills among students, identifying effective ways for students' motivation, continuous self-development at personal and professional levels. The paper aims to identify the opinions of a sample of Romanian teachers concerning their professional development, recorded in several teachers' training programs. In this respect, a set of questions - focusing on the issues related to the continuous training needs experienced by the participant teachers - was designed, taking into account the perspective of diversity, relevance and actuality, having in view the specificities of the contemporary education.

Keywords: continuous training; postmodern education; professional skills; training needs;

INTRODUCTION

The contemporary world is constantly changing and rapidly transforming. We live in an era of competition, where the school system faces challenges and responsibilities generated by meeting ever-increasing performance and efficiency needs. It is increasingly obvious that the needs of the actual society make a growing pressure and call for accountability in order to improve the results of national and performance evaluations in the education sector, similar to the management of results in the private sector.

In this context, the teachers who are enrolled in pre-primary, primary and secondary education are forced to take into account new tasks and roles as postmodern approaches to pedagogy and pedagogical relations. The current educational environment implies the achievement of the best possible results in the preparation of the students in their classroom and their successful socio-professional integration, the development of conceptual, methodological, strategic competences, relationship connected to the contents, motivation and teaching strategies, class of students. Here, there can be mentioned: methodological

skills, content designing and planning, communication, relationship with students in the context of constructivist, postmodern approaches, competences that support efficiency and performance in professional work based on trust, motivation, determination, involvement and responsibility, both from teachers as well as from students parts, but also from other actors involved in the educational process.

More specifically, in the last decades, a *new language of education* is required, based on the teacher's fundamental role - facilitator of learning and teaching, of a process for creating learning opportunities, of schools as learning environments, of student as a learner, of adult as a lifelong learner. Those ones can become reality, especially through the most valuable resources in any type of organization, and especially in the school organization - the *human resource* (Enache, Brezoi, & Crişan, 2013). Systems of any kind, including education, are getting older. Teaching materials and tools wear out physically and morally. Only people, through the involvement of a sustained effort of transformation of attitude and mentality, have the chance to develop permanently, to grow and become more efficient and performant, under the motivation and desire to approach education in a modern pedagogical manner, so that they are preoccupied to understand the potential value of students, creating the climate of a productive team spirit, motivating the development of each student, and thereby contributing to the personal success, as well as to the productivity of the entire class of students (Tudorică, 2004).

1. THE ROMANIAN SCHOOL CONTEXT

The Romanian school needs transformations to imprint its route, in line with the new facets of the contemporary education. The transformation of the Romanian school as a system, the most important public project of Romania for the decade 2014-2024, strategically defines the closing of the chapter of modern history of our country started after 1945, and the authentic engagement to the way opened on the 1st of January 2007. This public project implies the process of adaptive change or the profound transformation of what education means today. In order to initiate it, the first necessary actions are related to the development of the *continuous training* processes. The duration of a process of adaptive change of education has a transformational impact of 4-8 years, and the time horizon in which this transformation process will make its effects felt in the different layers of the Romanian society covers 10-20 years, from the time of its initiation (Chivu, 2008). Therefore, time will prove that the adaptive change of education represents a profound exercise of community-based collective learning, based on involvement, trust, authenticity, integrity, competence and performance designed to generate irreversible gains - short, medium and long term, for all individual and institutional actors involved on making them happening. The condition for the education to be able to assume and fulfill its strategic role is to design its functional mechanisms to integrate internal processes with a high learning and transformation capacity that ensure the continuous and dynamic positioning of education as a key factor for the sustainable development of the society. The strategic role of education as a public system - the only sustainable generator of a highly competitive human resource of any society - is the fundamental premise on which the process of transformation of the educational system is being projected (Enache, 2015).

Considering the status of education as a strategic resource, as well as the necessity to transform the Romanian school, it is necessary to consolidate the dominant nature of the action in education - in first instance -, based on methodological, didactic and specialized components, and subsequently, doubled by actions centered on classroom management. It is necessary to seek and find solutions for the continuous improvement of students' adaptation

to social requirements, for schools to have good trainers able to guide efforts to improve the quality of education from the macro level to each teacher, who as educational manager, can make a significant contribution to transform the school into a place where authentic education for the profession and life is accomplished successfully (Enache, & Crişan, 2015). This answer to the requests mentioned in the Eurydice Report - *Key Data on Teachers and School Leaders in Europe* (2013, p. 60) -, stipulating that “most European education systems consider participation in Continuous Professional Development as a teacher’s professional duty or obligation”, and also, in some cases, “particular incentives are offered to encourage teachers to improve their skills and knowledge”.

In theory, the Romanian education reform is focused on the following dimensions: curriculum, school textbooks, teacher training, school management and leadership, occupational standards. Until now, even if sometimes inconsistent, the most visible changes generated by the Romanian education reform have occurred at the level of curriculum, evaluation and school textbooks. However, the current curriculum model is still anachronistic and inefficient. In addition, at a whole, there is a poor performance of the teaching staff, which can be seen in the results of the students’ national assessments, as well as in international test results. The current set of values promoted in the Romanian school is practically non-existent. Therefore, the priorities of the educational reform need to be further oriented towards real curricular decentralization, improving the school management and teaching staff, developing leadership and communication skills for the entire population of teaching staff (Enache, 2008).

