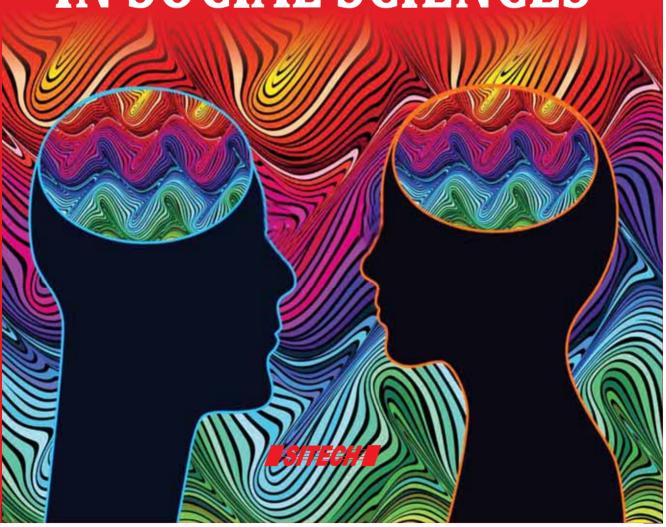XENIA NEGREA ALEXANDRU-CONSTANTIN STRUNGĂ
ȘTEFAN VLĂDUȚESCU

CREATIVITY AND LANGUAGE IN SOCIAL SCIENCES

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Corectura aparține editorilor.

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'LEGITIMATE THINKING': USING METAPHORS AND FUZZY CONCEPTS TO RADICALISE THE AUDIENCE

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As has been posited by Schneider (2016: 87) and various other scholar's metaphors "play a key role in the construction of social and political reality". Lakoff and Johnson (2003: 236), for example, believe that, "Like other metaphors, political and economic metaphors can hide aspects of reality. But in the area of politics and economics, metaphors matter more because they constrain our lives". In politics, when used skilfully, metaphorical language in particular may fulfil a persuasive function (Semino 2008: 85). However, persuasion is only likely to be successful when the ground is fertile, that is when the audience is ready to be persuaded. Much may be achieved in this domain by appealing to people's vague sense of values. What is somewhat surprising is that when invoking equivocal terms and employing fuzzy concepts, both politicians and journalists seem to be able to tap into people's conceptual systems and gain their attention in almost inexplicable ways. It appears that in multicultural countries, where values are diverse since different systems function side by side, politicians still refer to religious and patriotic values as if they were shared by the whole populations of these countries. Ultimately, through the process of legitimisation and delegitimisation, those in authority, whether moral or political, further their views and agendas by assuring their audiences that they know what is best for them.

In this paper, I intend to discuss certain linguistic strategies employed in the process of radicalisation. I question the very term radicalisation, which has come to be associated with fundamentalist Muslim groups, but which, in my view, should not be confined to this usage. In addition, I concur with Julian Baginni (*The Guardian*, July 13, 2014), who argued that "radicalisation is not brainwashing". Finally, an attempt will be made to demonstrate that western politicians and the press are guilty of the radicalisation of people who harbour nationalistic views, if, that is, one accepts the popular definition of radicalisation.

Key words: metaphor and metonymy, persuasion, fuzzy concepts, legitimisation, radicalisation.

1. Language, politics and emotional contexts

Although language is a rudimentary means for everyday communication, a variety of daily activities, particularly those which are audience-free, do not require the use of language for a person to be able to perform a particular set of tasks. Also, emotions, to a degree, may be independent of language. A particular emotional state can be brought about by a situation, scene, event or a combination of factors of a non-verbal nature. This, however, is not generally the case with politics, whose ties with language are rather stronger. Though ideology may, at least in part, be conveyed and reinforced by particular images, political manifestos, treatises, programmes, narratives and debates obviously require language. This has been summarised by McDonald (2004: 305) who states:

> Cultural activities, with a few exceptions, are non-linguistic. Building a house, painting a portrait, farming, scientific experimentation, military manoeuvres, health examinations, games and so on are examples of the many activities of a society or culture that do not involve language. […] Further, there are activities of a society that are distinctly linguistic, for example journalism, political oratory and the like.

Similarly, with regard to language and politics, Chilton and Schäffner (2002: 3) note: "[W]hat is clear is that political activity does not exist without the use of language. It is true that other behaviours are involved: for instance, physical coercion. But the doing of politics is predominantly constituted in language". While physical coercion may still be used in certain countries, verbal manipulation of a coercive kind is far from unknown in the western world, particularly when such emotions as fear and anguish are verbalised in the discourse. Indeed, as far as the combined effects on an audience are concerned, there can be little doubt that language, emotions and politics form a powerful trio. Castells (2013: 146) observes that: "Political cognition is emotionally shaped". Furthermore, once political language employs metaphor, the effects on its recipients are likely to be heightened since "metaphor is a particularly important

linguistic and conceptual tool for the achievement of persuasion" (Semino 2008: 85).

Although it might appear that particular news is published or broadcast with a view to generating interest in the audience, the function of the news goes far beyond its dissemination. Being a commodity, a news story is likely to fulfil an additional role. At the fingertips of sensationalistic newscasters, or at least newscasters of a particular political leaning, the news is transformed into a view-formation vehicle (van Dijk 1987: 41). It seems that particular social and political contexts as well as the general milieu become contributory factors in this process. Thus an item of news or a story is not wholly about itself; rather, it becomes a channel for persuasion.

Politics is one of the sensitive areas which can arouse, and thus frequently relies on, strong emotions. For example, in the case of campaigns and other political activities, evocative language can be compared to a subtle musical instrument capable of playing tunes which may captivate an audience. Not surprisingly, political actors and journalists have mastered the ability precisely to resonate the right tones to reach and affect the conceptual domains of their recipients. For example, metaphors are frequently employed in inaugural presidential speeches because they strengthen the invoked images since they appeal directly to the subconscious mind. Wilson (1990: 127) considers the use of metaphorical language by George Bush, who in his inaugural address of 1989 employed metaphors of change and rebirth: *a world refreshed with freedom, ideas blown away like leaves*, and *new ground to be broken*. These particular metaphors are framed in the cultural concept of beginning/start/commencement, which is intricately connected with people's experience of *newness*, and they are representative of both expectation and hope. The new is mapped onto the hope people invest in something that is about to start. The way people perceive change may be explained by the following chain of reasoning: the new offers change → change offers something new → the new offers possibility and thus hope → hope is synonymous with the expectation of good things to come. People rejoice and celebrate such moments as births, birthdays, New Year's Eve, new jobs, weddings, and many other 'new' moments. Such moments are embedded in culture; they are symbolic and thus create a powerful effect on the audience.

On the political scene, a recently elected president also represents new hope for a nation. During political campaigns or moments of significance to the nation, politicians often shower their audience with mellifluous phrases which embellish their narratives and render people more receptive to their messages,

particularly the subliminal ones. The news is a sellable commodity tailored to audiences by the forces involved in its shaping. Nimmo (1978, in Jabłoński 2006: 70) would appear to agree with this stating that the news is 'the joint creation' of the agents involved in its formation – the final product being the result of a compromise between politicians, news agencies, reporters and journalists.

In order for politically charged news items to *get home*, they tend follow certain principles. P. J. Crawley, writing in *The Guardian*, points out that, "A successful narrative can shape public opinion and drive at least perceptions of winners and losers. But to be truly effective, words and actions must be consistent."[1] So the images which the purveyors of a particular narrative conjure up in people's minds must be consistent with the actions taken by politicians to sustain them. The political actors who want to successfully transmit particular messages are liable to assessment and scrutiny by their audience. In his book on the *Art of Political Manipulation* Karwat (1998) suggests that to become an influential individual a political actor undergoes a process of so-called social 'accreditation'. Once a particular political player achieves a positive evaluation, then his or her audience will quite willingly accept his or her views. However, before such a person is 'anointed' or found 'creditable' (Karwat 1998: 7, 62-84) many somewhat subjective criteria must be met. Unfortunately, the 'attractiveness' of political actors is often deceptive because they tend to employ strategies of 'seduction' and – not infrequently – make false promises (Karwat 1998: 84-93).

Looking at the UK's decision to withdraw from the EU, at least to a section of the voters Brexit must have seemed a cause for hope and thus was perceived as highly desirable. Prominent pro-Brexit campaigners tantalised their audiences with the prospect of financial gain in the form of a £350m-a-week 'spending bonanza for the NHS'.[2] However, as became apparent such claims had no basis in fact:

> But despite the NHS pledge having been *at the heart of their message* in the run-up to the 23 June vote, and displayed on the official Vote Leave *battlebus*, the Change Britain website made no mention of the NHS in its manifesto about how to make a success of Brexit.

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[1]   https://www.theguardian.com/commentisfree/cifamerica/2011/may/06/osama-bin-laden-obama-administration (accessed: July 6, 2011)

[2] Toby Helm: https://www.theguardian.com/politics/2016/sep/10/brexit-camp-abandons-350-million-pound-nhs-pledge (accessed: September 20, 2016)

Instead, Change Britain said on its "Brexit Means Brexit" page that any savings made as a result of no longer having to pay into the EU budget (assuming the UK leaves the single market) should be spent on guaranteeing "continued funding for farming, science, universities and poorer regions of the UK". The website was taken down, although cached versions of its pages were still accessible through search engines.[3]

In addition to the reassertion of British sovereignty, popularly expressed in terms of regaining control of the nation, other pledges included: fewer immigrants and lower energy bills. Some of the promises seemed to have tapped directly into people's prejudices, which had been developing over a period of time in which several EU crises had occurred. It thus seems reasonable to suggest that 'the Leave the EU' messages delivered at the time of the continuing EU refugee problem, had a strong hint of nationalistic, if not xenophobic, propaganda. What, however, seems particularly disturbing is the fact the political actors who blatantly ignored the NHS Brexit promise they made, still have much support.

2. If the news is 'bad'

Daily news perpetually warns people about palpable dangers, while emotive phraseology conjures up vivid, almost tangible, images of pending economic disaster, elusive mass murderers or terrors to come. Fear, being innate, needs little conditioning and those who control the discourse of fear can facilitate it to influence their audience. (Dixon 2015a)

It would not be unreasonable to think that people prefer good rather than bad news; after all, positive stories have a more motivating and uplifting appeal. Even if it were not common practice, in medieval times the bearer of *ill news* would occasionally lose his life. In contemporary times, however, to the possible delight of certain audiences, the news tends to focus on traumatic events or sensational

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[3] Toby Helm: https://www.theguardian.com/politics/2016/sep/10/brexit-camp-abandons-350-million-pound-nhs-pledge (italics added for emphasis) (accessed: September 20, 2016)

items, such as tense political issues, economic recession, viruses/epidemics, rare diseases, disasters, tragedies and various cataclysms or calamities. A popular anecdote claims that a radio station dedicated to broadcasting only good news apparently went out of business very quickly.

According to Galtung and Ruge (1965: 69) people see the news as being predominantly negative: "When we claim that negative news will be preferred to positive news, we are saying nothing more sophisticated than what most people seem to refer to when they say that 'there is so little to be happy about in the news', etc.". Galtung and Ruge (1965: 69-70) propose four key reasons why negative news is more broadcastable:

- Negative news enters the news channel more easily because it satisfies the *frequency* criterion better.
- Negative news will more easily be *consensual* and *unambiguous* in the sense that there will be agreement about the interpretation of the event as negative.
- Negative news is said to be more *consonant* with at least some dominant pre-images of our time.
- Negative news is more *unexpected* than positive news, both in the sense that the events referred to are more rare, and in the sense that they are less predictable.

The first three reasons remain valid today. However, Galtung and Ruge's fourth reason that negative news is 'unexpected' (1965: 70) bears little relation to modern reality. Nowadays, when a vast amount of information is decidedly negative, it is *positive* news that would be found *unexpected,* and thus it would not attract much journalistic attention. This would also be in agreement with the principal idea of sensationalistic journalism: *Good news is no news, no news is bad news, bad news is good news* (Aleksandrowicz 2010: 17). A simple truth begins to emerge: sensationalistic journalism is not only desired by the media, it is also demanded by the audience as Glassner (2009: xii) remarks: "Atypical tragedies grab our attention while widespread problems go unaddressed". Whether the audience has come to enjoy this type of news of its own volition or whether it has been duped and trained to do so, continues to be researched.

3. Metaphor, legitimisation and persuasive vagueness

Powerful players in the political arena have the advantage of being able to legitimise their own activities and delegitimise the activities of others, among whom there will be those who oppose them, threaten them/their community or simply espouse a different set of ideas. The basic principle at work is: those who represent power and authority are rarely challenged. This rule may be well illustrated by American presidents who, particularly when at war, seem to enjoy total immunity from domestic criticism. Not surprisingly, then, the USA's numerous enemies make its administration eager to launch pre-emptive strikes and deploy military forces under the banner of global security or democracy (Furedi 2006, Furedi 2007, Eco 2007, Chomsky 2007, Glassner 2009, Dixon pending). In recent decades the United States, has been permanently at war. In the 1980s, Reagan's administration proclaimed the need to wage *war on terrorism*. After 9/11, *terrorism* gave way to the more elusive *terror,* resulting in the *war on terror*. Currently, the same war, also known as Bush's war on terror, or the Global war on terror, is now frequently referred to as the *war against Islamic State*. Regardless of its name, the struggle against global terrorism is now fought with '*no front'*; it is the kind of war that Eco terms a *neowar* (2007: 11) – a struggle that is maintained rather than brought to a conclusion. This type of war appears to demand somewhat different tactics – the ethnic origin of the enemy has to be established and then the geographical region which harbours supposedly evil terrorists has to be identified. Thus the United States provides itself with a tangible territory to invade, while many American military operations are legitimised, as is noted by Chilton who calls this strategy "a *post facto* legitimisation of the action" (2004: 157). One particular case of military involvement – the American raid on Abbotabad in May of 2011 – resulted in worldwide criticism, including outrage even from some American commentators. However, this criticism elicited a rather abrupt response from Obama, who, with regard to bin Laden's elimination, said:

> Anyone who questions whether the terrorist mastermind didn't deserve his fate "needs to have their head examined"[4]

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[4] (Ed Pilkington, Declan Walsh, Saeed Shah, http://www.theguardian.com/world/2011/may/09/obama-longest-40-minutes-life-bin-laden-raid) (accessed: May 11, 2011)

Two conceptual metaphors seem to emerge from Obama's statement: PEOPLE WHO DO NOT SUPPORT ME/US (THE GOVERNMENT) ARE MAD as well as THOSE WHO ARE NOT WITH ME (THIS COUNTRY) ARE AGAINST ME (THIS COUNTRY). This kind of emotive response demonstrates several basic truths which correspond to various schemas related to power and influence:

(a) people in power seem immune to criticism
(b) power gives an advantage to those wielding it, as is schematised by the CONTROL IS UP (Lakoff and Johnson 2003: 17) and POWER IS UP metaphors
(c) people in power arrogate to themselves the right to issue value judgements which may discredit those who oppose them
(d) people in power tend to steer public opinion in directions that suit them
(e) people in power have obedient and deferential followers who defend their interests (Dixon 2015a).

Obama's statement is characterised by hyperbole, which, linguistically, is an "exaggeration used for some sort of special expressive (emotional, judgmental …) effect" (Barnden 2013). The emotive metaphor the PEOPLE WHO DO NOT SUPPORT ME/US (THE GOVERNMENT) ARE MAD is both ironic and defamatory. It precisely differentiates those who are true and honest Americans from those who doubt the morality of the act of eliminating a dangerous enemy. This kind of verbal manipulation is common, and has recently been employed by the Polish ultra-right Law and Order party (PiS). Having received an overall majority at the general election of October 2015, PiS rapidly introduced a series of controversial laws. After a number of protest marches (which PiS later outlawed) in May 2016, leaders of the party divided Polish citizens into two categories: 'the good and the bad sort', the bad sort being those in opposition to the government, who did not vote it in and who openly voice their dissent towards the its policies. The metaphorical concept of the THOSE WHO ARE NOT WITH US (THIS COUNTRY) ARE AGAINST US (THIS COUNTRY) applies again. The ease with which the 'good/bad sort' idea was instilled and the strength with which it has reverberated signifies how inherent in both language and culture the US and THEM schema is (Dixon 2015b).