2. ADAPTATION OF THE EDUCATIONAL PROCESS TO POSTMODERN SOCIETY

In the abovementioned context, it is necessary *to adapt the educational process to the postmodern society*, in which students are learnt about (Enache, & Crişan, 2015): encouraging educational pluralism, respect for diversity and family-school educational coherence; valorizing different point of views and diversifying learning paths and school paths - here, it is important to flexibilize the programs and educational offers; using active-participatory and group interactive methods to develop active learning in diverse social contexts; holistically treating and stimulating the personal development in accordance with his/her own individuality; respecting the individual peculiarities, interests, needs, individual working rhythm; tolerance towards cultural, religious, ethnic, social, gender etc. differences of all members of the educational community; valorizing as an agent of one’s own learning and human development, favoring the increase of autonomy, its repatriation for learning and development (learning through research, discovery, social learning, collaborative learning, experimental learning, natural learning, authentic living situations) and overcoming the strict boundaries between formal, non-formal and informal learning; stimulating learning pleasure and increasing intrinsic motivation for learning; adapting teaching and assessment methods to student-centered educational process (negotiation of rules, participation and joint decision, valorisation of these processes as general formative processes); activating the creativity, spontaneity and ability to find varied solutions, referring to authentic living situations (opening the school to real life and searching for learning situations in everyday life); innovation and diversification of evaluation strategies, greater use of alternative, unconventional modalities, with impact on the own development (portfolio, project, report, exhibition, etc.); emphasizing individual progress by analyzing the learning process (not necessarily the results); valuing self-control and self-evaluation as factors which can determine the interest for improvement and continuous learning.

Pedagogical and relational aspects are fundamental components of any field of activity, including education. Those areas focus on elements that should underpin an effective educational process: a judicious allocation of material and human resources, reasonable and efficient use of energies, transformation of the targeted student into a partner etc. From a psychosocial perspective, the school institution is an organization, which like any type of organization, requires management and leadership specialized at all levels - from the classroom to the institution as a whole. It is therefore necessary to develop the psychopedagogical and management skills of the teacher, as well as the assumption of the role of organizer and mediator of the learning experiences. School reality has shown that any teacher has faced problematic situations due to deficiencies in motivation, relationship, communication with students, parents, colleagues, school leadership. This fact calls for the optimization of the planning and organization of the instructive-educational process: school/teacher-student-family. Focusing on teacher training, precisely on psychopedagogical and didactic competencies, indirectly aims at developing functional competences essential for social motivation and success: communication, critical thinking, decision-making, development of capacity for active integration into different socio-cultural groups (Enache, & Crişan, 2013).

School - as the main agent of educational influence - needs, through the action of the teaching staff, to translate into reality any educational intentions, with great responsibility, in order to produce the desired effects: the formation of easily adaptable personalities in a world that is in constantly changing...

3. RESEARCH METHOD

In order to identify several opinions of the Romanian teachers related to the professional development in which they have to be involved, but mainly to identify their educational and training demands, a *needs analysis* research was developed, based on *quantitative and qualitative methods*. In this respect, 250 teachers from various schools, coming from 5 Romanian administrative units (Prahova, Dâmboviţa, Constanţa, Argeş and Bucharest - the capital of Romania) answered to a specific questionnaire, and expressed their point of views in dedicated focus groups having as topics the diversity, relevance and actual specificities of contemporary education. It was filled out by teachers from different levels of education: pre-primary (13%), primary (22%), lower secondary (45%), upper secondary (15%) and post-upper-secondary (5%). 53% from teachers coming from urban education units and 47% from rural ones (47%). The questionnaire was administered in a training program that has as aim to train and develop skills and necessary competencies for the teaching staff from pre-university education, in order to efficiently deploy the actions and activities for the achievement of the postmodern educational objectives, and improve the quality of the educational process and students' results.

In this respect, a "*questionnaire for the identification of the actual needs for teachers' continuous training and knowledge improvement of the educational staff*" was designed, and addressed to teachers from the nominated administrative units, during the last two school years. The questionnaire was used also for collecting the information provided by the professional development managers in schools, being complemented by those responsible for training, either by organizing focus groups with school teachers, or by individual discussions with teachers and those responsible with methodological issues. It was applied to 250 teachers from schools in rural and urban areas, having in general all specialties met in pre-university education.

Also, in the process of diagnosing the teachers' professional development needs, data provided from several sources of documentation was processed. Thus, there were taken into account the training needs identified in the "school internal environment", by the managers responsible for training, together with the heads of the educational institutions, as well as the needs identified by persons from the "school external environment", by specialized inspectors, especially noticed during school inspections, and more, by trainers (as they are members of teaching committees), who undertake psycho-pedagogical training courses, but also continuous training courses dedicated for teachers - collaborating in this respect with Counties Scholar Inspectorates and Counties Teacher Training Centers.

The results concluded from the questionnaires are summarized below, and led to the identification of the main educational and training needs at the pre-university education levels, mostly in the abovementioned counties, on the basis of which the purpose, specific objectives and contents of the several proposed training programs have to be formulated.

4. RESULTS AND DISCUSSION

The main target of the research was to analyze the teachers' motivation for participating in training programs, with the view to improve the quality of the educational act and students' school results. The teachers were asked to offer clear point of views and sincere answers. Referring to the extent to which the teachers consider that the continuous training contributes to the maintaining of the educational relations specific to the principles of postmodern education, 65% of the respondents consider that this is done to a large extent, 20% to an medium level, 13% to a small extent, and 2% are undecided (figure 1).

We find out that, at the perceptions level, the respondents are aware that the role of continuous professional training is a very important one (65%) in order to achieve a postmodern, constructivist education. However, the percentage of 13% of respondents - whose lifelong learning activities contribute to maintaining the educational relations specific to the postmodern paradigm - is important, and cannot be ignored. In our opinion, those respondents either do not give too much importance to the effective relationship with the students and do not promote a student-centered education, or they did not attend continuing education courses on such topic.

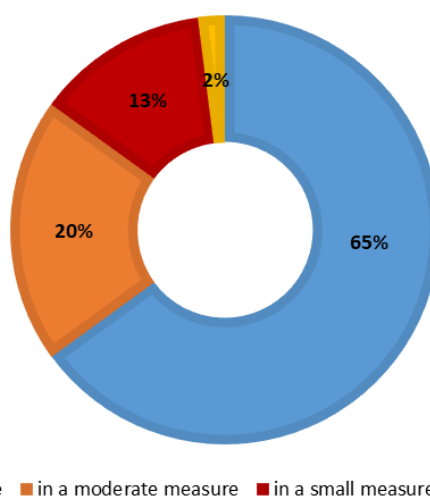


Figure no. 1. The extent to which the continuous professional training contributes to the maintaining of educational relations specific to the principles of postmodern education

The distribution of the topics/subjects that the respondents would like to retrieve in specific training programs is illustrated in figure 2.

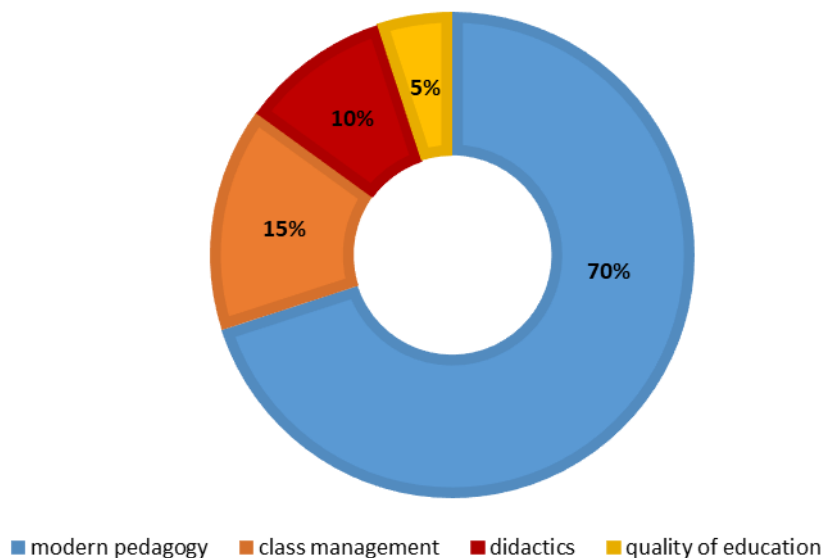


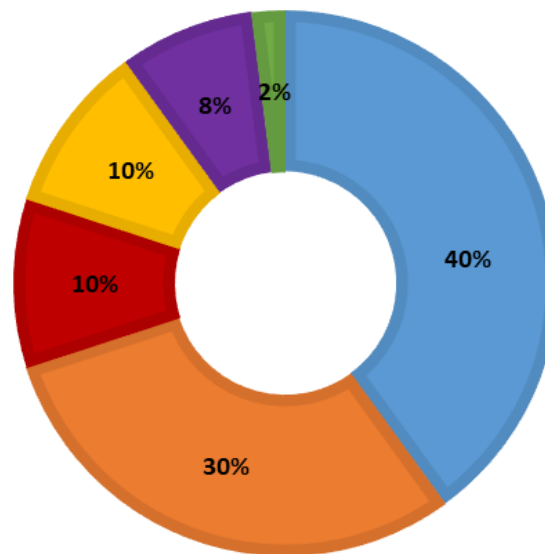
Figure no. 2. Distribution of topics that respondents would like to find in specific training programs

The postmodern pedagogy, with constructivist elements in teaching, learning and evaluation, as well as the aspects of the post-modern lesson, are perceived as a priority by 70% of the questioned teachers (as this result from the applied questionnaire, but also from the focus groups organized with teachers of different specialties). In the options offered by the respondents, this is followed by class management (15%), didactics (10%) and quality of education (5%). We appreciate that those answers represent a fairly image of the Romanian educational reality, regarding the needs of continuous training expressed by questioned teachers.

Another item invited the respondents to offer a hierarchy, on a 1 to 5 scale (1 - totally unimportant, 5 - very important) related to the level of importance for their professional activity, acquirements and skills/abilities. In this respect, the respondents place on the first place as important for their own professional activity the development of related knowledge concerning the pro-active teaching methods (40%), followed by the knowledge related to: innovation and change (30%), skills and motivation (10%), communication (10%), specialty methodological issues (8%) and didactic principles (2%).

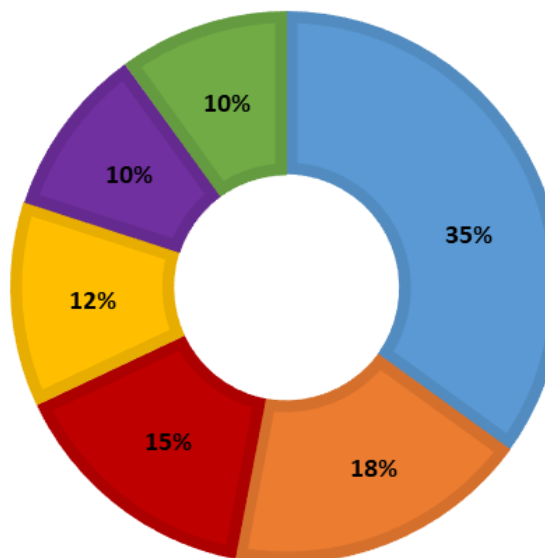
At the same time, referring to skills/abilities, the respondents consider that the most important one for their professional activities, are the teaching skills (35%), followed naturally by the skills required by their specialization (18%), to which are added a number of necessary competences specific to a postmodern teacher: ability to work in a team (15%), responsibility (12%), initiative spirit (10%) and creativity (10%).

Figures 3 and 4 illustrate the feedback offered for the items mentioned above, considered as very important.