Concerning manipulation and persuasion, van Dijk states:

Obviously, the boundary between (illegitimate) manipulation and (legitimate) persuasion is fuzzy, and context dependent: some recipients may be manipulated

by a message that is unable to manipulate others. Also the same recipients may be more or less manipulable in different circumstances, states of mind, and so on. (van Dijk 2006: 361)

It is hard to disagree with van Dijk; however, historically much manipulation has frequently been given the earmark of persuasion, particularly when certain norms and values have been called upon. It can be argued that deeply held values act as conceptual *signposts* in people's minds. In the most general terms it may be said that values are encoded in the process of framing specific cultural concepts (good versus evil, morally right versus morally wrong, and many others). Manipulative framing, on the other hand, may be defined as the process of "selecting and highlighting some facets of events and issues, and making connections among them so as to promote a particular interpretation, evaluation and/or solution" (Entman 2004: 5, [in:] Castells 2013: 158). This strategy commonly exploits people's attachment to specific concepts and symbols.

In news reports on the terrorist attacks which took place between 2015-2017 (Paris, Nice, Rouen, Berlin, Westminster), several values are called upon. The following are extracts from David Cameron's speech[5] following the Paris attack of 13th November 2015:

> These were innocent victims enjoying a Friday night out with friends and family, no doubt at the end of a hard week. They were not seeking to harm anyone. They were simply going about *their way of life – our way of life*.
>
> And they were killed and injured by brutal, callous murderers who want to destroy *everything* our two countries *stand for*. *Peace*. *Tolerance*. *Liberty*.
>
> But we will not let them. We will redouble our efforts to wipe out this poisonous extremist ideology and, together with the French and our allies around the world, stand up for *all we believe in*.

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[5] https://www.gov.uk/government/news/prime-minister-statement-on-paris-terror-attack (italics added for emphasis) (accessed: November 22, 2015)

A degree of manipulation may be achieved by the deliberate use of the quantifiers *everything* and *all*. They are both inherently exaggerated and illogical, but they send a well-designed message, which emphasises absolutes, and those absolutes refer to values. The violent and emotive context makes the logical fallacy go unnoticed.

Furthermore, these short extracts are richly embellished with a selection of concepts that most people affected by the horror of the attacks would instantly and unquestioningly relate to. However, on closer inspection the values invoked by Cameron: *peace, tolerance, liberty*, let alone *our way of life* and *all we believe in*, if they were to be defined by a multi-ethnic and multi-cultural audience, no universal definitions would be obtained. Many vague linguistic and cultural concepts such as *love and hate*, as well as *peace, tolerance, liberty, way of life*, and *people's beliefs*, are recognizable, but they mean different things to different people. This does not mean, however, that they will not resonate with the audience. On the contrary, when political actors invoke fuzzy but culturally embedded values, they can easily trigger in their audience strong feelings of adherence to specific moral concepts. The act of triggering emotive responses seems more important than the act of recognition by the audience of particular values. Hence, the fact that the invoked concepts are represented by a different set of images in the minds of individual recipients is actually of little significance. At this point it may be worth mentioning that meaning is something that is not fixed. As Langacker (2013: 28) points out

> meanings are seen as emerging dynamically in discourse and social interaction. Rather than being fixed and predetermined, they are actively negotiated by interlocutors on the basis of the physical, linguistic, social, and cultural context. Meaning is not localised but distributed, aspects of it inhering in the speech community, in the pragmatic circumstances of the speech event, and in the surrounding world. In particular, it is not inside a single speaker's head.

This is particularly true when vague concepts and ideas are involved. Although the issue of meaning is considerably more complex, it may be said that most meaning construction takes place on a subconscious level and each person has a

different experience of a given idea. The more abstract the idea, the more elusive its definition is likely to be. Moreover, the amount of contact with a given idea will differ greatly from person to person. In fact, the shape of the concept in a person's mind is largely the result of the sum of contexts in which that person has encountered a particular idea. Hence, if a person has direct experience of violent terrorism or at least a strong fear of being involved in an attack, this person's emotive reactions to the fuzzy concepts that Cameron draws upon in his speech, will be quite powerful. The reports of terrorist attacks coupled with their manner and frequency will have a significant influence on a large audience.

To demonstrate how fuzzy some concepts are, Janicki (2010: 83) discusses the phrase 'the American people':

> The kinds of sweeping generalisations that the phrase 'the American people' illustrates are intended to show how inadequate, misleading, and dramatically oversimplifying certain abstract words and sequences of words can be when they are used to refer to a very complex non-verbal reality. What can we assume the referent of 'the American people' is? All the American people? This is extremely unlikely. Given the complexity of the non-verbal reality (the roughly 300,000,000 Americans with all their different origins, domiciles, families, creeds, education, race, and so on), the abstract 'the American people' map refers to so much, that is, to so big a territory, that it may be taken to refer to nothing. When you ask the question 'who'?, that is, if you think of the territory to which the map 'The American people' refers, the territory is too complex for the expression to be a helpful map. The difference among the American people makes a difference. That is why expressions such as 'the American people' can be seen as very poor tools to handle non-verbal reality.

In his book *Confusing Discourse*, Janicki (2010) makes many observations regarding language, seeing it as being an insufficiently adequate tool for exacting meaning: "Our language appears static, and the non-verbal reality dynamic. Our language does not offer enough words to match the complexity of reality; it does not include 'words' to refer to every different aspect of reality" (Janicki 2010: 80).

It may be a slight exaggeration to say that language or its lexicon is not evolving sufficiently dynamically because the rate of linguistic change depends largely on the speakers, who adjust the language according to their needs.

4. Language, politics, power and dominance

Many people among the diverse audiences for the news are unaware of the amount of manipulation they are subjected to. A low level of education combined with people's inability to recognise elaborate lies and promises make people more vulnerable to political manipulation and thus domination. That the language of politics is the language of power through persuasion is hardly surprising:

> One of the main ways in which power can be gained, maintained or undermined is by affecting others' views and behaviour, i.e. by getting others to hold views (that may lead to actions) that are advantageous to a particular individual, group or cause. The general rhetorical goal of persuasion, in other words, is central to much political action, and language is one of the main tools for the achievement of this general goal. Semino (2008: 85)

Contrary to certain opinions, it should be stressed that, even so-called democratic systems being, as they are, predicated on hierarchical structures, are unlikely to be characterised by equality. Hence, the relationship between those in power (the ruling élite) and those on the receiving end of this power (the ruled) is marked by a social distance which may be measured by a number of asymmetries. It should be noted that manipulation, particularly by powerful agents, is obviously immoral and should not have any legitimacy in societies which define themselves as democratic (van Dijk 2006: 363-364).

With regard to particular political actions, these are mostly achieved through language designed to give an appearance of legitimacy. Chilton (2004: 46) maintains that well-chosen linguistic expressions perform a 'strategic function'. One such strategy is 'representation and misrepresentation':

> *Representation* and *misrepresentation*. Political control involves the control of information, which is by definition a matter of discourse control. It may be quantitative or qualitative. Secrecy is the strategy of preventing people receiving information; it is the inverse

of censorship, which is preventing people giving information. In another mode of representation/ misrepresentation, information may be given, but be quantitatively inadequate to the needs or interests of hearers ('being economical with the truth', as British politicians put it). Qualitative misrepresentation is simply lying, in its most extreme manifestation, but includes various kinds of omissions, verbal evasion and denial. Euphemism has the cognitive effect of conceptually 'blurring' or 'defocusing' unwanted referents, be they objects or actions. Implicit meanings of various types also constitute a means of diverting attention from troublesome referents.

This is congruent with the view that people who wield power are frequently seduced by it as has been famously remarked by Lord Acton: "Power tends to corrupt, and absolute power corrupts absolutely. Great men are almost always bad men" (1887)[6]. Many people in power, in virtually Machiavellian ways, use their authority for coercion, protection or promotion of their interests, as has been noted by Castells:

Power is the relational capacity that enables a social actor to influence asymmetrically the decisions of other social actor(s) in ways that favour the empowered actor's will, interests, and values. Power is exercised by means of coercion (or the possibility of it) and/or by the construction of meaning on the basis of the discourses through which social actors guide their action. Power relationships are framed by domination, which is the power that is embedded in the institutions of society. The relational capacity of power is conditioned, but not determined, by the structural capacity of domination. Institutions may engage in power relationships that rely on the domination they exercise over their subjects. (Castells 2013: 10)

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[6] John Emerich Edward Dalberg Acton, (1834–1902); from his letter to Bishop Mandell Creighton http://www.phrases.org.uk/meanings/absolute-power-corrupts-absolutely.html (accessed: January 28, 2014).

The language of politics and journalism may be seen as the language of veiled coercion, particularly when a specific audience is being targeted for particular effects. Thus, it may be posited that those who control media narratives control those who devoutly accept their guidance. Chilton expanding on the power of language (2004: 45-6) states:

> Political actors often act coercively through language in setting agendas, selecting topics in conversation, positioning the self and others in specific relationships, making assumptions about realities that hearers are obliged to at least temporarily accept in order to process the text or talk. Power can also be exercised through controlling others' use of language – that is, through various kinds and degrees of censorship and access control. The latter include the structure and control of public media, the arena in which much political communication takes place.

And language referring to politically and ideologically sensitive issues when used by those who are in a position to control and manipulate people's perceptions is a tool that can mould people's reactions and tailor them to the benefit of those who employ it. The language of control may make use of:
- hyperboles for ironic effect
- euphemisms to appear more emotionally detached but also to avoid condemnation (calling, for example, incidental deaths resulting from military operations: *collateral damage*)
- gross generalisations: *all/everything/everyone*, etc.
- emotionally charged collocations (*cycle of violence, axis of evil*)
- fuzzy concepts (*our way of life, our values, liberty*, etc.)
- 'attacks' on abstract concepts (*ideology, terror*)
- legitimisation and delegitimisation, thus achieving strong association (in-group solidarity) as well as ardent disassociation (condemnation of the out-group) (Dixon and Ulland 2016).

Among the phrases that have been coined to describe the activities of particular American politicians, Chomsky (2007) enumerates: *illegal but legitimate, anticipatory self-defense, unilateral use of military power, uninhibited access to key markets, energy supplies,* and *strategic resources*. All these phrases legitimise what would seem illegitimate or illegal.

Chilton (2004: 46-7) provides a strong criticism of the strategy of legitimisation and delegitimisation seeing it as one strategy of misrepresentation:

> Strategies of *delegitimisation* (of the other) and *legitimisation* (of the self) may perhaps be conceptualised as lying at the opposite ends of a scale. These end points may coincide with positive face (being and insider and legitimate) and negative face (being not only an outsider and thus not legitimate but also under attack). Delegitimisation can manifest itself in acts of negative other-presentation, acts of blaming, scape-goating, marginalising, attacking the moral character of some individual or group, attacking the communicative cooperation of the other, attacking the rationality and sanity of the other. The extreme is to deny the humanness of the other. At the other end of the spectrum legitimisation, usually oriented to the self, includes self-presentation, manifesting itself in acts of self-praise, self-apology, self-explanation, self-justification, self-identification as a source of authority, reason, vision and sanity, where the self is either an individual or the group with which an individual identifies or wishes to identify.

A similar view may be found in Schneider (2016: 86).

The term *radicalisation* appears in numerous comments, reports and articles published or broadcast by all types of media. It is a fashionable word, though ideologically it is unpopular particularly since, in recent years, it has come to be associated with radical Islam. Radicalisation has come to mean more than "a process by which an individual, or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or undermine contemporary ideas and expressions of freedom of choice"[7]; it is now mostly used in the context of extremism – the kind of terrorism that characterises Muslim fundamentalists. But notwithstanding, the radicalisation of populations is an ongoing process inclusive of Western countries. It may be seen in the rise of ultra-right-wing politics and nationalism in a number of countries and attitudes towards refugees, as well as in the fact that many people in the UK opted for Brexit.

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[7] https://en.wikipedia.org/wiki/Radicalization (accessed: June 25, 2016)

To conclude, I should like to suggest, that although my study of the linguistic behaviours of Western political actors is still ongoing, I can nevertheless assert that there is much evidence of radicalisation taking place throughout Europe, not to say the world. In my view, many reactionary ideas, having received strong reinforcement from populist journalists, radicalise their often unwittingly obedient audiences. There are many factors responsible for this level of gullibility, not least the exploitation of people's insecurities and their conditioned inability to distinguish between the morally right (legitimate) and the morally wrong (illegitimate). This type of radicalisation has the decidedly traditional but unfriendly face of bias, of bigotry coupled with ardent nationalism. It is practised by authorities who, clinging to culturally and linguistically embedded biases while skilfully using language, more often than not encourage people to accept their lead and ideology. A particularly pertinent point is made by Julian Baginni: "radicalisation is not brainwashing"[8]. Baginni, works on the assumption that in order to be radicalised the audience has to be free of their own biases. Using, the analogy of *the blind leading the blind*, it may be concluded that Europe's becoming increasingly right-wing is a result of *the willing being led by the strong-willed*.

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[8] https://www.theguardian.com/commentisfree/2014/jul/13/radicalisation-brainwashing-british-men-syria-julian-baggini (accessed on: 10.04.2017)

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NORMES INTERNATIONALES DES MEDIAS DANS LA SOCIETE DE L'INFORMATIQUE

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I. Dans cet article nous voudrions suivre l'initiative de piste de la Société des Nations et analyser les contemporains actes juridiques internationaux dans le domaine de l'élaboration des normes de fonctionnement des médias dans la société de l'information.

Dans le cadre de la doctrine contemporaine, par suit de définir la liberté de la presse, a été faite la répartition des pouvoirs de médias et des citoyens: qui ont le droit à informer passivement et le droit a informer activement[9]. Dans le premier cas, cela signifie pour les médias le droit d'accès aux sources d'information, et pour des citoyens c'est la possibilité d'explorer les manifestations de la vie publique, les activités des pouvoirs publics et possibilité d'exprimer l'opinion publique[10]. Dans le second cas il s'agit d'informer les autres. Pour les médias c'est le droit à des rapports et commentaires et pour les citoyens c'est la possibilité de proclamer à travers la presse et l'autres medias, leurs opinions et points de vue. Ainsi, les médias sont la source d'information d'une part et de l'autre forum pour le débat public. Du contenu de l'information, de la qualité, de la diversité, de la fiabilité et de l'objectivité dépend du niveau de connaissance et sensibilité des citoyens sur les affaires publiques.

On sait que la liberté des médias absolue n'existe pas[11]. Les restrictions sur les médias peuvent être légaux, permis par le droit international et compatible avec le concept formel de la liberté des médias. Restrictions extra-juridiques sont

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[9] I. Dobosz, *Prawo prasowe*, Wolters Kluwer 2006, p. 184.

[10] *Pacte international relatif aux droits civils et politiques, Conclu à New York le 16 décembre 1966, Art 19 (2).* 2200 A (XXI) du 16 décembre 1966 « Toute personne a droit à la liberté d'expression; ce droit comprend la liberté de rechercher, de recevoir et de répandre des informations et des idées de toute espèce, sans considération de frontières, sous une forme orale, écrite, imprimée ou artistique, ou par tout autre moyen de son choix ».

[11] Conformément à l'article 10 de la **Convention de sauvegarde des Droits de l'Homme et des Libertés fondamentales** *Rome*, 4.XI.1950, et Recommandation CM/Rec(2011)7du Comité des Ministres aux Etats membressur une nouvelle conception des medias: " tous les Etats membres du Conseil de l'Europe se sont engagés à garantir à toute personne relevant de leur juridiction le droit fondamental à la liberté d'expression et d'information. Ce droit n'est cependant pas absolu".

incompatibles avec le droit international et le concept formel de la liberté des médias et poser par sa inperception plus grande menace à la liberté et il est si difficile de les combattre[12]. Il y a de filters qui sélectionnent de types de message et leur admission à la publication: propriété, source de financement, une source d'information, la désapprobation, l'idéologie, et la politique.

En fait, la liberté des médias se voit comme une garantie d'expression pour les citoyens. Pour mesurer le degré de la démocratie d'une nation, il suffit de se référer au niveau de liberté de la masse médias. Indirectement, les médias ont toujours été et sont aujourd'hui le reflet du modèle d'activité et la culture de la société à laquelle ils sont adressés. Tout au long de l'histoire, une distance raccourcie entre les médias et la vie quotidienne des gens. Dans le dix-neuvième siècle les médias imprimés ont été adressés principalement à un petit groupe de la société, qui a reçu le droit de vote, et que s'est intéressée à l'information politique, en particulier en ce qui concerne la politique gouvernementale, les travaux parlementaires, ainsi que les questions économique et culturel.