- pro-active teaching methods
- knowledge related to innovation and change
- knowledge related to skills and motivation
- knowledge related to communication
- knowledge related to specialty methodological issues
- knowledge related to didactic principles

Figure no. 3. The importance offered by respondents to several thematic areas, taking into account the need for acquainting the knowledge in those areas



- teaching skills
- skills required by teacher's specialization
- working in a team
- responsibility
- initiative spirit
- creativity

Figure no. 4. The importance offered by respondents to several thematic areas, taking into account the necessary skills/abilities/competences

Asking the respondents to choose that part of a training program they consider to be most interesting (figure 5), 60% opted for didactic skills, which denotes the concern of the teachers to be updated with those new pedagogical / didactic ideas and practices designed to meet the needs of students and the demands of the contemporary society.

The fact that the choices regarding the curriculum, educational management or evaluation register much lower percentages did not mean that those ones represent the effect of minimizing their importance, according to the respondents. Those responses could be interpreted as the effect of a holistic educational approach in which topics such curriculum, management or assessment must be pragmatically addressed, starting from the actual requested didactic skills.

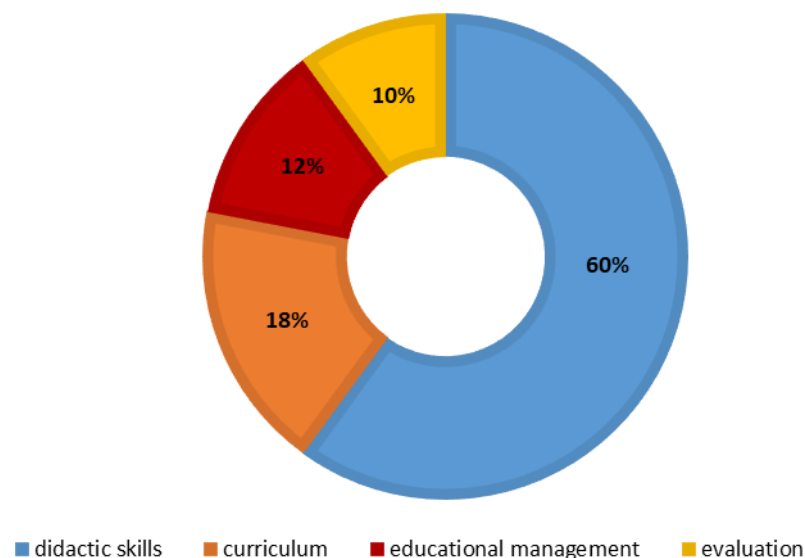
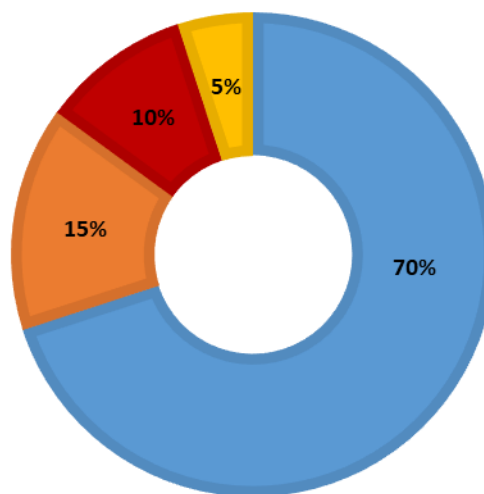


Figure no. 5. The components of a training program that have the highest degree of interest for the respondents

Regarding the optimal time for organizing continuous training courses dedicated to teachers (figure 6), most of the respondents want them to be carried out in week-ends (70%), because this is an interval that can be easily managed by the teachers.

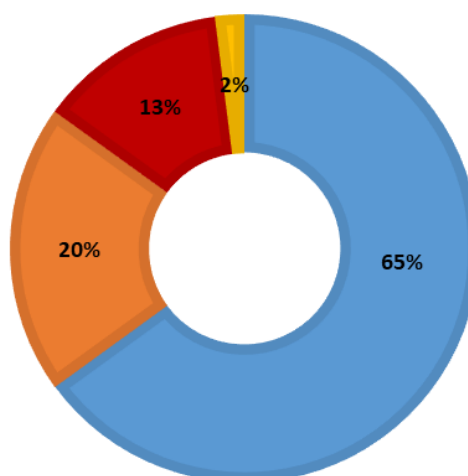
The alternative of organizing in the methodical days registered the lowest percentage, because in many school units, the methodical day is not respected and for different specializations it does not coincide. The holiday period was chosen by only 15% of the respondents, because it often overlaps with what the holidays are about. The alternative of organizing the continuous training activities during the school year gathered only 10% of the respondents' answers, taking into account the variable schedule of teachers / school units and the effect of the generated overload of teachers.



■ in week-ends ■ in holidays ■ during the school year ■ in the methodical days

Figure no. 6. The optimal time for organizing continuous professional training courses

The last item envisages the extent to which a continuous training program focused on the topic of *postmodern pedagogy* would respond to their professional training interests (figure 7). 65% of the respondents consider that a training program dedicated to *postmodern pedagogy* responds to their own professional training interests to a large extent, 20% to a medium level, 13% to a small extent and 2% are undecided. However, an important percentage - 13% -, consider that a training program on such topic respond to their professional training interests only to a small extent. This percentage can be situated, in our opinion, on the one hand, on the account of a conservative attitude of some teachers, but also on their overloading (in general), in their effort to be adapted to the multiple changes / reforms registered in the last decades, at the level of the Romanian school.



■ in a great measure ■ in a moderate measure ■ in a small measure ■ undecided

Figure no. 7. The extent to which a continuous training program focused on the topic of *postmodern pedagogy* would respond to the interests of the teachers' professional training interest

CONCLUSION

It is important to notice that most of the questioned teachers considered that they have training needs correlated to an emergent area - *new educational approaches from a postmodern perspective*. This fact demonstrates their conscious and responsible attitude regarding the current trends and the perspectives that mark the educational field. In this respect, taking also into account the focus-group discussions, several priority themes were identified related to teacher training: elements of postmodern pedagogy, constructivist didactics, teacher-student relationship building.