Au début du XXe siècle, dans le cadre de la réforme de la loi électorale et de la participation à la vie publique d'une grande partie de la société, les médias - la presse et la radio - ont été contraints de préparer une offre pour un nouveau public de masse sans instruction qui n'ont pas encore eu les compétences pensée indépendante et critique. Pour ces lecteurs demi- éduqué Alfred Harmsworth, devenu par suit Lord Northcliffe, a offert le journalisme commercialisé et populaire qui a fourni ce qu'ils étaient intéressés[13].

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[12] Voir le modèle de propagande de N. Chomsky et E. Herman, *Manufacturing Consent: The Political Economy of the Mass Media* (with Edward Herman), New York: Pantheon Books, 1988; et aussi J. Klaehn*, The Propaganda Model: Theoretical and Methodological Considerations* , dans: Westminster Papers in Communication and Culture, volume 6, nº 2, novembre 2009. Ce modèle suppose l'existence de filtres, qui sont une sélection de types de messages et leur admission à la publication,

[13] Alfred Charles William Harmsworth, lord Northcliffe (1865-1922) est un patron de presse britannique, et pionnier du journalisme populaire, l'un des «seigneurs de la presse» Il est célèbre pour sa capacité à transformer des journaux rachetés à bas prix en des journaux de masse à fort tirage. Il a créé le premier journal de bande dessinée anglais à fort tirage, *Comic Cuts*, les quotidiens *Daily Mail* et *The Daily Mirror*, l'*Observer*, le *Times* et le *The Sunday Times*. Directeur de la propagande nommé par David Lloyd George, Premier minister de GB (il a influencé la politique britanniques pendant la Première Guerre mondiale), D. G. Boyce, *Harmsworth, Alfred Charles William, Viscount Northcliffe (1865–1922) ,* Oxford Dictionary of National Biography, Oxford University Press 2004. Voit aussi l'oeuvre de J. Lee Thomson, *Politicians, the Pres, & Propaganda: Lord Northcliffe & the Great War, 1914-1919,* Kent State University Press 1999, qui représent la recherche , peut-être, la plus approfondie, sur Alfred Harmsworth (Lord Northcliffe).

Dans les années trente du XXe siècle.L' Assemblée de la Société des Nations a estimé que l'Institut international de Intellectuel de coopération était plus spécialement qualifiée pour étudier le rôle intellectuel de la presse. Pour répondre à la demande de l'Assemblée, l'Institut s'est adressé aux journalistes qualifies en les invitant à donner leur avis sur les moyens de développer les informations de toutes sortes sur les nations étrangères, en accordant une part de plus en plus grande à culture en général et à tout ce qui crée les progrès de la civilisation[14]. L'Insitut voulait aussi se renseigner et connaître les possibilités, que la presse dispose pour développer l'éducation du public et de l'individu.

 Le rapport a été publiée en 1933. Selon certaines journalistes la plupart des journaux "n'étaient plus seulement un schema du monde social et politique, mais revue, ou se succédaient des visions passionnantes, brillantes, instructive aussi , mais surtout inédites et sensationelles"[15].

Selon M. Kingsley (du New Statesman and Nation de Londres), ce nouveau journalisme était fondé sur le fait qu'un nouveau public, venant d'apprendre à lire mais n'ayant pas encore appris à penser, attendait de pouvoir acheter un journal d'un nouveau modèle[16]. Le succès de journalisme commercial et populaire a été énorme. Il résulte d'une lecture approfondie des besoins des lecteurs, incroyable, par rapport au siècle précédent, la vitesse des flux d'information, des graphiques attrayants, et une distribution bien organisée. À son tour Paul Scott Mowrer (Chicago Daily News) les médias peuvent élever le niveau général de la culture du public en donnant des informations exactes sur opinion lesquelles le lecteure peut baser son opinion, et en l'habituant à demander et à attendre la vérité sur toutes les questions de grande portée sociale[17]. D'apres lui rien ne peut se comparer , pour la valeur éducative et social avec cette fonction primoridiale du journal . Mais il ajoute aussi, que les journaux ne sont pas responsables de l'organisation et du fonctionnement de la société. « C'est aux politiciens , aux hommes d' État, aux législateurs, aux nations elles-mêmes, d'accepter la responsabilité de leurs pensées, de leurs paroles et de leurs actions »- a écris Mowrer[18].

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[14] Il s'est adresie pour la première consultation à MM Sanin (de la Nation de Buenos Aires), H. de Jouvenel (ancient rédacteur en chef du Matin), M. Kingsley (du New Statesman and Nation de Londres), P. Scott Mowrer (des Chicago Daily News), F. Sieburg (de la Frankfurter Zeitung)

[15] *Le rôIe intellectuel de la presse,* Institut International de la Coopération Intellectuelle , Paris 1933, p. 90.

[16] Ibidem, p. 85-86.

[17]Ibidem, p. 168.

[18] Ibidem.

2.

Les organisations internationales universelles et régionales, telles que l'ONU, le Conseil de l'Europe et l'Union européenne, dans leur domaine de compétence, surveillent - comme la Société des Nations a tenté de le faire - le fonctionnement des médias. Les normes établies par ces organisations se réfèrent aux droits de l'homme fondamentaux. Selon la loi naturelle reconnue, ils sont immuables. La tâche des États est de protéger ces droits. Dans le cadre du développement des nouvelles technologies et du développement de la communication, les organisations, notamment le Conseil de l'Europe, chargées de promouvoir la démocratie dans les pays européens, obligent les Etats et les nouveaux participants à la communication médiatique à une responsabilité particulière dans la diffusion de l'information.

La Recommandation du Conseil de l'Europe de 2007[19] mentionne les normes médiatiques qui sont contraignantes depuis 1950 dans les États démocratiques, particulièrement le droit fondamental de la liberté d'expression et d'information, tel que garanti par l'article 10 de *la Convention de sauvegarde des Droits de l'Homme et des Libertés fondamentales*. Le rôle spécifique du service public de radiodiffusion, qui est de promouvoir les valeurs des sociétés démocratiques, en particulier le respect des droits de l'homme, des cultures et du pluralisme politique – et considérant son but, qui est d'offrir un vaste choix de programmes et de services à toutes les catégories du public, de promouvoir la cohésion sociale, la diversité culturelle et une communication pluraliste accessible à tous. À son tour la Convention de l'UNESCO *sur la protection et la promotion de la diversité des expressions culturelles* (octobre 2005), attache, notamment, une importance considérable à la création de mesures visant à promouvoir la diversité des médias, y compris au moyen du service public de radiodiffusion. Particulièrement remarquable est la Recommandation de 2011 du Comité des Ministres de CE sur une nouvelle conception des médias dans la société de l'information[20]. Le document a été créé en relation avec la révolution des technologies de l'information et de la communication. Internet a permis l'expansion des espaces publics pour tous. Le monopole des médias traditionnels a été brisé. De nouvelles pratiques et de nouveaux participants à la transmission de l'information sont apparus. Par conséquent, émerge la contestation et la concurrence avec le

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[19] *Recommandation sur la promotion de la liberté d'expression et d'information dans le nouvel environnement de l'information et de la communication* CM/Rec(2007) 11.

[20] *Recommandation sur une nouvelle conception des médias dans la société de l'information* CM/Rec(2011) 7.

monopole des professionnels des médias et plus précisément des journalistes dans l'accès à l'information et la transmission de cette dernière. Les nouvelles pratiques d'information et de communication permet à tout le monde d'être journaliste[21]. L'émergence de nouvelles formes de communication en dehors du monopole des médias traditionnels peut constituer une menace sociale, juridique, culturelle et politique, également aussi dans le domaine de la sécurité, de la santé publique, de la moralité, de la protection des droits de la personne, de la protection des données personnelles, de la protection de la propriété intellectuelle et autres. Les nouvelles pratiques et les nouveaux participants sont d'une part en dehors de la protection utilisée par les journalistes, mais d'autre part sont également hors de contrôle. Les technologies de l'information et de la communication, Internet en particulier, ont réalisé une véritable révolution dans nos manièr dans le processus de communication, de collecte d'informations et de diffusion[22]. Le document du Conseil de l'Europe vise à attirer l'attention des gouvernements des Etats, mais aussi des nouveaux participants au processus de communication pour une gestion responsable de la liberté de parole. L'acte complet résume les acquis juridiques du Conseil de l'Europe dans le domaine des médias. Sa partie intégrante est une liste de tous les actes juridiques adoptés par les organes du Conseil. Dans cet article, en raison de l'ampleur des questions abordées dans la recommandation, nous limiterons les caractéristiques de ce document pour indiquer ses solutions les plus importantes. Conseil de l'Europe a indiqué qu' en dépit des changements de leur écosystème, le rôle des médias dans une société démocratique, même avec des outils supplémentaires (à savoir l'interaction et la participation), n'a pas changé. Toute politique relative aux médias devrait donc tenir pleinement compte de ces évolutions et de celles à venir, et reposer sur une conception des médias adaptée à cette réalité fluide et multidimensionnelle. Tous les acteurs – nouveaux ou traditionnels – qui interviennent dans l'écosystème médiatique devraient pouvoir s'appuyer sur un cadre d'action qui leur garantisse un niveau de protection adéquat et leur indique clairement quels sont leurs devoirs et responsabilités, en conformité avec les normes du Conseil de l'Europe.

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[21] N. Zammar, *Réseaux Sociaux numériques : essai de catégorisation et cartographie des controverses*, Sociologie. Universit́e Rennes 2, 2012, p. 325 ; et aussi la page suivante: „Il Le relais a donc été relevé par des touristes, des citoyens, des manifestants, des amateurs se trouvant sur place agissant comme de véritables journalistes. Leurs témoignages, leurs vidéos et photos se sont trouvés dans les médias traditionnels. Au-delà de leur dimension technologique ces photos et vidéos renferme sur une valeur inattendue et frappante", p. 365.C'est la thèse de doctorat exceptionnellement intéressante.
[22] N. Zammar, *Réseaux Sociaux numériques ...,* p. 325.

Il a été noté qu' il convient également de rester attentif aux risques potentiels d'ingérence dans le bon fonctionnement des médias ou de leur écosystème, notamment du fait d'actions portant indirectement atteinte à l'infrastructure économique ou opérationnelle des médias.

L'évolution des technologies de l'information et de la communication et leur application à la communication de masse ont entraîné d'importants changements de l'écosystème médiatique, entendu au sens large comme l'ensemble des acteurs et facteurs dont l'interaction permet aux médias de fonctionner et de remplir leur rôle dans la société. Ces technologies ont ouvert de nouvelles voies pour la diffusion de contenus à grande échelle et à un coût bien inférieur, tout en exigeant moins de conditions préalables techniques et professionnelles.

Il a été souligné que les nouvelles technologies se caractérisent par un niveau sans précédent d'interaction et de participation des utilisateurs, ce qui ouvre de nouvelles opportunités pour la citoyenneté démocratique. On a prêté attention à l'aspect positif de la révolution technologique, parce que les nouvelles applications facilitent également la participation des usagers à la création et à la diffusion d'informations et de contenus, estompant ainsi les frontières entre communication publique et communication privée. Les pratiques éditoriales propres aux médias se sont diversifiées, adoptant de nouvelles modalités et de nouvelles procédures pour aboutir à de nouveaux résultats.

Le document résente six critères, assortis d'un ensemble d'indicateurs, grâce auxquels les responsables politiques devraient pouvoir recenser les médias et les activités des médias dans le nouvel écosystème. Selon le degré de respect de ces critères, on pourra déterminer si un nouveau service de communication est un média ou obtenir une indication du lien entre une activité intermédiaire ou auxiliaire et un service de médias. Les indicateurs devraient permettre d'établir si un critère donné est rempli, et si oui dans quelle mesure. Il n'est pas nécessaire que tous les indicateurs soient respectés pour qu'un critère donné soit rempli. Certains indicateurs, tels que ceux qui sont liés aux normes professionnelles et à la déontologie des médias, s'appliquent à plus d'un critère. Le **critère 1 – intention d'agir comme un media,** comprend quatre indicateurs : fait de se présenter en tant que media, méthodes de travail typiques d'un media, respect des normes professionnelles des médias et l'xistence de dispositifs pour la communication de masse. **Critère 2 – c'est la finalité et objectifs fondamentaux des médias, critère 3 – contrôle éditorial, critère 4 – englobe les normes**

professionnelles, critère 5 – portée et diffusion, critère 6 – attentes du public avec cinq les indicateurs: disponibilité, pluralisme et diversité, fiabilité, respect des normes professionnelles et éthiques et transparence et responsabilité.

Nous voudrions attirer l'attentionsur les **normes professionnelles,** qui sont présentées aux points 38 à 42. Quelle que soit la manière dont elle est exprimée, l'adhésion aux règles de conduite, au code de déontologie ou aux normes de la profession est un indicateur important d'appartenance aux médias ; dans ce domaine, les valeurs souvent citées sont la véracité, la responsabilité, la liberté d'expression et la liberté des médias, l'équité, l'impartialité et l'indépendance journalistique. Ce critère peut être plus difficile à mettre en évidence dans le contexte des nouveaux médias, mais on peut le retrouver dans un énoncé de mission, dans les statuts du personnel ou dans les conditions générales d'utilisation d'un service. Les modalités de recrutement du personnel, les tâches qui leur sont confiées, les recommandations qui leur sont faites pour accomplir un travail de qualité, ainsi que leur parcours ou leurs compétences professionnelles peuvent être également des indicateurs utiles (38).

Les règles de conduite, codes de déontologie et normes des médias (et des journalistes) doivent assurer la transparence des médias et un haut niveau de professionnalisme et un système de responsabilité.Ces systèmes englobent les conseils des médias ou conseils de la presse, les médiateurs (y compris les défenseurs des utilisateurs en interne), le contrôle collégial informel (des médias), ainsi qu'un ensemble de processus formels ou informels qui permettent de mener des audits éthiques ou de demander aux médias de justifier leur action (39). Les systèmes de responsabilité des médias incluent également les procédures de réclamation et les organes chargés d'examiner les plaintes et de prendre des décisions quant au respect des normes professionnelles . Ce système comprend également des mesures d'intervention normales telles que par exemple droit de réponse, correction, excuses (40). En ce qui concerne en particulier les nouveaux médias, des codes de conduite ou normes éthiques applicables aux blogueurs ont déjà été adoptés par une partie au moins de la communauté journalistique en ligne. Néanmoins, les blogueurs ne devraient être considérés comme des médias que dans la mesure où ils remplissent suffisamment les critères applicables. En l'absence d'autorégulation, les décisions ou la jurisprudence nationales et internationales (par exemple de juges ou d'autorités de protection des données au niveau national, ou d'organes internationaux

comme la Cour européenne des droits de l'homme) contribuent également à l'élaboration de normes (par exemple en ce qui concerne le droit au respect de la vie privée ou la protection des données à caractère personnel, ou encore la protection des enfants contre des contenus préjudiciables) (40) Parmi les prérogatives, droits et privilèges que peuvent revendiquer les médias ou les journalistes, conformément aux dispositions juridiques applicables, on trouve : la protection des sources ; les communications privilégiées et la protection contre la saisie du matériel journalistique ; la liberté de circulation et d'accès à l'information ; le droit à l'accréditation ; la protection contre l'abus des lois relatives à la diffamation (moyens de défense sur la véracité et l'exactitude des informations, bonne foi, intérêt public, par exemple) (42).

3. L'Assemblée parlementaire du Conseil de l'Europe a reconnue dans le Recommendation 1970 (2014) *Internet et la politique: les effets des nouvelles technologies de l'information et de la communication sur la démocratie* que le développement d'internet avait entraîné des conséquences majeures en ce qui concerne l'exercice de droits fondamentaux dans les sociétés démocratiques, tels que les droits aux libertés d'information, d'expression, [23]. Le développement et l'accélération des capacités de transmission sur le réseau ont mis un terme à la concentration du pouvoir d'information et ont modifié le paradigme de la communication. L'espace public a été élargi et est devenue un immense champ sans frontiers. Ce n'est pas la même chose qu'au debut du XXe siècle. À son tour l'Assemblée parlementaire dans la Résolution 2033 (2014), se référant à sa Résolution1970 (2014) recommande aux Etats members d'impliquer dans le processus collaboratif de réflexion tous les parlements nationaux et les gouvernements des Etats membres, ainsi que les partis politiques, et, lorsque cela est faisable, les services secrets, les grands opérateurs d'internet, les médias – notamment les services publics de radiodiffusion et les associations nationales et européennes de médias –, les universités, les organisations non gouvernementales (ONG) de défense des droits de l'homme et les associations défendant les droits des internautes.

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[23] *Internet et la politique: les effets des nouvelles technologies de l'information et de la communication sur la démocratie,* voir: Discussion par l'Assemblée le 29 janvier 2014 (5e séance) (voir Doc. 13386, rapport de la commission de la culture, de la science, de l'éducation et des médias, rapporteure: Mme Anne Brasseur; et Doc. 13399, avis de la commission des questions politiques et de la démocratie, rapporteur: M. Hans Franken). Texte adopté par l'Assemblée le 29 janvier 2014 (5e séance)

D'après Recomdendation nr 1970, l'espace public en XXI siècle "c'est la véritable agora globale où tout individu peut chercher et échanger des informations, partager ses connaissances, s'exprimer sur tout sujet, et s'engager pour une idée ou une cause. Mais il y a de question: est -ce que la société devenue adulte et responsable, capable de se rapporter à soi-même et au monde de façon réflexive? Est-ce que cette société post industrial, post capitaliste, de la connaissance, a les compétences pensée indépendante et critique?[24] à l'ère du cyberspace ce n'est pas facile. Recommandation attire l'attention qu'les nouvelles médias changent les relations entre monde politique et citoyens, et détruisent l'équilibre entre démocratie représentative et démocratie directe. cette situation impose de s'interroger sur les nouvelles opportunités qui s'ouvrent pour une démocratie plus forte et dynamique, mais aussi sur les nouveaux dangers qui peuvent l'affaiblir, et sur le rôle qu'ont dans ce contexte les législateurs Selon art 12. de Recommendation 1970 l'Assemblée est consciente du fait qu'internet accroît les risques d'abus et de dérives pouvant mettre en danger les droits de l'homme, l'Etat de droit et la démocratie: internet héberge l'expression de l'intolérance, de la haine et de la violence contre les enfants et les femmes. L'internet arme la criminalité organisée, le terrorisme international et les dictatures. De plus il augmente aussi le risque d'informations biaisées et de manipulation des opinions, et il rend possible le contrôle sournois de la vie privée. il est clair que l'évolution des technologies provoque de grands changements dans les medias. La rapidité que permet désormais la technologie numérique, par exemple, a changé les façons de récolter et de présenter l'information. L'économie de marché, au sein de laquelle les médias évoluent, a également une grande influence sur l'information qui est diffusée. La publicité et la concentration de la propriété, qui sont déterminantes par rapport à 1 'information diffusée par les médias, sont des réalités économiques avec lesquelles les médias doivent composer. Ces changements ont pour conséquence de fragiliser le lien entre médias et démocratie.

L'espace public selon Habermas, a été créé dans l'Europe du XVIIIe siècle comme un espace de discussion critique, ouvert à tous pour former une sphère de la « raison publique[25]. Elle devient un espace social où les citoyens ont 1'occasion

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[24] Il y a d'autres noms tells que: une société de l'excès, société technologique, société filaire, société télépathique, société de réseau, société de l'information, informatique, « orientée » noosphère, etc.

[25] Voir . J. Habermas, *L 'espace public, archéologie de la publicité comme dimension constitutive de la société bourgeoise,* Paris, Payot, (1961)1978. Selon Dominique Wolton, Habermas a été celui qui a popularisé l'usage de la notion d'espace public dans l'analyse politique au cours des

de se réunir et de discuter des affaires publique et expriment des opinions. Dans un pays libre et démocratique, la liberté des médias se voit comme une garantie d'expression pour les citoyens et le forum de débat public.

Habermas a été parmi les premiers à souligner le lien intime entre l'existence de la sphère publique et les fondements de la société démocratique. L'opinion publique ne peut être formée que si un public qui s'engage dans une discussion rationnelle existe. L'espace public habermassien, inspiré tout à la fois d'Immanuel Kant, d'Hannah Arendt et de Gabriel Tarde, est universel, unique et médiatique. Mais il est fragmenté, local et conversationnel[26].412-13 L'espace public tel qu'Habermas l'idéalise par la suite en le fondant dans l'agir communicationnel n'est pas un concept opératoire permetant un progrès des connaissances —c'est une forme d'utopie. À l'opposé, le concept d'espace public qui peut nous aider à comprendre la circulation des idées et des nouvelles ainsi que la formation des opinions personnelles doit s'intégrer à une théorie de la société fondée sur l'observation des conditions objectives et des rapports de force, faisant une large place à la sociologie et à l'anthropologie, et envisageant l'espace public.

Conclusion

Selon de la recommandation de 2011 du Comité des Ministres de CE les exigences de la démocratie et de la liberté d'expression imposent aux Etats membres de s'abstenir de toute forme d'ingérence injustifiée dans les médias. Les Etats membres devraient également prendre des mesures proactives pour promouvoir la liberté, l'indépendance, le pluralisme et la diversité des médias, et pour protéger les activités qui assurent le bon fonctionnement de l'écosystème médiatique, terme qui s'entend au sens large, englobant tous les acteurs et facteurs dont l'interaction permet aux médias de fonctionner et de jouer leur rôle au sein de la société.

CE traite les médias comme un element essentiel des droits de l'homme. Il est également important pour la gouvernance des médias et pour la construction et la consolidation de la démocratie. Les fonctions et les obligations des médias publics sont plus qualitatifs que les médias commerciaux. La démocratie est

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années 1970, mais l'auteur du concept c'était Emmanuelle Kant, voir*: Penser la communication*, Paris 1997, p.379.

[26] L. Ballarini. *L'espace public au-del`a de l'agir communicationnel. Quatre renversements de perspective pour sortir des impasses du modèle habermassien*. Sciences de l'Homme et Société, Université Paris VIII Vincennes-Saint Denis, 2010, p. 412-413.

fondée sur des valeurs communes et la connaissance, dont les médias commerciaux ne protègent pas assez.

Les organisations internationales ont a créé un ensemble de normes relatives aux médias, pour aider les auteurs politique des médias dans leurs efforts pour assurer le bon fonctionnement et le développement des politiques et réglementations.

In this article we would like to follow the track initiative of the League of Nations and analyze contemporary international legal acts in the field of elaboration of media operating standards in the information society. The evolution of information and communication technologies and their application to mass communication have led to important changes in the media ecosystem, understood in a broad sense as all the actors and factors whose interaction allows the media to function and fulfill their role in society. Universal and regional international organizations, such as the United Nations, the Council of Europe and the European Union, in their field of competence, monitor - as the League of Nations has tried to do - the functioning of the media. The standards established by these organizations refer to fundamental human rights.

Convention de sauvegarde des Droits de l'Homme et des Libertés fondamentales *Rome*, 4.XI.1950,

Pacte international relatif aux droits civils et politiques, Conclu à New York le 16 décembre 1966, 2200 A (XXI) du 16 décembre 1966

Convention de l'UNESCO sur la protection et la promotion de la diversité des expressions culturelles (octobre 2005).

Recommandation sur la promotion de la liberté d'expression et d'information dans le nouvel environnement de l'information et de la communication CM/Rec(2007) 11.

Recommandation sur une nouvelle conception des médias dans la société de l'information CM/Rec(2011) 7.

Recommendation 2033 (2014) and Resolution 1970 (2014) Internet and politics: the impact of new information and communication technology on democracy.

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PRACTICAL IMPACT OF CHANGES IN THE ADOPTION EFFERVESCENCE

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Abstract

Institution adoption witnessed lately a real reform, as a result of legislative changes. Dysfunctions encountered in practice were substantiated over time changes on the procedure to be covered. This paper aims to identify what was the real impact of the transformations occurring with the adoption of the new Civil Code and the new provisions of Law 273/2004 in relation to the time frame in 2009, 2012 and 2016. The reaction surprised the adoptive families, statistics and opinions of specialists in the field behind a brief analysis that will capture the evolution of the procedure. Changing optics in terms of determining the extent of adoption as a target of individualized protection plan is undisputed winners of procedure. Providing real families-the adoptive one- for minors at risk is a real opportunity, given that bureaucracy tends to be minimized. Monitoring post adoption is also an important support for the two poles of adoption: adopter and adopted extremely well fleshed new philosophy brought by the latest legal provisions on procedure.

Keywords: adoption, schimbari legislative changes, procedure, monitoring.

Adoption has been regarded until recently as a backup solution to the principle of reintegrating the child in his/her family. Not only his/her fostering with a person who was part of the extended family but also his/her institutionalization in a residential centre in the public sector could be a real solution. Adoption could be achieved extremely hard as the individual plan of protection rarely determined such a solution. The impediments caused by the biological parents' consent or the compulsoriness of the public institutions

involved in the adoption procedure to identify their most closely related family members have further complicated an already cumbersome procedure.

The present research started from the analysis of some statistical data to conclude the same margin in finalizing adoptions in Romania in the period 2011-2016. Although the framework law underwent three important changes in 2009, 2011 and 2016 one finds that adoption is reflected in numbers at the same level. The proposed objective is to identify the legislative obstacles or the administrative barriers that determine the same number of completed adoptions despite the substantial changes in the framework law. A questionnaire applied within the specialized service DGASPC Argeș reflected a number of practical drawbacks, while most of the aspects that are legal barriers arise from the discussion held in the Bureau of adoption and post-adoption within DGASPC Argeș.

In 2011 the adoptable children had a much better chance to be subject to a successfully completed procedure because the entitled people to adopt were twice more than the number of the minors viewed by the procedure (Buzducea and Lazar 2011). Today instead, nationwide, there are more adoptable children as compared to the number of the adopters that are to be found in the records of the national authority in the field.

The *legislative* can find an abundance of regulations on the adoption institution which overlap or which are not correlated with each other. Thus, we remind the fact that in 2011 the appearance of the new Civil Code and its implementing law (71/2011) repealed some provisions of the law 273/2004 republished in 2009. Among them, articles 5-13 and 16 stipulated the basic conditions of adoption, whereas the bill of that time did not mention it. Another mismatch is represented by the introduction of some articles such as 13 index 1 and index 2, given that article 13 had been repealed. (Dobre 2011) After the modification in 2011 and the republication in 2012 these inaccuracies were adjusted. However, the only noticeable difference that occurred due to the double regulation – the Civil Code and Law 273/2004 – consists in" the principle of raising and educating children in respect of their religious origin" (Jora 2012).

The successful finalization of the procedure takes place only when the new environment in which the minor is introduced is provided with those factors favourable to building the relationships child-parent: "a good support network made up of the extended family or the congregation of the church frequented by the adoptive mother" (Muntean et al. 2010).

"Given the fact that a large number of children are subject to different

measures of protection under the form of family or residential services, the beneficial solution is to shift the process towards internal adoptions that legally have much more chances to be completed in the shortest time possible and would support the integration process in the same socio-professional environment in terms of the harmonious development of the child" (Nicolescu 2013).

2011 is a milestone in the field of adoption, especially due to the changes in the special law on the content of Article 26. It stated that the individualized protection plan may end with the internal adoption if: a) one year after the imposition of the special protection measure the child's natural parents and relatives to the fourth degree cannot be found or do not cooperate with the authorities in order to integrate or to reintegrate the child in the family; b) after the implementation of the special protection measure, the child's parents and relatives up to the fourth degree of kinship that could be found declare in writing that they do not want to be in charge of the upbringing and the childcare and within 60 days they have not withdrawn this statement; c) the child was registered as of unknown parents, a case in which the adoption is established in PIP within 30 days after his/her birth certificate is released. As the regulation stated at that time, DGASPC was required that within one year to arrange to identify and contact the children's natural parents / relatives to the fourth degree, to inform them periodically about the place where the child actually is and about the concrete ways they can maintain a personal relationship with the child and the necessary steps to reintegrate or integrate them. The child over the age of 14 years can be adopted only if there is his/her express consent and the child's interests justify the initiation of the domestic adoption procedure.

Although these provisions have removed many situations which in practice assumed discussions and implicitly the fear of not violating the rights of the biological family to decide on the destiny of their child, the statistical impact was not an overwhelming one. A substantial increase in completed adoptions appears in the county of Argeş only in 2014 (35 cases), but this value is the same as in 2009 and still below the recorded ones in 2008 (41 cases) and 2010 (43 cases). These results certify that the decision-making must be fully justified, especially when the main concern is on the protection of the minors that run a risk or on the procedure regarding the opening of the internal adoption (Neamtu 2010). The distance appeared between the positive and not yet registered in practice effect and the above-mentioned legislative changes is justified by the duration of the adoption procedure.

Given the realities of real practice, based on the reports provided by the

county structures within the specialized directions, the national authority in the field of adoption (ANPCA) underlay therefore a new legislative change. By virtue of this proposal new legislation appeared in 2016. Thus, Article 28 of the Law 273/2004 stipulated that the individualized protection plan may end with the internal adoption under the same assumptions as in the previous (the form of the normative act adjusted in 2011), but decreasing the terms from one year to six months in the first case described by the old text; from 60 days to 30 days in the period of receding the declaration of renouncement of the minor's upbringing and education. The 6-month term describes a situation in which the biological parents' fault prevails: they (or the relatives up to the fourth degree of kinship) could not be found or they do not cooperate with the authorities in order to reintegrate the minor in the family.

On the other hand, a new hypothesis arises (letter a): the natural parents are separated in fact from the minor for reasons beyond their control, fostering is set for at least one year, and all this time they do not initiate an action to reintegrate the minor in the family. Initially this hypothesis does not imply the natural family's fault, but after the implementation of the special protection measure of the placement, the natural parents' attitude will be assessed. Their disinterest towards the reintegration of the child in the family - actually ensuring the necessary conditions for the child's growth - will amount to their negligence in performing the obligation of raising and educating the child. Setting adoption as a measure in the individualized protection plan is a consequence of sanctioning the biological family's misconduct: their lack of reaction to remove the causes which led to the minor's separation after the implementation of the placement.

A particular situation can occur when, although they do not raise and educate the child, the natural parents still refuse to give the necessary declaration that would allow the adoption. This can be certified by the secretary of the locality where the biological parents reside. This new provision from 2016 removes another inconvenience of practical nature: the impossibility of the authorities to prove the biological parents' lack of consent to open the adoption. As is well known, the biological parents can express their opposition to the adoption before the court, and this gesture should be supplied by the judge by qualifying this manifestation as abuse. This change leads to the differentiating way of harnessing the biological parents' consent from that of the adoptive family within the procedure. Until now the two categories were regarded in the same way in terms of the legal conditions required for the expression of consent to adoption (Bodoasca 2009).

In 2009 the law (Article 13) mentioned the unjustified refusal on the biological parents' consent to adoption however without explaining what it could consist of. In 2011 the amendments to the normative act of reference assimilated the unjustified refusal to consent to adoption with the repeated failure to be present before the court when the biological parents were cited in this regard.

Finally, in 2016 the law described even more concisely the situation regarding the assimilation of their failure to appear before the court and the refusal to give their consent to adoption: failing in two consecutive terms. All this should lead to an interesting evolution of adoption in the near future as a number of other administrative barriers were eliminated: the disappearance of the 12 forms used in the procedure and the simplification of a total of four such documents, removing the obligation to present a certificate from the work place by the person concerned to obtain the certificate for adoption, two-year validity of the certificate in view to adoption until the procedure is completed if the practical matching was started etc.

In practical terms, we conducted a series of studies within DGASPC Argeş trying to correlate the legislative development with the effects felt in the current activities.

In January 2017 the structure of the beneficiaries of the Adoption and Post-Adoption Bureau within DGASPC Argeş aims at a total of 70 adoptive families, a number of 64 children respectively included in the procedure. Of course, one should analyze the stage of the procedure too, since the adoption knows four stages - three of them of jurisdictional nature and one administrative, each with its specific effects. Thus, a total of six minors are adoptable and have completed the first stage of the internal procedure. In the third stage, the jurisdictional one, the consent to adoption namely, there are 11 children. They have gone through the initial administrative step that included the theoretical matching and later the practical suitability after being placed in the adoptive family in order to integrate form a socio-emotional point of view. Finally, 47 minors are at the post-adoption monitoring stage, that is, from a procedural point of view beyond the last jurisdictional phase, namely the approval of the adoption.