Noteworthy is the desire of teachers to create a set of materials with relevant curricular aspects, with postmodern emphasis and examples of good practice, taken from the context of Romanian pre-university education, that can be made available to all teachers, leaders of educational institutions, welcoming to support the educational practice. The whole analysis leads to the conclusion that such a continuous training program will have a significant impact on teachers, and by sure, this is possible to be implemented in all the Romanian counties. More, even such attempts are in an incipient phase, the dissemination of the knowledge is feasible, mostly using the networking features, the technology playing an important role in many cases. In fact, as demonstrated in several recent projects, teacher networks represent one of the best solutions for exchanging ideas and good practices. Knowledge can be promoted in certain conditions and circumstances, and it can be easily spread not just at national level, but also international, by extending dedicate teachers' networks (Gorghiu, & Gorghiu, 2016).

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SCHOOL FEAST BETWEEN TRADITIONALISM AND MODERNISM

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ABSTRACT

Most of the parents bring their children to school so that they can learn, but also for their well-being. There are many situations in which extracurricular activities, including celebrations, provide to the teacher the opportunity to give students and parents what they need: to feel valued, to be helped to expose themselves in favorable situations. This is facilitated through artistic activities among which the celebrations can be counted. If in the past the celebrations contained only rows of poems, songs, or folk dances ... today the concept of publicly displaying talent gained many connotations. The article reveals some of the traits specific to a school festival, as well as some of the teacher's efforts to achieve successful staging and to contribute to the well-being of children, parents, and the community.

Keywords: community; artistic exposure; modern; celebrations;

INTRODUCTION

Emerging from the school life, from its realities, in close connection with the moral and social education, the aesthetics and the imperative needs of the child, the school holiday is defined in balance with the instructional process; the latter may sometimes be too rigid or too overloaded with information. "In the records of the school I do not think that there is a better way of orienting the pupils, parents and teachers, on the life of different classes, than just the monthly celebration. This is considered, in fact, the heart of the whole pedagogy" (Carlgren & Klingeborn, 1994, p. 83).

People greatly appreciate everything that involves artistic expression in the school and in the extracurricular setting, the celebration being a way of information-communication, as a support for the further development of the free, creative individuality of the students. The celebration is thus at the confluence of traditional rigor and the freedoms assumed by modernism. This is not an "imported" news recently in the perimeter of the Romanian education in full reform, but it has been stipulated since 1944: "The school celebration, like any manifestation in the school, follows the education of children on an artistic and moral, but also national level, of course by other means than those applied to class hours" (Haneș, 1944, p. 17).

1. SCHOOL FEAST - THEORETICAL AND PRACTICAL REFERENCES

The celebration involves the promotion of expressive values: slogans, symbols, ceremonies, even reaching true "social rituals" (Iucu, 1999, p. 15). Thus, the celebration in Moromete's time was a good opportunity to gather the whole village.

What does an artistic act related to tradition mean? And when is that act performed in front of an audience? From ancient times, the creative power of the people was externalized in peasant improvisations that were not mere syntheses of other arts, but had - as their own act of manifestation - the dramatic play, closely linked to tradition. "Everything shows collective outbursts of the sense for the game, collective outbursts capable of crystallizing in

a tradition a culture of collective action of direct communication" (Beligan, Narti, Popovici, 1970, p. 160).

In the volume "Theater and youth", the authors list some of the manifestations of the folklore theater: the show of the plumber celebrating the exit of the first man to the plow, the spring (the Olt Country area), the custom of the wreath and the buzdugan, reflected in "La seceriș" by Tiberiu Brediceanu 1942 also "Vicleim" by Victor Ion Popa, "Mironosițele" and "Irozii" by Radu Stanca. All these traditional folk shows are very current, because the reflected symbols have perenniality and consistency.

What does a traditional holiday actually mean? A celebration can be traditional, first and foremost, through the thematic approach. Traditions can be from the school or geographic area, events can be celebrated in the country or worldwide.

Thus, a Harvest Holiday will certainly make use of the traditions in the area related to the richness of vegetables and fruits, of the specific customs of those places and, of course, will contain folk dances and songs. Also, the Christmas holiday, related to the birth of the Savior, will have a traditional character. The poems chosen by the teacher, the carols played by children are undoubtedly a tradition.

There are several types of celebrations, traditional by theme, organized during a school year, taking into account cultural, religious events that regulate the spiritual being of a people:

- October - the Feast of Harvest;
- November - The Feast of the Lamponas or, in the Romanian tradition, different customs manifested by the Day of Saint Andrew and the Feast of the winter Santa. The holiday of the lampposts is also present in the Romanian tradition, but in the form of the celebration of the fires of Pentecost: lanterns from the pumpkin that float on the waters, carrying with them the spirits of the dead;
- December - Christmas Day; The Game of Paradise; Herods;
- January - The Magi's Game; Traditions of Epiphany, the carol of Saint John, the holiday with historical character January 24 – The Great Union; Literary celebration of Mihai Eminescu or Vasile Alecsandri;
- February - Seating; Carnival with fairy-tale characters, fairy-tale animals, themed trades or mythological characters from legends;
- March - the feast of the martyr or the feast of March 8;
- April - Easter holiday;
- May - Climbing Game - outdoor party;
- June - The holiday of June 1; Celebration of the alphabet; The holiday "Goodbye to the primary classes"; Graduate Festival; Handing over the key to success; Pentecost Games, from Sânziene (Drăgaica), often organized by the Romanian Peasant Museum, to the delight of the entire auditorium in big cities, cities that are distanced from tradition, unfortunately.