As a consequence of a questionnaire applied to the families undergoing the post-adoption monitoring phase, the adoptive family can be portrayed as follows: approximately 40 years old, mainly higher education, with an income above average. Regarding the dominant reason that determined the adoptive family to participate in this procedure one can mention the couple's infertility. None of the families included in the study regretted having chosen this

way to fulfil their dream of having children, although there were quite a lot of administrative obstacles. A very small number of adopters also chose to change the child's name during the proceedings, although such an attitude usually potentiates the affection relationship within the new family. Since the adopters are those who have the obligation to inform the child that he/she was adopted, it is important when and how this task is performed. The conclusion of the case study on the practice within DGASPC Argeş is that the overwhelming majority of adoptive parents engaged in the post-adoption monitoring stage have started communicating with the children on the subject of adoption. The children's reflection on the reality that they have been informed of led to an increased sense of emotional security.

The discussions with the experts from the department for adoption brought to light a number of other issues. The legislative amendment of 2016 introduced a new chapter "***Monitoring and Post-Adoption Activities***" which specified the real manner in which these activities could be done (before August 2016 there was no legal framework to bring under regulation the post-adoption services or the way how to benefit from them).

The post-adoption activities are performed according to a plan and their target is to provide support and expert assistance both to the adoptee and the adopters. These needs can be identified both during the post-adoption monitoring stage or can be reported directly by the adoptees or by the adoptive person/family and after the expiry of this period. During the post-adoption stage some specialists assess the evolution of the child in the new family and the child-family relationship, they identify any difficulties in the child's development, they inform the family about the particularities of the child's development stages, the development of the family's attachment and dynamics, as well as on other topics of interest, depending on the needs of the child and of the respective family.

In the case of the adoption of the child by the natural parent's partner, the guardian or the child's relatives to the fourth degree of kinship, the child's integration into the family is already done before the adoption so that, in point of the pursued aim, the implementation of the post-adoption monitoring appears as unjustified (emptied of contents) in these situations.

Although the biological parent's partner, the guardian or the child's relatives up to the fourth degree of kinship go through the same legal operation of adoption as others that previously did not have any relationship with the child, the situations are not similar: both the natural parent's spouse and the child's guardian or relatives up to the fourth degree of kinship (in most cases the relatives

were foster parents prior to adoption) requires the adoption of a particular child with whom they had connections before starting the procedures for adoption, they have involved / have ensured the child's upbringing and care before the adoption procedures started, as there are the prerequisites of family life between the child and these persons before the adoption operation began. In such cases, the consent to the adoption legally sanctions the already existing ties between the child and the adopters before they started the adoption procedures. Since the situations are not similar, as far as the post-adoption monitoring is concerned, the legislator does not assimilate the situation of the child adopted by the natural parent's spouse, guardian or relative up to the fourth degree of kinship to the situation of the children adopted by others who do not fall into these categories. Therefore, one should strictly consider the legal definition that we find in Article 95 of the Law (the amendment of 2016). The legislator's intention to exempt from the post-adoption monitoring the categories previously invoked also results from the broad interpretation of the provisions of Article 77 of the Methodological Norms approved by GD nr. 579 / 2016 in the sense that it provided that no final closing report is drawn up in the situation of the children adopted by the natural/adoptive parent's spouse, guardian or relative up to the fourth degree because it was assumed that the post-adoption monitoring activity is not done with these categories. An interesting problem is represented by the governing of the way in which the adoptees can gain access to information about their natural parents and can make efforts to contact them and their biological relatives. For a long time, the Romanian internal law did not offer viable solutions on this assumption, widely debated. The most credible mark was the ratification of 1993 of the Strasbourg Convention, which contains provisions addressing this issue in Article 20 (these issues were resumed and detailed in the revised version of this Convention, namely art. 22). Incidental regulations to this issue could be drawn from the Law no. 119/1996 on the civil status documents. In general, however, the interested adoptee could get information of this nature from exclusively private sources, the state authorities having no obligation to support his/her efforts. Recently we have noticed the international trend of widening the adoptee's right to access to information on his biological parents or natural relatives. The values that are weighed are on the one hand the adoptee's right to information and on the other the right to privacy of the other pole of this relationship: the biological parent. The proportionality of measures to limit or restrict the right or fundamental freedom requires not to exceed what is strictly necessary, given the defense of another person's right (Andreescu 2007).

In most cases, the legislative solutions also consider the biological parents' possible wish to remain anonymous or not. From this point of view, the proposed variations on the content of the biological parents' declaration of willingness are often divergent. Some legislation presumes that unless otherwise noted, the biological parents wished to remain anonymous. On the contrary, others believe that if they want anonymity, the parents must state this expressly. The legislative solution proposed in 2011 was intended to ensure an appropriate balance between the biological parents' right to have their identity kept confidential and everyone's right to have access to information that concerns their past and origins, particularly in the case of adopted persons whose intent aimed at shaping their own identity.

At present, following the provisions of 2016 the disclosure of their biological parents' identity can be done ANPDCA only for reasons of medical nature at the request of any of the adopters, of the adoptee or of the representative of a medical institution, which also requires the annexation of supportive medical documents. A particular situation is represented by the adopted persons who know the identity of their biological parents and that can appear directly at ANPDCA for this institution to exercise the due diligence in order to contact the biological parents and relatives.

Prior to the referral to the Court by the adopted person with full legal capacity, it is imperative that ANPDCA should be requested to issue a written document to prove the effectiveness of the adoption and if the adopted had established their affiliation at least towards one of their biological parents before this judicial approach.

Another obligation is represented by the adoptee's participation in at least one counselling session to describe the psycho-emotional balance; this can be conducted by DGASPC/authorized private bodies/individual cabinets or social work/ psychology SCPAS. It is natural that adopted persons should be afforded the opportunity to regain their identity or to (re)discover themselves by knowing their origins and past.

In conclusion, we can say that the adoption is intended to be the preferred embodiment of the special measures of protection of children, although it is more difficult for the casuistry to record the positive effects of the legislative changes that have been analyzed in this article in detail.

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ADVERTISING ON TV. ADVANTAGES AND DISADVANTAGES

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Abstract

In this article, we aim to emphasize once more the major role of television, whether commercial or public, its major potential, considerable impact on all socio-economic groups. One has also not omitted the disadvantages existing from the perspective of advertising, the strategies to avoid the negative impact on the audience, but also the behaviour of the ad consumer.

Keywords: advertising, ad, television, consumer of ads, advantages, disadvantages.

Introduction

In a competitive market economy, we cannot expect that the goods and services would sell by themselves. Carrying out a marketing activity does not involve only to create a good product, establishing an attractive price and making the merchandise available to targeted consumers. Even though a company has products of the highest quality, if the world does not know them, it is unlikely they would sell and it is therefore required to have permanent communication both with current and potential customers (Kotler, 1997).

The mass communication channel most widely used in advertising, particularly in the case of consumer products, television is also the advertising support that has experienced the fastest expansion and which has the greatest impact on the consumer's behaviour (Jefkins, 2000, Russel, Lane, 2002).

As means advertising, television appeared in the middle of the 20th Century, determining a true revolution in the field. Currently, due of its advantages, television attracts the highest advertising investments, being the most flexible and creative medium, which uses a combination of images, sound and motion to communicate emotions and information.

The advantages of using advertising on television

We are all aware that ads have come to represent a system of values, lifestyles, model norms, regardless of whether we face scenes from everyday life or with idealized representations of excellence, with that type of consumer modified by product (in order words, reinvented).

According to specialists, there is a number of advantages television gives to advertising, continuously renewing the production of images, "bearing deep meanings, beyond their apparent futility and their mercantilist objective" (Cathelat, 2005, also Marone, 2017).

Let us list some of them:

- it ensures a high audience, television addressing a mass audience;

- it provides extraordinary opportunities regarding the creation, due to the fact that moving images can be combined with sound;

- in terms of the duration of the advertising materials, flexibility can be of any size (from 15 seconds to 30 minutes or more);

- investor's credibility;

- adaptability in terms of planning the distribution of advertising materials;

- by broadcasting the advertising materials in certain television shows, the message can be sent to well determined segments of the population, thus reducing the losses generated by the transmission of the message to non-prospects;

- by associating the advertising message with the broadcasts in which it is broadcast, their image is transferred on the product or promoted service.

The main advantage of television, whether commercial or public, is that it is a means of mass communication that can be received by most of the population of a country. With such a potential audience of large sizes, television has a considerable impact on all socio-economic groups. Another important advantage is that it enjoys extremely high audiences, which ensures the impact on a large number of individuals in the target groups targeted by the advertising campaigns. Unlike the written press, which is very selective, television broadcasts its messages without making a dissemination of the audience. Therefore, this means of communication is used predominantly, often to the detriment of other communication channels, because it covers most of the advertising budgets of the large advertisers who sell products, which address large groups of consumers.

Another advantage of television is that it is normally watched from home, in a relaxed atmosphere, when the viewer is more receptive than usual to the

advertising messages and, therefore, more tempted to accept what they are watching. On the other hand, the prestige and confidence television enjoys among communication channels and TV channels in particular can be reflected directly on the credibility of the advertising message, considerably increasing its impact.

The disadvantages of using advertising on television

Lately, we observe how advertising tends to shift from the cultural status to that of culture creator, acquiring a discursive autonomy that aims only at the act of buying in some cases. Therefore, it is useful to also specify the existing disadvantages, from the perspective of advertising, even if the effects are not major. Here are some of these:

- the particularly high cost of this type of advertising;
- along with the invention of the remote control, the "zapping" (navigation) phenomenon also appeared, a phenomenon that consists in changing the channel while the ad is broadcasted;
- broadcasting a large number of advertising materials determines the reduction of their effectiveness and decreases the consumers' interest;
- the message transmitted on television is perishable, and if it is not repeated, it has very likely to be forgotten by the consumer;
- the existence of a large number of television channels determined an increase in competition, as well as a reduction of the auditor's interest.

The fact that advertising is watched in a relaxed manner predisposes the audience to deal with ads with a lack of attention or even to avoid them. On the other hand, many times the attention of the audience is distracted by various other activities while viewing, and the introduction of an ad in the middle of a show is considered both inconvenient and unjustified by the audience. The advertising messages at times of peak audience involve high financial costs depending on the time intervals: broadcast time, weekday, region, duration, adjacent channels, possibility to reduce the price, etc.

To plan the broadcast of advertising message over time on television, the specialists propose the following strategies:

- broadcasting the advertising message during the same half hour on all TV channels covering a certain geographical area (a strategy known as *roadblock*). A high reach is thus ensured, the message being transmitted to all those who watch TV at that time.

- broadcasting the advertising message within various TV channels at different times (a strategy known as *scatter plan*). This strategy allows the

transmission of the message to all consumer categories, the number of those who had the opportunity to receive the message increasing along with the diversification of channels in which the message is broadcast.

   - broadcasting the advertising message along several move-serial type episodes of the same program. This strategy ensures a high frequency of exposure due to the fact that viewers constantly watch their favourite soap operas. The disadvantage consists in the fact that the message does not reach the consumers who do not watch those TV series.

   - broadcasting the message on the same day and at the same time during several weeks, but not within some series. This approach allows the transmission of the message to an increasing number of consumers throughout time.

   Impact of the TV Commercial
   The effectiveness of the ad first of all depends on its capacity to attract and keep the attention, then on the power of persuasion and its memorability. In order to be perceived, advertising must distinguish itself from the avalanche which the population faces, therefore to contrast, to surprise by content. After it has drawn the attention, advertising must maintain the receiver's interest, so that the message would have the chance to be passed through fully. This is achievable only to the extent where the information provided answers to some questions or provides solutions to the issues of the public. Therefore, advertising captures the potential customer through utility, through the benefits provided to them by the product/ service promoted.

   Matching the message to the target-public implies not only the selection of data of maximum interest, but also their structuring depending on the way target-consumers process the information and on the specificity of the communication through the broadcast media used. In its turn, choosing them depends on the preference of potential customers for certain TV channels, radio stations, newspapers or magazines, on the use of certain means of transport and frequency of certain means of communication and public places, etc.

   Advertising is particularly useful in launching new products/ services/ ideas. It is the optimal tool of making the public more familiar with the attributes of the marketed item, sensitising potential customers through the benefits offered, stimulating people's curiosity and desire to try something new and inhibiting their fear of change through guarantees, testimonies and demonstrations of their fear of change through guarantees.

Creating the TV Commercial

From the latest surveys, it results that an average individual spends more than 1,500 hours a year watching TV programs. For who is willing to decode it, any ad proposes a *cultural model*, the support and sustainable symbol of which is the commercial item, which is to be purchased if it corresponds to the consumer's lifestyle. We are actually image consumers.

Everyone knows what they like or what they don't like in relation to TV spots, and this aspect is a challenge for the companies that advertise.

According to *Entertained by Commercials* (1997)*,* 38 % of the viewers declare that they often change the channel when commercials are on, which is an increase of 24% since 1985. Today, 31% of the viewers declare they are sometimes amused by funny or intelligent commercials, and about 70% agree that it is sometimes funny and interesting to watch commercials.

No one can ignore the social dimension of the advertising strategy, a strategy guided by exclusively commercial concerns.

The solutions used to attract viewers' attention are increasingly more ingenious. To determine a viewer to watch the ads, there should be a sustainable strategy packaged in a creative idea. An idea is selected, representative images, words, movement and technology are selected, in order to obtain emotional reactions are obtained. Such an approach achieved correctly is the one that makes television be the most powerful means of advertisement. We agree with the specialists who claim that in the near future the idea advertisement will sell better than that of products.

The TV commercial consists of two main segments:

- video (the image or the visual part);
- audio (spoken words, music or other sounds).

The creative process starts with the video part, for generally television is more suitable *to show* than *to say*, but the impact of words and sounds should not be neglected.

The fundamental secret of advertising consists in faithfully knowing the receiver at a time when the trends occur at the speed at which they are also prefigured, and the consumer's abilities to assimilate, to differentiate and choose are ultimately more and more challenged. And yet, when it exists, their loyalty is an assumed loyalty, which combines the behavioural and emotional indicators of affinity for the preferred *brand* or product.

Conclusion

In this article, I have underlined the role of advertising on television, its advantages and disadvantages, consumer's behaviour in the era of modern marketing. A topic that may lead to multiple interpretations and contradictory points of view depending on the perspective of the analysis undertaken.

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BUSINESS NEGOTIATION IN CULTURAL CONTEXT

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Abstract

Our article proposes a presentation of business negotiation from another point of view. We find it interesting to pursue the negotiation that is taking place, especially at the international level, in a cultural context. These are the manifestations of the national and organizational culture they bring to the negotiating process with the participating individuals. A feature of modern man, framed within an organizational space, is among other things, the ability to negotiate. A key component of business success, negotiation is another form of communication. Along with the ability to communicate, the culture of negotiation partners becomes one of the key factors that can stimulate, facilitate or, on the contrary, complicate the process itself and its outcomes.

Key-words: negotiation, culture, business.

01. The intent of this approach is to stress the importance that culture has in the process, sometimes so barren of negotiation in business. Assuming that the dialogue partners are the bearers of cultural values, stemming primarily from the culture of the nation to which they belong, and the concrete manifestations of the culture of the organization they represent. Together, these cultural values have the ability to shape the negotiating styles and we find it interesting to see how cultural brand of nations becomes evident in the negotiation process in business.

02. A characteristic of modern man, within an organizational space is, among others, the ability to negotiate. The key component of business success, negotiation is another form of communication act. For being organizational communication has a lot of meanings, a lot of goals and there are as many ways of expression and manifestation. It involves providing intentional data, information on the organizational structures, and negotiation is based precisely

on the capacity of those involved in the process of creating a balance, a result that left both parties involved had something to gain and reached negotiation objectives.

"In order to understand and exploit market opportunities, entrepreneurs have to prove a great strategic ability. In order to create this lasting competitive advantage, a strategic commitment must be created and maintained to lead to the mobilization of resources and skills, and the realization of which requires time, while being uncertain" (Popescu D.M., 2012: 11).

In this context, the communication at the organizational level becomes a managerial tool that serves to substantiate the relations at the level of the groups. At the same time, based on elements that "vary in the long run, such as identity, communication also requires long-term management that fits into the company`s policies"(Popescu, 2012, 13). From this point of view, communication allows the creation of an appropriate framework for the conduct of business negotiations.

03. Along with the ability to communicate, the partners` culture of negotiation becomes one of the key factors that can stimulate, facilitate or, on the contrary, cancel the process itself and its results. We develop the idea outlined above by representing negotiation as an art or as a precise science. It can become "a decision-making process, among many others, whose purpose is to find a solution for situations that risk either to maintain or to degenerate into conflict. Negotiation has both advantages and disadvantages. Under some circumstances, it may be a privileged way in relation to other decision-making processes, but in others it may not meet the criteria of opportunity or effectiveness "(Popescu D.M., 2012: 64).

The cultural diversity of the business environment generates a multitude of situations, some even unpredictable, to which those involved need to adapt. Business culture is a landmark of success on the domestic and international market. Against this background, negotiations are transforming into a business dimension that requires deep cultural knowledge because "competitive processes are conducted in peaceful conversations by two or more parties that agree to pursue together the best and sure of objectives, set out in an explicitly agreed solution" (Maliţă, M., 1972:182).

What we want to emphasize, during our approach, is the connection that arises between the negotiation process itself and the participants' cultural models. The actor in Business negotiation can be an individual or a team. "The number

of actors involved in the negotiation process is a primordial aspect. Thus, we distinguish bilateral and multilateral negotiations, involving several actors, and multilateral negotiations in which the actors are numerous. The negotiation process is a dynamic development of subjects in which there are many factors that can manifest independently or simultaneously "(Popescu D.M., 2012: 81).

The stages of the negotiation are varied, but in order to reach a proper understanding of this process, it seems appropriate to present these steps in a classic way. The opening or "five minutes" is the preamble of the negotiation, in which the participants are presented, and generalities are followed. There is a short sequence that highlights the reason for the meeting, a sort of identification of the problem. The first exploration translates into the time the negotiators have for studying each other and for testing. The discussion of the agenda, the selection of key points is the central stage of the negotiation, followed by argumentation, emphasis on divergences, disagreements. In order for the negotiation to be successful, appropriate solutions must be found for the parties involved, and if the agreement is reciprocal, the final solution is being followed. Of course, this is an ideal situation, but, as is well known, there are many business negotiation processes where the result translates into disagreement.

04. Among the elements that make up and infuse the act of negotiation, the cultural differences of the actors have a decisive role. Especially when it comes to international negotiations, cultural contexts impress each stage of the process. Culture translates into an influential manifestation, visible in all kinds of bargaining, whether we refer to business contacts, to establishing mutually beneficial relationships, to business conversations or to direct sales.

The negotiation style, the attitude of participants shows the sign of the culture from which the partners come from. Both verbal and non-verbal component of individual behavior or group fit into a cultural context. *The language* in which the negotiations take place will be the element that assures or not an impression of fairness among the participants. It is preferable to use an international language or, if one of the participants has a visible advantage over others, the negotiations will be conducted in the national language.

In this regard, we give examples of cultures of a default language, such as in Japan or China, complex cultural environments in which both the emitter and the receiver of the message share the responsibility of effective communication. Here, individuals show a major concern for non-verbal language, a powerful means of communication, unlike simple members of the culture, such as the Anglo-Saxon, in which many of the non-verbal messages are

ignored. The importance and significance of non-verbal language are known as elements of negotiation direction, since, during the negotiations, this type of language has the ability to influence the conversation and its outcomes.

Another representative cultural model in the negotiation process is Germany, a country of temporal awareness. For individuals in this cultural area, punctuality becomes the sign of a rigorous organization, a form of politeness that also reflects on negotiation negotiations. On the contrary, Spain has an opposite view of temporality. Here time is at the disposal of the people, and the lack of punctuality is not a minus in business, but, moreover, a sign of prestige.

Continuing on this direction a cultural influence manifested during business negotiations, another element that we mention is the *expression of the faces* of those involved in the process. Thus, in the UK, it has been noticed that the choice of a formal office becomes a way to hide the mimic, because for the British, the face's reaction is associated with a lack of attention, interest, in other words, by failing to observe the business code. In Western European countries, avoiding looking at the partner during the negotiations means a roughness, a sign that is rather hostile, disrespectful. In Japan, above all, as is well known, lowering the look in front of the superior is a manifestation of respect. The area of intense gaze, the Mediterranean basin is characterized by a direct way of looking into the negotiating partner, which denotes defamation of the aliens and keeping the action under control.

The *language of the body* also falls within the context of the culture that includes the negotiation process. Thus, in Greece, Portugal, Spain, Italy, the movements of the body become theatrical, but also a form of interaction with the dialogue partners. They use their hands, arms to highlight certain ideas, and handshakes at the beginning and end of the negotiation. In the countries of Europe, the word dominates the language of the body, which is used with moderation, in respect of the negotiation act.

The *Relationship* is part of the impact that the culture of the participants has on the negotiation process. Obtaining precise data about the people in the dialogue matters a lot to the French, because discussions about art, history, literature can lead to the creation of a common denominator, they can easily open the elements of the negotiation.

The impact of cultural manifestations on business negotiation can be so great that it can change the process itself and, in particular, its results. The cultural differences in the participants are translated into *cultural distance*. This must be known on both sides from the preliminary stage of the negotiation process. It is

a kind of documentation on others that helps you to establish common rules of conduct.

05. "Any negotiation, whatever the area, puts into play certain elements that act in an interactive way. These elements can be considered as forming a field of forces in which the negotiation process will take place "(Popescu D.M., 2012: 68). Among these constituents, besides the expression of the face, *the negotiators' personality* is added.

"In most negotiations, there is either a tendency towards cooperation or a tendency towards confrontation, which will give the negotiator specific behavioral traits resulting from its individual characteristics" (Popescu D.M., 2012: 82). The latter refers to both the physical features of the individual, such as age, gender, belonging to a particular geographical area, and psychological features. Even certain profiles of the negotiators have been established, starting from their personality. Success is largely determined by the character of the participants in the negotiation, by the innate traits through which they manifest themselves. Of course, "if in the interpersonal negotiations the impact of the negotiator's personality on the negotiation process is very high, instead, in the negotiations with a pronounced technical nature, these issues will greatly reduce the impact of the negotiator's personality" (Popescu D.M., 2012: 84).

These manifestations of the personality of the negotiating participants were conceived in the determination of *the typology of the leader* who leads the team, typology translated as follows:

"- *authoritarian model* (resulting from his passionate and nervous character), he is a good organizer, he pursues the objectives, he only accepts hardly other opinions and can cause conflicts;

-*cooperative model* (based on his realistic and sometimes sentimental character) - is a good constructor of team spirit, gives good results in negotiations, but sometimes delays the decision;

- *pessimistic model* (intermediate between phlegmatic and sentimental) - weak organizer, does not use authority, accepts excuses and motivations, is loved by collaborators, but is too weak to resist negotiations;

- *creative model*, is not a good organizer, is not concerned with resolving acute problems, but, doubled well, can support, based on arguments, the point of view of the company in the field of technical competitiveness "(*Ibidem*).

The negotiating style adopted either by the group leader or by each individual is determined by a number of factors, including the characteristics of the culture. It is important for this style to follow the cultural valences of each

negotiator, not to fit into foreign cultural contexts, otherwise the strength and negotiation capacity will decrease significantly. Then business negotiation must start from the idea of working with people who are carriers of various cultural messages that need to be understood and brought together. Cultural differences are conditional on the fundamental values of the participants in the negotiations. Each person brings to the table, whether conscious or not, the values, symbols, ideologies of the national and organizational culture to which they belong.

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PERSPECTIVES ON AUDITORY METAPHORS IN MEDIA DISCOURSE

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Abstract

This paper analyzes images that shape the perception and experience of sound into several categories of conceptual metaphor.

We identify the main aspects of figurative language associated with hearing and sound used by journalists, columnists and reporters in media discourse, relying upon an approach based on conceptual metaphor theory. We illustrate the identified categories by examples taken from a corpus of excerpts of media discourse in English discourse.

Our main research objective focuses on the identification of several patterns of associations of sound and hearing with other conceptual categories, applying the model of analysis developed by Lakoff and Johnson in 1980.

Keywords: cognitive metaphors, cognitive-semantic approach, sound mapping, auditory metaphors, media discourse.

1. Sound and auditory metaphors

In an article titled "Sound Design: The Dancing Shadow", the sound designer Walter Murch (1995: 238) conceives the metaphoric use of sound as "one of the most fruitful, flexible and inexpensive means". He argues that by making a careful choice on what sound to exclude and what sound to include in an audio-visual composition, even though that particular sound might appear to be in contrast with the accompanying image, a film music composer or an art director from the advertising industry might be able to build a perceptual void towards which the mind of the listeners would be attracted.
He concludes that any reassociation of sounds constitutes an example of metaphor, in spite of the fact that the reassociation may be brought about by a temporary error on behalf of the composer or sound designer.

In his opinion, sound does not only bear a huge influence on individuals' attention, but it also renders people aware of the fact that if there are many nouns depicting the act of looking (such as a glimpse, a glance), by contrast with sight,

Image source: *dreamstime.com*

there are almost no nouns for the act of listening[27]. Therefore, the sound designer has a different perspective on the connection between auditory metaphors and soundscapes. He believes that an auditory metaphor is nothing but a peculiar soundscape constructed so as to influence individuals, without them knowing why and how. That is to assert that a sound metaphor is synonymous with an art director's ruse.

For Diane Ackerman, in a *A Natural History of the Senses* (1990), there are many striking images drawing on analogies between scent and memory and between smell and sound. The author perceives perfume as "liquid memory", while music is nothing else but the "perfume of hearing".

Ackerman (*ibidem*, 73) acknowledges that, in their approach of auditive metaphors, individuals often associate a musical chord with an "audible idea". She also argues that the individuals' perceptions of materials that make up a musical composition vary according to culture. As there are odours, scents, flavours and touches that repel most people but appeal to others, the same is true of sounds. Particular sounds or music intervals trigger specific mood affecting states that prove to be pleasant to some or harmful to others.

She finally demonstrates that musical perceptions and representations that lie at the basis of auditory metaphors are not only culturally connoted, but also hidden deep within individuals' biology.

In the *Language of Music* (1959), Derrick Cook goes on to further ask himself whether the individuals' different responses to the same music note are due to something intrinsic, ingrained deep within their souls and bodies or due to the fact that these individuals have developed along the time the habit of responding to those particular music chords and sounds in that way and not in another.

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[27] https://www.brainyquote.com/authors/walter_murch. Walter Murch Quotes. Accessed on the 12th of November, 2017.

Johnson (1987: 114-115) also notices that while the effect of listening to music can be culturally driven, it is still motivated by our bodily experience.

Larson (1998) contends that whilst pre-existing concepts frame and mould the musical experience of people, their bodily based metaphoric reasoning leads them to understand temporal relationships among music events in terms of physical motion.

Johnson and Larson (2003:65) do not only show that musical motion represents a particular type of metaphoric temporal motion, but they also shed light on the importance of the cross-domain mapping between the source domain "physical motion" and the target domain "music motion".

Kővёcses (2002: 17, 2005: 23) adds that the physical structure of musical time is based on a conceptual mapping drawn with a source domain and a target domain where the source domain is the human body. He claims that the more dynamic the level of sound gets, the more it is likely to be related to direction and movement in the individual's conceptual mapping (*ibidem*, 21).

2. Sound mappings in media discourse

As we have shown in a previous study (Țenescu, 2017: 143-152)*,* many linguists, semanticists, music theorists and sound designers have proved that bodily metaphors brought about by the individuals' experience of music and sound are mainly driven and triggered by the listeners' shared bio-cultural predispositions.

Our corpus-based analysis identifies the experiences of sound by means of the cognitive semantic concept of metaphorical projection, while at the same time it distinguishes the conceptual maps that are mainly associated with the auditory sense starting from a set of examples taken from media discourse in English.

The Mapping Theory approach allows us to isolate the auditory metaphors as "cross-domain mappings" in the conceptual system of a specific individual (Lakoff, 1993: 204) and to establish the similarity – physical, psychological or other – that is to be found between the source domain and the target domain that renders the cognitive mapping possible.

The first example from our corpus of study reveals the conceptual mapping from the source domain "hearing" onto the target domain linked to a personal quality: greatness in terms of achievement or as a concept of a state of superiority that affects a thing or a person in a particular area. The cross-domain

mapping shows a similarity between the act of perceiving sound and the acquisition of a better status for a person or for his/her work, so that hearing is being great:

> "In Embudo, Paulette is chiseling away at a 10-year project combining all he's learned in the past quarter-century. Sun will shine through many openings of the "Luminous Caves," which he refers to as *his magnum opus* and his final excavation. His fierce independence has made working for others hard, and this one, he says, is just for him"[28]. (excerpt from an article by Irina Strochlic on New Mexico's Amazing Man Made Caves, 2013)

Another example from our corpus shows the conceptual mapping from the physical sense of "hearing" onto the target domain intensity that is the force and power required for a particular physical (or mental) activity:

> "Everyone *bursts into delighted peals of laughter*"[29] (Twitter post by Charlotte Lieberman on the 17th of October, 2015).

Sounds can also be marked by intensity which in cognitive semantic terms is construed in the listeners' ears in terms of a set of image schemas that are basic to the experience of sound – the schemas strength, vigour, brightness and joy:

> "You already know that laughing does wonders for you. You've felt it *brighten your day*, calm your mind and lift your mood to whole new heights, all thanks to an inside joke in the office, a hilarious comment from a kid, or a totally spontaneous mishap that makes you (and everyone around you) *burst into peals of laughter*. The kick it gives your mental health and emotions is awesome […]."[30] (excerpt from an article by Kate Moriarty in *The Huffington Post* on how laughter affects the body, 2015)

We discover another cross-domain mapping from the source represented by auditory sense onto the target domain success, linked to the social life sphere. Success is sought as the good outcome of a social undertaking, as the achievement of results hoped for in a great event:

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[28] https://www.thedailybeast.com/new-mexicos-amazing-man-made-caves
[29] https://twitter.com/clieberwoman/status/655448064635838465
[30] https://www.huffingtonpost.com/2015/09/28/physical-benefits-laughter_n_7756874.html

"CPM's 2nd 'Evening For Managers' presentation *ends on a high note*. […] The highly-interactive evening, which was the second in the EFM series saw detailed presentation done by Dharshana Amarasiynghe, AGM – Marketing, Union Assurance PLC. […]"[31] (excerpt from an article in *Daily FT* online, 2016)

The corpus-based analysis reveals patterns of associations with three main categories: greatness, intensity and success. These image schemas of the experience of sound reflect the striking analogies that link elements which pertain to different cognitive domains.

Conclusion

The corpus-based analysis reflects the lexical richness of sound imagery in English media discourse. It also shows that the sense of hearing is used in multiple circumstances in our daily life, rendering it a valuable and efficient medium for expressing metaphors. The metaphoric configuration related to one of the five senses highlights the existence of several patterns of associations of sound and hearing with other conceptual categories: greatness, intensity and success. The variety of cross-domain mappings from the source domain "sound" to abstract target domains reveals the complexity of the metaphorical thought built around the conceptualization of the sense of hearing.

Corpus

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NARRATIVE AND EMOTIONAL STRUCTURES IN THE TODAY MEDIA

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Abstract

In this paper we analyze the way in which the press tries to influence the social behaviour. The journalistic materials aren't only informative, but mostly they are examples of perlocutionary speech act. The modern journalist wants not only to inform the world, but change it. So, we applied Lipovetsky's, Ricouer's, Barry Richards and Gavin Rees's and of course, Gaye Tuchman' theory to see how narration, emotion and human interest become sort of new news values.

Keywords: journalism, emotion, objectivity, news value

Introduction

With this paper we try to discuss an extremely productive journalistic procedure, but not seriously analyzed. Even today, when we are speaking on journalism, we refer to the journalistic objectivity as an immanency (or responsibility, compulsoriness, duty), but it seems we avoid a discussion in the context of the immediacy. In the respect of the tradition, we use the ritually procedures of the objectification of the journalistic discourse (as they were presented by Gay Tuchman) and, considering this template, we give a sentence or other.