A celebration can also be called traditional through the methodology approached in its development. There were periods in the life of the schools when the school holidays, "par excellence moments of social manifestation, held in front of a large audience, began with the anthem of the country, followed by a conference, then recitations, choir and finally national dances. A basic condition was that the celebration should not exceed two hours" (Haneș, 1944, p. 7). If the festive activity is carried out at the arrival of the visitors in a school and will contain recitations, the poems that will have a purely expository character will surely be said to be a traditional celebration - as a way of approach.

If we talk about the criteria according to which a typology of school holidays can be classified, we can consider the following:

- a. chronology of seasons;
- b. the education disciplines involved;
- c. the schooling levels to which it applies;
- d. ways of designing roles;
- e. the characteristics of the auditorium;
- f. costume and decoration manner;
- g. ways of expressing the recitation / monologue / dramatization content;
- h. the space of development.

Thus, a traditional celebration will address topics related to the traditions existing in that community, while a celebration with modern features will attempt to convey content rather than the issue of human existence - about envy and generosity, about selflessness and cowardice, about alienating soul values. and about the permanence of firm conceptions of life, aspects that are not intrinsically linked to the chronology of the seasons. In a traditional celebration there will be no shortage of poems and songs, while in a celebration of modern character, monologues or elements of interactivity may appear, in which viewers are invited to participate in the unfolding of the contents. Small competitions on topics of general culture can be mixed in the celebration, which leads to the emphasis of the inter- and transdisciplinary character.

In a traditional celebration, each child has a well-defined role, special costume, well-established replicas. In the modern-day celebration, the child-actor can be a one-man-show and can approach multiple roles, with the rapid change of costume, often having only the role of suggesting the change of character. Costumes and decorations can be fixed or mobile, but in recent years there have been different techniques for designing and displaying decorations. The decorations can be projected on a white wall, and by using the projector, the sewer is given a clear modern character, no need to move heavy decorations that can be filled with dust or can be damaged during transport. Everything can be done with a memory stick, which only requires electricity, a laptop and a suitable screen.

If 20 or 30 years ago the holidays started with a speech from the officials (teacher, principal, mayor, etc.), now the school holidays must begin with the moment of ice breaking. There must be a moment of attention, and the celebration, be it traditional or modern, must have its own interactive elements throughout it.

These ceremonies that are organized in schools, primarily in the form of celebrations, are based on playful behaviors crystallized in games of a dramatic character and which have deep roots in the past. And when we talk about playful elements, we talk about the role play, theatrical. The theatrical play is of utmost importance during the celebration. About the dramatization at the celebration, with the omnipresence of the educational and initiatory sense, it can be said "If the painting interacts with the eye, and the music addresses the ears, the theater assaults us like life: by the everywhere. It is a ubiquitous reality, encompassing and encompassing us" (Beligan, Narti, Popovici, 1970, p. 220).

In connection with the end of the celebration and with the general message, we can emphasize that a celebration can respect a typical fixed, even rigid, or can, through the transmitted message, bring novelty elements. For example, the Feast of Harvest must have a moral substrate, not Dionysian references, and crickets and ants can make peace at the end of the script, as an element of novelty and modernism.

A holiday can curb frivolity for the sake of being modern or it may contain many elements of common sense. It is recommended to avoid literary-musical montages with superficial messages or choreographic moments that can become frivolous for the sake of modernism. In some cases, it is tried, for the sake of pleasing an audience with questionable tastes, to celebrate celebrations that have no real training-educational valences and have nothing in common with the moral dimension of education. It is important to convey to the children, through school holidays, a decent, artistic attitude, regardless of where it takes place: on stage or outdoors.

If we try, in a short period of time, to make small literary-musical montages, combined with choreographic sequences and dramatizations of classical texts or even composed of teachers, these will become elements with a great educational - training potential. An educational purpose can be reached due to the implicit moral transmitted through music and verse and then we reinforce Alecu Popovici's words: "if we have met children who are less afraid of cold water with soap and toothpaste, children who love flowers and music, it means that the little aesthetic abc has been fulfilled "(Beligan, Narti, Popovici, 1970, p. 127).

I think we should give our children the chance to jump, to learn to squeak when they hear the chords of quality music. Therefore, it is necessary to strive to bring in the area of interest of the child classical music fragments or fragments from musical films, to discuss them, to teach them how to perceive them, so that later, the pupils will know how to discern and to choose quality songs instead of kitsch, present also in music.

It was interesting, for the students of the classes I coordinated, to discover what memories their auditions of the fragments proposed by Radio Romania Musical reactivated within an educational project entitled "Listen to 5 minutes of classical music a day".

Since 2014, "Let's listen classical music for 5 minutes" is also a national program in the Romanian schools, thanks to a partnership signed between Radio Romania and the Ministry of National Education. The project facilitates the approach of children to classical music in the simplest way, through the concrete listening of the materials provided by Radio Romania Musical, which include both a musical work and a story about that musical piece (<http://www.romania-muzical.ro/5-minute>).

Thus, the musical fragment "Saint Carnival of Saint Saens" reminded them of the swan from the Eminescu's poems, often interpreted by students throughout the school year. "Mihai Viteazul's entry into Alba Iulia", composed by Tiberiu Olah, led him to visit the History Museum in Târgoviște, where the children listened and even filled in the guide with information they had independently identified, consulting various sources on the net. The "bird of fire" helped them to create drawings in a variety of colors, in harmony. And George Gershwin's "I got Rhythm," lifted them from their seats with the unstoppable and specific desire of children to improvise a choreography. "A ball", by Hector Berlioz, shaped the image of the room where Cinderella danced with her prince, and Antonio Vivaldi inspired them to observe how the spring, the flowers on the branches of the trees in the orchard of the school delight their gaze and inspire, even more boring, the fresh air of their city, clean provincial! In April 2011, I participated with the students of the 4th grade, from the school where we were working then, at the first edition of the contest for students and teachers organized by the RRM and I won the first place and the right to be interviewed live. What an emulation among the children! Clearly, this marked them, understanding that modern is not just rap music, but modern is the approach of the teacher who proposes to the students old music, but of quality. "Music from all eras and all styles, topical information, live connections to the pulse of international musical life, hours dedicated to small and big music

lovers [...] this is Radio Romania Music [...] the sound space guaranteeing good taste, of artistic value”(http://www.romania-muzical.ro/info/despre-noi/1871).