We can see the same situation when we speak about the roles and functions of the press, of the media. Of course, the most important are the function to inform and the implicit role of the media as a public service, e.g. to inform properly the public. But beyond this situation, beyond this truism, I think we can speak about a new age of the communication in the public space.

Hyper-information

I have linked this informational overflow to what Gilles Lipovetsky named hyper-consumerism. This philosopher has described a „consumerist ethos" too (Lipovetsky, p.8), a concept built on mobility, speed, surface, sensation. Hyper-consumerism means moment, fragment, sensation, the illusion of the individualization. That's why „the hyper-consumption behaves as a society

of the psychological disorganization redoubled by numerous processes of „revival" or subjective revitalization" (Lipovetsky, p. 11). The self has this sensation, this feeling that things happen to him, that he experiences something – but every time, all these events are produced and lived totally safe. From this point, the professional communicators from the public space have moved the attention from the descriptive discourse on the narrative and argumentative one, on building a state of mind equivalent with the idea of experience, at the representational level. „The brands imaginary dimension" (Lipovetsky, 37) became the real advantage, it became commodity.

From this area of the safe tasting, the recipient's expectations, of the hyper-consumerist person, were free to grow, to intensify. So, the intensity degrees should be reconsidered reinvented. The hyper-consumer waits for surprises in commercially-envied environments; he searches for "crazy" or enchanting universes, for more and more hallucinating shows and experiences. He wants to be drowned in a flow of exceptional sensation; he wants to evolve in a funny space-time, dramatized, without risks or discomfort" (Lipovetsky, 53). This situation has generated „the force of the hedonistic values" (Lipovetsky, 80) in this public space and the principle of the information has to be replaced with more pertinent pragmatic actions.

This concept, that I used as Lipovetsky described it, can be verified also the journalistic communication level. The informational hyper-consumerism dispatched in the second level the imperative to inform (both from the issuer view, as from the recipient, and the public). Information became immanency, and the negotiation has as result the hedonistic plus, the empirical gain and not necessary the news.

We can see the same idea when we look at the discursive types, but also at the macro structural level, when we speak on the topics, on the ideology. The reconsideration of the human interest, the reinterpretation of the proximity rules (Wolton, 1997; Marone, 2017) is the answer to the necessities of the public (or, as we say, have created this necessity), to create at least the appearance (or the illusion) of the action, even to substitute this action. And, here we are, we start to talk about another discursive type in the public space that is mended to generate emotion, change, transmutation, action.

Emotion

The informational hyper-consumerism, this sort of transformation of news in what is called state of mind, actually in commodity brings in our

discussion a taboo-concept (taboo until recently) in the media theory, namely emotion. Barry Richards and Gavin Rees published an extremely pertinent study concerning the journalistic emotion. As they show, the emotion became a very important subject in various study of human behaviour area.

The researchers insist over the term „therapeutic". In this sense, emotions mean criticism and conscience and, in this way, is exploited the individual (public) reflex to react to the emotional climaxes and to their power: „the rise of the *therapeutic* can be seen as a social good, albeit with important qualifications and reservations" (854). Defiantly, the journalism didn't discover yesterday the emotional writing. There are thematic fields whose mobile is the emotion. But, in this hyper-consumerism, the emotion has the relevancy of the inverted pyramid: „Raw news has both a cognitive and affective component" (855))also Frunzp, 2017a; Frunză, 2017b).

Narrative patterns

If we analyze the media discourses from the journalistic hard zone, we will clearly identify the exclusive routes to build emotion and to produce a behavioural change.

Following Bourdieu, we will see series of selections of narrative procedures to illustrate conflicts, competitions, rivalry, battles with winners and losers, with good and bad, with a noble purpose (or not). This battle can provide the agreement or can generate some changes in immediacy (*apud* J.M. Adam, 1994: 9). Today, the media narrations tend to convince and to move the attention from *docere* to *delectare* and *movere*.

Case study: the Pro Tv Campaign, „There is life after death"

I have chosen this web site, after I analyzed the numbers from the sati.ro. The site stirileprotv.ro is the most visited and it counts 556320 visitors per day. I think a possible explanation for this success and this credibility can be the role assumed by the trust through the organized social campaigns. For example: Have you some news about your parents? The godfathers of the counters, Give life, 20 years of freedom. These campaigns have as target changing the social behaviours, changing the public administration behaviour, changing the government behaviour. The stories don't lose the informational charges, but, there is an equal insistence on the emotion, without pathos. The features don't leave the hard journalism area.

I looked over the campaign „There is life after death". I analysed 28 materials and I observed how the discourse and the emotional space is built:

- There were accepted words form the lexicon of the metaphysics: miracle, resurrection
- As a metadiscursive objective I identified the making of the reflex of the association with the religion area, and, for example, the organ donation is equated with the eternal life pattern.
- There were created opposite poles: establishment (bureaucracy) vs. patients. The Establishment is negatively valorised, through indifference and ignorance. The patients are two-dimensional described, both in terms of their vulnerability and exceptionality.
- Regarding the collective ego, it is surprised by the speculation of the national pride: the overpowering, the exemplary rival neighboring nations, which has the status of a punishment (J.M. Floch, 1995: 61)
- Exclusivity, exceptionality, primordiality function as news values.
- The performance, the "decisive test" (J.M. Floch, 1995: 61) appears at the level of erosion and victimization of Romanian physicians who, dramatized as apostles, open roads, solve extremely complicated situations, take "deus ex machina" indices.

Conclusions

The journalistic discourse has taken on much of the narrative, literary and fictional narrative discourse of narrative rituals. Thus, the motif of journalistic discourse is no longer essential to inform, but to attract, seduce, convince. The multitude of channels and informational media has the immediate effect of liberalization, a democratization of the journalistic expression. Information has date status, and journalists automatically change their priorities from information to seduction and persuasion. Journalism focuses on behavioural changes.

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THE ROLE OF AN INTERMEDIATE LANGUAGE IN TEACHING THE ROMANIAN LANGUAGE AS A FOREIGN LANGUAGE

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Motto: You can never understand one language until you understand at least two (Geoffrey Williams)

Abstract

This work focuses on the presentation the role of an intermediate language in teaching/acquisition romanian language as a foreign language. The number of foreigners who want to learn Romainan has increased in the last years. Some of them do the preparatory year because they are going to study a faculty here and some of them want to learn Romanian for a different purpose (business, mixed families, refugeees or students who study in english). The itermediate language in our work is English. Even if English is considered a "lingua franca", there are students who does not speak it. We are going to present some advantages (a faster process of vocabulary acquisition, a better understanding of grammar rules) and some disadvantages (grammar and vocabulary mistakes, a harder process of understanding, students need more time to start speaking Romanian) of "possessing" an intermediate language in the process of teaching/acquisition romanian language. The importance of the intermediate language is revealed in teaching common/specific vocabulary and grammar. Our theoretical ideas will be followed by examples and some foreign students opinions.

Key-words: teaching, acquisition, translation, rule, mistake

În ultimii ani s-a observat o creștere a numărului de cetățeni străini care trebuie sau doresc să învețe limba română. De asemenea, participanții la cursul de limbă română pentru străini sunt de mai multe tipuri: studenții din anul pregătitor veniți pentru studii de licență/master/dctorat/postuniversitare sau cursanți care nu vin să studieze, dar doresc să învețe limba română (lectori străini, oameni de afaceri, parteneri de viață din familii mixte sau refugiați).

O mare parte dintre aceștia sunt cunoscători ai unei limbi de circulație internațională pe care în lucrarea de față o vom numi *limbă intermediară* (LI). În predarea LR ca LS în cadrul cursului intensiv de limba română destinat cursanților din anul pregătitor apelăm la LI pe care o considerăn un auxiliar esențial în procesul de transmitere și de achiziție a LR de către cursanții străini. Totuși, există și cursanți care nu posedă o LI sau au un nivel mediu de cunoaștere a acesteia. În acest caz, procesul de predare și de însușire a LR ca LS este mai dificil atât pentru emițători, cât și pentru receptori. În prezenta lucrare LI este limba engleză.

Grupele de cursanți sunt mixte din perspectiva limbii lor materne. Majoritatea participanților fac parte din familii de limbi diferite de limba română. Astfel, procesul de predare și de învățare se îngreunează și pot apărea momente de blocaj, deoarece există anumite forme de limbă care nu sunt sau nu au un echivalent în anumite limbi (articolul în limba sârbă, anumite timpuri sau aspecte verbale în limba arabă) sau care sunt diferite comparativ cu cele din limba română (forme diferite pentru adjectiv în funcție de gen și de număr, formarea timpurilor, folosirea și sensul prepozițiilor etc.). Majoritatea acestor probleme pot fi explicate și înțelese cu ajutorul LI. În cazul în care cursanții nu dispun de LI, procesul de predare se extinde profesor – cursant vorbitor de LI - cursant nevorbitor de LI (acesta primind explicațiile în limba maternă).

LI are un rol important atât în predarea vocabularului, cât și în predarea noțiunilor gramaticale.

1. *Rolul LI în predarea lexicului/ achiziția lexicală*

Predarea LR ca LS impune familiarizarea cursanților cu diferite cuvinte sau cu diferiți *termeni* cu care ei vor opera în cadrul cursurilor la facultățile pe care le vor studia, le vor întâlni în mass-media din România sau în limbajul cotidian. Traducerea cuvintelor este principala modalitate de folosire a limbii intermediare pentru această etapă. Dat fiind statutul de "lingua franca" pe care îl are limba intermediară din această lucrare, un aspect interesant în predarea lexicului se observă în ceea ce privește rolul anglicismelor. Astfel, atât cunoscătorii de limbă engleză, cât și cei care au un nivel mediu învață cu ușurință anglicismele sau echivalentele acestora. Pentru exemplificare vom apela la unele dintre cele mai frecvente anglicisme folosite în limba română actuală. Acestea pot fi încadrate în una dintre cele două categorii de împrumuturi stabilite de Sextil Pușcariu: necesare vs. de lux (Stoichițoui-Ichim, 2008:85). În prezenta lucrare ne vom referi doar la îmrumuturile necesare, pentru că cele de lux sunt considerate inutile și, în unele cazuri, chiar dăunătoare. Anglicismele de lux sunt considerate

nemotivate sau au motivații de tip negativ (veleitarism intelectual, afectare) (Stoichițoiu-Ichim, 2008:94).

Împrumuturile necesare sunt cuvintele sau unitățile frazeologice care nu au corespondent românesc sau care au anumite avantaje în raport cu termenul autohton: circulație internațională, expresivitate, precizie. Ele sunt clasificate în *anglicisme denotative* și *anglicisme stilistice* (Stoichițoiu-Ichm, 2008:85). În general, anglicismele denotative sunt reprezentate de termeni de specialitate care nu au echivalente românești, deoarece definesc realități apărute recent în diverse domenii de activitate și sunt folosite în limbajul standard. Oferim spre exemplificare câțiva termeni/unități frazeologice din diverse terminologii: *voucher, banking, trainer, baby-sitter, broker, dealer, non-profit, hard, soft, airbag, site, print, a loga, clip, banner, breaking news, grant, master,power-point, skateboard, rafting, best-seller, workshop, refresh, top, manager, business, lider, hobby.* De asemenea, se observă preluarea și folosirea în limbajul standard a unor termeni din domeniul vieții mondene (modă, gastronomie, divertisment): *grill, blender, roll on, stick, body, body-building, body-painting, fan club, trend, top, gloss, blush, casual, office, brand, topping, chessecake, fresh, rating, outlet.* Chiar dacă unele dintre acestea au echivalent în limba română, ca și o mare parte dintre români, majoritatea străinilor preferă folosirea anglicismelor în locul echivalentelor autohtone. Referindu-ne strict la rolul acestora în predarea LR ca LS, putem afirma că anglicismele facilitează procesul de achiziție a unor cuvinte și expresii românești. Pentru argumentare, vom folosi o parte dintre cele exemplificate mai sus, vom apela și la relațiile semantice și vom include în predare următoarele cuvinte/expresii din limba română*: a antrena (+ez), antrenament, antrenor, a conduce/a șofa (+ez)/a guverna (+ez), conducere, pasiune, vârf, afacere, om/femeie de afaceri, grătar, a face un grătar, tare/moale, tendință, firmă, birou, corp/trup, cu trup și suflet = cu totul, fără ezitare, a picta (+ez), a zugrăvi (+esc), a vopsi (+esc), apreciere, a aprecia (+ez), băț, proaspăt/vechi, prăjitură, brânză.* Menționăm că infinitivele verbelor sunt însoțite de terminațiile folosite la prezent cu scopul de a crește corectitudinea în uz, dat fiind faptul că pentru cursanții străini conjugările 1 și 4 sunt reprezentate în grupe ce au subgrupe cu reguli diferite de formare a timpului prezent.

Împrumuturile stilistice apar ca o categorie mai bogată și mai eterogenă decât cele denotative, fiind mai expresive în raport cu posibilele echivalente autohtone. Acestea sunt clasificate în funcție de motivația folosirii lor. Astfel, avem anglicisme utilizate pentru a evocarea unui mediu social, geografic sau cultural (*look, ranch, pub*), pentru denumirea unor personaje din filmele

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americane (*killer, rancher*) sau pentru a denumi genuri de filme (*soap-opera, thriller, beach-movies*). De asemenea, în această categorie sunt incluse şi anglicismele frecvent întâlnite în varianta colocvială a limbii: *boss, high-life, speech, OK, full, party*. Chiar dacă acestea sunt folosite mai mult decât echivalentele autohtone, pot fi şi ele o sursă de îmbogăţire a vocabularui pentru cursanţii străini: *a ucide = a omorî , ucigaş, fermă, fermier, discurs, a ţine un discurs, şef, a face pe şeful, elită, de elită=deosebit, om de elită, elita societăţii, ocupat/liber, plin/gol, a petrece = a se distra (+ez), petrecere, a da o petrecere.*

Putem afirma că gradul de înţelegere şi de învăţare a lexicului românesc depinde de nivelul de cunoaştere a LI. Ne referim aici la faptul că posesorii unei limbi intermediare pot învăţa mai multe cuvinte într-un timp mai scurt în cmparaţie cu cei care nu posedă LI, aceştia fiind nevoiţi să apeleze la colegii care ştiu limba intermediară sau să apeleze dicţionare generale sau la dicţionarele on-line. Inconvenientul este sesizat mai ales la cursanţii vorbitori de limbi semitice întrucât dicţionarele on-line nu oferă tocmai sensul potrivit, iar dicţionare generale nu sunt foarte multe. Astfel, atât aceştia, cât şi cei ale căror limbi materne fac parte din alte familii lingivstice apelează la dicţionar limbă maternă – dicţionar englez şi apoi englez-roman sau pun întrebări propunătorului sau vorbitorilor nativi de limbă română cu care intră în contact.

De asemenea, primele cursuri ne pun în faţa unor situaţii oarecum neaşteptate în ceea ce priveşte înţelegerea la nivelul vocabularului. Ne referim aici la cursanţii care nu cunosc LI, dar par să înţeleagă unele cuvinte, deoarece asemănarea în pronunţie creează aparente similitudini de sens. Oferim următoarele exemple din limba arabă: [şu] = *ce* (acest cuvânt îl aude pentru *pantof* din limba engleză), [uen] = *unde* (pronunţia englezească pentru *când*), [men] = *de unde/cine* (pentru *bărbat/bărbaţi* în limba engleză), [nam] = *a dormi* (forma scurtă/colocvială pentru *nu am*), [pijama] = trening, [mai] = apă, [ied] = *mână*, [ia] = *hai*, [fustan] = rochie, [abia] = a vinde, [ana] = *eu/eu sunt*

2. *Rolul LI în predarea şi în achiziţia gramaticală*

Dacă în cazul lexicului LI este doar un instrument de transfer al cuvintelor, în ceea ce priveşte achiziţia gramaticală, limba intermediară este cea care creşte gradul de înţelegere şi de corectitudine, deoarece o folosim atât în predarea terminologiei lingvistice, a regulilor gramaticale, cât şi în exemplele contextuale. De exemplu, în predarea verbului (moduri şi timpuri) traducerea şi explicarea regulilor cu ajutorul LI are ca rezultat o înţelegere corectă şi rapidă. Oferim următoarele situaţii:

- timpul prezent este echivalentul pentru *present simple/ continuous*: Eu învăț/ Învăț = I learn / I am learning (cu precizarea că în limba română putem folosi verbul fără subiect, forma verbului indicând persoana care face acțiunea); El mănâncă supă în fiecare zi. = He eats soup every day; El mănâncă supă acum. = He is eating soup now. (semnalăm faptul că în limba română nu avem aspectul continuu);

- timpul perfect compus este *past tense simple*: Am fost în parc ieri = I was/We were in the park yesterday.