This is how we were led to another interesting aspect for a successful celebration: to get closer to the performance of making it as modern as possible, while preserving elements of tradition, we approached the topic of learning an instrument. Many psychologists and educators have highlighted the formative valences of the instrument on the human psyche, especially during the development period of up to 7 or 9 years. Breath instruments that harmonize the breathing of children, helping to develop lungs, percussion instruments that especially help to develop the sense of rhythm and balance, or those with flaps that, by differentiated use of each finger, develop in both cerebral hemispheres qualities that neither we cannot perceive them. In his study "Music Education", author Wolfgang Wunsch stresses the importance of learning an instrument in schoolchildren, saying, paraphrasing Rudiger Liedtke: "Parents should insist that all children learn an instrument ... it can have a powerful echoing education and a powerful therapeutic effect. Music is a key event in every phase of child development”(Wunsch, 1999, p. 187).

Therefore, I considered it important for the students I coordinate to become friends - within the context of an optional discipline - with a blowing tool, simple to handle, easy to maintain - blockflotes. We sang in the classroom, we sang in the orchard of the school, among the birds, we climbed modestly on the scenes of the school holidays, interpreting simple chords of children's folklore, but also more elaborate chords of menu or Oda Bucuriei. This is how school and extracurricular activities converge towards a central event: the school celebration, as a way of displaying the artistic talent of the students.

CONCLUSION

Of all the extracurricular activities (visits, hiking, debates, trips, etc.), it is possible to appreciate that the celebration remains the most important, because, in this way, the exposure of the children is very high. The celebration swings between tradition and modernism and reflects our interiority, those we organize, it reflects mentalities, it tells truths, it launches talents, it preserves customs, it is a huge collective memory with many gigabits.

We consider that we are in perpetual search for the idea of an ideal holiday, be it modern or traditional. Through the hustle and bustle of everyday problems, creating a positive attitude and nurturing the inner optimism is achieved not only through psychotherapy sessions, but especially through music, recitation, theater. And if the celebration, like most extracurricular activities, supports us in educating beautiful, generous and balanced children, we can only be satisfied that, in pursuit of the ideal, we are on the right track.

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Book Review

EDUCATIONAL PSYCHOLOGY. THEORETICAL AND PRACTICAL LANDMARKS, (author) Elena Ancuța Santi. (PSIHOLOGIA EDUCAȚIEI. REPERE TEORETICE SI PRACTICE) University Publishing House, Bucharest, 2018, 317 pages,

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The book *Educational Psychology. Theoretical and Practical Landmarks* by Elena Ancuța Santi PhD is structured as a psychology manual intended for both students and specialists in social and human sciences. The book is an introduction to psychology and its secrets. It privileges the great psychological and educational paradigms and stands out for its applicative character. The theories and concepts presented in this book may represent the starting point in the educational practice of the teachers.

With regard to the plan of the book, the author presents in 9 chapters some theoretical and practical landmarks of the educational psychology. The first chapter is dedicated to the general aspects relating to defining educational psychology and its role in the system of educational sciences. The next two chapters focus on the mental development of the child and getting to know their personality. These chapters include a presentation of factors influencing development, on the one hand, and cognitive, moral and psychosocial theories of the mental human development, on the other hand. In other three chapters the author presents aspects which relate to learning, in general, and efficient and personalized learning, in particular. There are also references to the impact of the learning theories on teaching and the psychological characteristics which may generate differences in learning. Two other chapters address the diversity of pupils and the implications of the self-image, self-esteem and self-knowledge on learning and general development of students. The last chapter is dedicated to the teacher and their role in the didactical process.

The book is written in a clear, comprehensible scientific language and highlights the author's expertise in the field of psychology. The list of documents and bibliographical sources used by the author to write this manual is substantial and increases the reader's confidence in the validity of the scientific content of the book. Moreover, it is extremely easy for the reader to verify the information in which they are interested, as the sources to which the author refers are mentioned in an appropriate manner. The scientific articles included in the bibliography, the books or the websites to which the author Elena Ancuța Santi refers emphasize a large variety of the bibliography both in terms of scientific publications and their actuality.

We will continue by reviewing below the themes discussed in each chapter of the book *Educational Psychology. Theoretical and Practical Landmarks*.

Introduction to Educational Psychology is the first chapter of the book in which Elena Ancuța Santi offers an overview of the system of educational sciences, the place of the educational psychology within this system, alongside other disciplines such as school psychology, pedagogical psychology, school and vocational psychology etc. Educational

psychology is defined by presenting some themes and concepts specific to educational situations. The theoretical and practical importance of Educational Psychology in preparing teachers for this career is also presented in line with the objectives of this discipline.

In chapter 2 *Psychogenetic and Psychodynamic Landmarks of Students' Development*, the author forays into the development of the human being from a biological, psychological, social, emotional and spiritual perspective, and indicates the role of the psychogenetic landmarks in identifying the child's normal mental development. The stadial nature, pictured as a psycho-behavioural image specific to a certain stage in the child's development, is presented from the perspective of the cognitive development (Piaget), psycho-social development (Erikson), and psycho-moral development (Kohlberg), and the author also highlighting the educational implications of such psychological theories.

In chapter 3, *Getting to Know the Student's Personality*, the author defines both the concept of personality, as integrating mental structure, and its main components which render each person different and unique. Getting to know the student's personality has a double stake: the teacher should have the basic knowledge required to understand different types of personality and learning profiles, knowledge which will enable them to adapt their pedagogy to the pupils with whom they work; as for the student, self-knowledge is a process bringing about benefits for identifying how they may get better at learning and, in particular, for identifying the aspects pertaining to the instructional act so as to improve them. To this effect, Elena Ancuța Santi defines, describes and analyses in relation to the educational process the structuring elements of one's personality such as temperament, character, aptitudes. Special attention is attached to intelligence, as general ability, as well as to creativity.

There are 3 chapters dedicated to learning and to mental and regulating mechanisms involved in learning: *School Learning* (chapter 4), *Energizing Mental Mechanisms of School Learning: Motivation and Emotionality* (chapter 5), and *Regulating Mechanisms of Learning* (chapter 8). Given that most behaviours are either acquired or influenced by learning, one of the themes favoured in the educational psychology is learning. When introducing this theme, the author uses a gradual presentation of the issues relating to learning: after providing explanations on their defining concepts, the author enumerates the main learning theories (behaviourist, cognitive, theories of social learning such as organizing theories) and then she covers the issues of metacognition. Elena Ancuța Santi defines the concepts of the learning psychology (in education), the basic principles in the learning process and the various learning types and styles.

The study of the fundamental learning combines notions of memory, motivation, knowledge, skills, strategies, contexts, differences and differentiations. The author dedicates the entire chapter 5 to motivation and emotionality and makes a statement from the very beginning on the importance of identifying the factors which may motivate students and facilitate their adjustment in school. The presentation of the theoretical aspects concerning motivation and emotionality is closely related to the purpose of their application in the instructional context with a view to optimising the didactic endeavour. Therefore, we see that the author lays emphasis on the role of the teacher toward increasing motivation for learning. The emotional state of the students is another factor which may influence the quality of students' participation to the teaching-learning process. The fear of school, the frustrations following the student's hypertrophied self-appreciation or the emotional stress emerged in a special school-related situation are only some of the aspects presented by Elena Ancuța Santi in order to pinpoint the involvement of the affective processes in learning.

Self-regulated learning continues to be a challenge in ensuring the students' success in school, a challenge which teachers may not escape. Knowing the main aspects regulating the school learning activity and their exploitation in the educational context is the main objective underlying the presentation of attention, will and language in chapter 8.

In students' view, the issues regarding learning implicitly lead to the study of differences and diversity. This is the reason why Elena Ancuța Santi presents certain learning situations and the strategies recommended to students using certain learning styles so as to facilitate coping with such situations in a better way. Chapter 6 focuses on *Diversity of Students* and provides at the end a presentation of the gifted children and their educational needs, without neglecting however the learning difficulties and the strategies recommended to students having such difficulties in order to be successful in school.

In chapter 7 the author remains loyal to the same perspectives of approaching students' learning. This time she lays emphasis on getting to know the student's personality and on optimising their personal development, as well as on the potential implications of self-image and self-knowledge, in general, on learning and general development of students.

The teacher-student relationship as stimulative educational factor is tackled in the last chapter of the book, entitled *Teacher's Personality*, where the author focuses on understanding the fundamental role of the teacher in the didactic process and in shaping the students' personality. The author speaks of redefining the role of the teaching staff, referring to the teacher's attitude to their students, to the teaching-learning act and even to themselves, in order to face up to the present challenges of the education.

In the Romanian scientific literature the books on educational psychology try to support and contribute to the development of this new field. There are numerous authors who feel the need to publish some papers; most of them focus on concepts and theories of reference in the educational psychology, on the one hand, and on application of such theories in the educational practice, on the other hand. The effort made by each author who has made significant contributions to the field of educational psychology is worthy of appreciation. A bibliographic research of the Romanian publications marketed over the last 20 years has helped me to become aware of the effort made by specialists in the field of psychology and educational sciences to publish over 30 books on educational psychology. By way of example, I have chosen a publication for each year, i.e.: Radu (2000); Jurcău (2001); Jude (2002); Cristea (2003); Crețu (2004); Sălăvăștru (2004); Dumitru & Ungureanu (2005); Albu & Petrescu (2006); Radu, Ionescu & Vasile (2007); Stănculescu (2008); Cozărescu & Ștefan (2008); Crahay & Chiriacescu (2009); Neacșu (2010); Anghel (2011); Paloș (2012); Cojocaru (2013); Cace (2014); Porumb, Negreanu & Crăciun (2015); Popescu-Mitroi (2015); Pânișoară, Sălăvăștru & Mitrofan (2016); Stănilă Anghel (2017); Neacșu (2018); Glăveanu & Chiracu (2018); Enea (2019).

The professors of all universities around the country have elaborated courses on educational psychology. Nevertheless, the results of their work have not been very visible. A possible explanation would be that the activity of the educational psychologists lacks the support of the Ministry of Education. The number of psychologists working in the educational field is insufficient in relation to the educational needs. Every year there are more and more learning and education-related challenges to face up to. They start in kindergartens and continue all the way through college. The intervention programmes concerning improvement of school performances, reduction of school absenteeism, reduction of aggression in schools, and the programmes oriented on students' personal development are only some of the interventional programmes which should be implemented in schools for

the common good of learning and education (Enea, 2019). There is a very high need of educational psychologists and every book mentioned above tries to make a contribution to this sensitive domain.

The book *Educational Psychology. Theoretical and Practical Landmarks* is meant to provide the basic notions that the students need in order to acquire the skills required to successfully manage learning. It is also a useful instrument for the teachers who seek to form or develop their skills required to adapt their teaching to the needs and characteristics of their students.

In conclusion, what characterises the book *Educational Psychology. Theoretical and Practical Landmarks* is beyond any doubt its pedagogical value, as it reflects the scientific maturity of the author, Elena Ancuța Santi PhD, who takes pride in a good career as university professor and a promising educational path in the field of psychology and theology.

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