- timpul imperfect este *past tense continuous*: Dormeam când a venit Sanja = I was sleeping when Sanja came.

- mai mult ca perfect este *past perfect simple*: Citisem toate textele = I had read all the texts.

- timpul viitor literar este *future tense simple*: Ei vor pleca mâine = They will leave tomorrow.

- modul conjunctiv este *subjunctive*: Trebuie să citești mai mult = You should read more.

Tendința vorbitorilor străini este de a folosi forma de prezent a verbului la perfect compus (Am *înțeleg*), sau în cazul modului conjunctiv de a înlocui pe *să* cu *că* și de a folosi forma de prezent la persoana a III-a singular/plural: El trebuie *că vine* sau Ea vrea *să mănânce*.

Verbele cu pronume reflexiv ridică probleme întrucât este greu de făcut diferența între verbele care pot fi atât active, cât și reflexive. În general, cursanții străini folosesc forma activă pentru ambele situații. Aici intervine rolul LI, ceea ce implică și cunoștințe de terminolgie lingvistică: a (se) simți: Ahmed *se simte* rău. (Ahmed *simte* rău.) = Ahmed *is feeling* bad.; *Simte* că nu spui adevărul. = He *feels* you don t say the truth. *Simt o durere* = I *feel* a pain.; *Mă trezesc* la ora 7:00. (*Trezesc* la ora 7:00.) = I *get up* at 7:00. De asemenea, sunt foarte greu de înțeles verbele care pot fi și active și reflexive, dar au sensuri diferite: a (se) uita: *Am uitat* cartea = I *forgot* the book sau *M-am uitat* la televizor = I watched TV / *M-am uitat* la el = I looked at him.

Prepozițiile sunt un aspect foarte dificil pentru cursanții străini, în special dacă gradul de cunoaștere a LI este mediu sau zero. În acest caz, vorbitorii străini omit anumite prepoziții obligatorii în limba română, fie din cauza gradului de cunoaștere a limbii intermediare, fie din cauza faptului că în limba engleză sau în limba lor maternă nu sunt prezente într-un anumit context. Mai mult decât atât, sinonimia din limba română nu este valabilă în LI ceea ce creează confuzii sau greșeli. Oferim spre exeplificare folosirea prepoziției *de* în următoarele situații:

carte/caiet/curs/profesor *de* limba română/ chimie = Romanian/chemistrybook/ notebook/course/teacher; salată/supă *de* legume = vegetables salad/soup, Vorbim *de* = *despre* examen /el. = We are talking *about* the exam / him. Adăugam şi prepoziţiile *la, cu, pe*. Argumentăm cele spuse mai sus prin exemplificarea unor contexte în care cursanţii utilizeză greşit sau omit anumite prepoziţii: El spune la mine eu merg pe căminul 11. / Vreau carte limba română. / Tu vorbeşte la mine? / Merg la Israel. / Este/Merge la casă/acasă. / Nu este pe camera lui.

Un alt fapt de limbă care pune probleme atât celor care posedă LI, cât şi celor care au un nivel mediu sau zero este exprimarea negaţiei. În limba română avem verbul la forma negativă şi folosim pronume negativ în timp ce în LI avem pronume nehotărât: *Nu vreau* **nimic**. = I *don t* want **anything**. / Nu am **niciun** prieten român = I *don t* have **any** romanian friend. Aceeaşi situaţie este şi în cazul pronumelui negativ *nimeni*, întrucât în limba engleză verbul apare la forma afirmativă, caz în care traducerea poate da naştere unor greşeli: *Este nimeni în cameră./ There is nobody in the room; Nimeni ştie./ Nobody knows.; A plecat nimeni. / Nobody left.* Astfel, putem afirma că nivelul LI este cel care facilitează sau îngreunează atât timpul de achiziţie lingvistică, cât şi corectitudinea.

Ca o completare a celor semnalate mai sus, prezentăm opiniile unor studenţi străini în funcţie de nivelul de cunoaştere a LI: „Limba engleză a jucat un rol primordial în învăţarea limbii roomâne pentru că a fost limba de transfer. Din punctul acesta de vedere, mă consider norocos pentru că înainte să ajung în România, studiasem într-o universitate americană şi cunştinţele mele referitoare la limba engleză erau foarte bune. Când am ajuns aici, ştiam câteva cuvinte învăţate de pe youtube pe care probabil nici nu le pronunţam corect. Limba engleză m-a ajutat atât cu vocabularul, cât şi cu explicaţiile teoretice privind regulile gramaticale. Am vorbit limba engleză aici cam 2 luni. Mi-a fost mai greu să mă obişnuiesc cu limba colocvială ţinând cont de faptul că oltenii vorbesc foarte repede." (Andri Prosi, Albania, L.I. - nivel avansat); „Limba engleză m-a ajutat mult să înţeleg gramatica. Nu am vorbit mult limba engleză în anul pregătitor. Am încercat să folosesc limba română pe stradă, la magazin, dar la bancă foloseam limba engleză." (Ahmad Alghzawi, Iordania, L.I. - nivel avansat); „Având mamă româncă, am învăţat limba română acasă, dar când am venit aici pentru studii am văzut că nu înţelegeam multe cuvinte. Conjunctivul pentru persoana a III-a mi s-a părut foarte greu. Am avut probleme şi cu pluralul în "i" şi cu folosirea cratimei. Un exemplu amuzant ar fi că eu înţelegeam "serios" în loc de "seros" (spuneam "glandele serioase" în loc de "seroase") (Sami Al Shami, Iordania, L.I. – nivel avansat, mamă româncă); „Sunt aici din 2009. În

primă fază, am învăţat limba vorbită. Am scris pe un carneţel exact ce auzeam şi seara îl întrebam pe fratele meu. Am facut aşa cam 9 luni. Nu am ştiut alfabetul. Am înţeles mai mult decât puteam să vorbesc. După 5 ani am luat câteva lecţii pentru că am vrut să învăţ să scriu şi să citesc. Limba română nu mi se pare grea. Mi se pare greu să prnunţ litera *p* şi grupurile *ce, ci, ge, gi*. Şi acum eu spun *b* pentru *p*. Nu am mulţi prieteni români şi aceasta e o problemă. Nu am venit aici pentru studii. Am venit să-l ajut pe fratele meu, dar am rămas aici din cauza războiului din Siria. Eu am crezut că o să plec şi de aceea nu am făcut efort să învăţ româna repede. Nu am ştiut nici limba engleză." (Abudi Darbi, Siria).

În concluzie, susţinem importanţa unei limbi intermediare în cadrul cursului intensiv de predare a LR ca LS. Chiar dacă uneori creează anumite ambiguităţi, considerăm că aceasta facilitează procesul de achiziţie lingvistică indiferent de scopul pe care îl au cursanţii care frecventează acest curs.

Abrevieri
LI – limbă intermediară
LR – limba română
LS – limbă străină

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PSYCHOTHERAPEUTICAL STRATEGIES IN THE CHILDREN'S ANGUISH OF DEATH, UNLIMITED FREEDOM AND LONELINESS

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Abstract

This article is an analysis of children's psychological immaturity which correlates positive with the fear of death. It is considered that it exists a positive correlation between a high level of death's anguish and depression, which can be caused by losses suffered at an early age.

The main of this article is to show if the subjects with a bigger or a smaller anguish death awareness are more likely to have nightmares of death. It is considered that the subjects who lost their relatives or closed friends by the age of ten, they will have a higher number of nightmares about death.

Based on our research, we wanted to attract the attention of teachers and school counselors on psychopathology and psychotherapy studies in order to understand the role of pupils' fear of death. Some research has shown that high school girls with poor school results are manifesting an increased fear of death. It is necessary to understand that a therapeutically balanced and existential approach is assuming an analysis of death's awareness: to review the children's therapeutic implications of other fears as unlimited freedom and loneliness.

Keywords: anguish, existential psychotherapy, death, loneliness, freedom

1. Introduction

More and more parents appeal to a qualified person for their children's problems. Emotional maturation of the child, his self-perception and his emotional safety determine his ability to adapt to change, and also the ability to socialize and learn. In the opinion of the president of Romanian Association of Integrative Psychotherapy, Chiriac G. (2011), the majority of personal unsuccessful people were children who didn't manifest their negative feelings and remain stocked. Successful people suffer when they lost, but they heal faster because they have the capacity to free their negative feelings.

The childhood is shaded by trouble and bad news in a world full of pain; it is extremely important for the people who are communicated the bad news to put them in a correct direction. In this process, there are involved parents, professional persons who work with children doctors, nurses, psychologists, social workers, therapists, counselors, priests, volunteers). Through the technique of small steps, a child is gradually prepared, without being put under an emotional shock (Mitrofan, et al 2003)

It is clearly that in the literature about traumatic experience, there is a potential difference that consists in the continuous neglect or the abuse in the childhood. While the both cases are characterized by extreme fear, of helplessness, of control lost and threat with destroying, there is a difference between the experiences that are continuous repeated and the others who are intersects with daily coping. Also, there is an important difference between trauma that has a structural accident at a base and the trauma that has a relational nature. The researchers have asked themselves why some persons who suffer from an accident or who they have a serious lost can handle it easier than the others who have the same loss. (Gilbert and Orlans 2013).

Briere and Scott (2006) cited the relevant researches who indicate the fact that the persons who experience relational traumas, specially in childhood, are more probably to experience traumatic events later; they called this thing as "re-victimization". The researched from affective neuroscience have demonstrated that the attachment history of a person affect his capacity to handle the trauma later.

Because we live in a social world where we learn how to perceive and how to label the experience, the knowledge is social and cultural created. We pride with objective perceptions, but these are just the creation of our physical and social perceptions, and not representations of a thing in itself.

The faith plays an important role here. For example: „if a man talks with God- we see this action as a prayer, but if a man says that God is talking with

him- appears the danger to be label as psychotic and institutionalized." (Barber 2011).

The cultures are manifesting in a varied form and it differs from multiple subtle mechanisms. In Japanese traditional society prevail a very different conception regarding the nature of childhood towards Occident. The Japanese children are initially more addicted by their parents and becoming sadder when they are far from them. The need to close relationship, which is developed in the family, expands to the relationship with their colleagues and other persons by the same age. (Schaffer 2007)

2. The psychotherapeutic treatment on existential axe

Yalom (1980) is discussing the existential problems under four titles: **Death, Liberty, Isolation** and **The Lack of Sens** (the last one is not treated in this paper because we consider it is with a lower incidence among younger children). The problems related to death or to another type of losses, the confrontation with critical life choices, the significance that we attribute to events and to our life, the confrontation with the freedom to chose the decisions which will form our destiny, the reconciliation with the consequences of our choices and the confrontation with different stages of life are representing the base of problem with people are confronting when they are going to psychotherapy with anxiety and depression. At a conscious level, neither of us are not denying the reality of death, but there is a sens in which we carry the fact that the rule of mortality can apply to another, but not to us. The freedom to choice and to assume the responsibility for our actions is the base of human condition.

As Yalom indicates, to be aware of the responsibility that I have for me and for other people can be a profoundly scary experience and which probably we choice to avoid, since it can throw us into the anxiousness of the irrational. Spinelli (2007) declares that: „ontological anxiety includes all the reactions to the conditions of existence", this can be seen as "the experience of threat of imminent non-existence". Spinelli accentuated the fact that the freedom and responsibly are situated in a relational context.

The existential isolation is seen as an inevitable part of our existence, emphasizing the fact that the person is inexorably alone. By the time we meet events and people in our life, we create stories and significance that can help to our experience to have a sense for us. People can search to build and to find significance for themselves in a lot of ways, or through a spiritual way in which they find the purpose that they were searching for. (Gilbert and Orlans 2003).

The traumatic events and world crisis can provoke stable significance established that have supported people and to let them to feel drifting apart and without a meaning of the future. Any another disaster made by a man or by nature can provoke the feeling that a person is attributing the life, and even can create the lost of a cherished person. Existential concentration on the shared aspects of the human condition is often the type of problem that brings the client to psychotherapy.

The interactive experience disturbing by time need attention in present, such that the client will be situated in a position where he can learn a new type of regulations. An interactive approach of understanding and a trauma management needs a concentration on a corporal process, on psychological process, on the role of relational process, in terms of adjusting patterns that have been acquired, and on the relation in the present between the therapist and his client. Both anxiety and depression can have multiple causes, so it is important for the therapist to check whether there are medical or lifestyle factors that contribute to this condition, such as caffeine consumption, and whether they have been subject to attention, not to try to psychologically treat a condition requiring medical or dietary intervention. Frequently, depression is related to a choice of life for which the client feels the fear to confront it, because it can cause a radical perspective of world. (Gilbert and Orland 2013)

In the opinion of Popescu and Viscu (2016), the psychotherapeutic treatment on existential axe can include:

a) The work with the loneliness feelings: changing a person needs from the point of view of relationships, needs and wishes. Reducing the perceived importance of social deficiency. The feeling of loneliness are cognitive components, emotional behaviors, family and motivational of which we need psychotherapy for. For many times, the feeling of loneliness is triggered by the interruption of an important relationship in the person's life, so that we can deal with a raw mourning.

Working with chronic or complicated mourning after the death of a person includes (Popescu and Vîşcu 2016):

"- The acceptance of a lost reality, which can be facilitated with the help of a ritual, for example a client is asked to write, to light a candle (Lattanzi and Hale 1984) and to plant a tree (Lienham 1993).

Through pain processing the client does not try to avoid painful emotions, such as sadness, anxiety, anger, and guilt, as avoidance who can lead to depression (Worden 2002);

- adaptation to the environment in the absence of the deceased person, which may involve working with self-esteem and self-efficacy (Worden 2002);

- The emotional re-location of the deceased person and the continuation of life;

- resolution of the client's separation conflicts by: establishing the therapeutic alliance, discussing the deceased person, accepting the purpose of the loss, and helping the client to take good-bye (Worden 2002)";

b) The work with anxiety related to death through: auto acceptance, spiritual and religious beliefs, acceptance of own life and psycho-education regarding death (Wong 1998)

It explores the quality of the client's life and what kind of life he would like to have, and in the event of inconsistencies, the client will be helped to make the necessary changes. It may be necessary for therapists to work with self-esteem, perceived self-efficacy, learned helplessness, family relationships, cognitive maps and emotional aspects. Also, deadly anguish may be an associated cause of panic attacks;

c) Working with individuality, which involves: self-esteem, cognitive maps, attachment style, and parental representations. Techniques such as reinforcement of ego, cognitive restructuring, changing the client's style of attachment by creating a second order connection with the therapist and with the representation of parents can be useful;

d) Time management: assertiveness training, time planning and problem-solving strategies.

Exploring the way researchers approach and refine knowledge, Mitroff and Kilmann (1978) have identified four investigative styles that largely correspond to the psychological types of Carl Jung: the analyst scholar (the one who combines thinking with intuition), the conceptual theoretician which combines with the senses), the distinct humanist (the one who binds feelings and intuition) and the conceptual humanist (the researcher combining feelings with the senses).

Experimental investigation, in the service of personal development, encourages us to live openly and investigative, to be concerned with the unique nature of our present relationships, and to experience becoming entirely ourselves. The therapists encourage people to take nothing as guaranteed and to question everything. Children need to understand simply because "they exist" are inherently valuable, because although they may act in a negative way, such actions do not cancel their value as individuals. (Barber 2013).

In phenomenological terms, experience requires a temporal horizon where the past, present and future converge. We are fast moving now when we are happy, or we are stuck in the past when we are unhappy. (Finlay and Evans 2011).

In Yalom's psychological therapy (Yalom and Leszcz 2013), "silence is never silence," but it is behavior that has meaning in "here and now", being representative of how the client relates to his interpersonal world. Therefore, the therapeutic task is not only to change behavior, but to explore the significance of behavior.

All affective life is strongly influenced by the social environment and community tradition. Even the content of feelings may be different; for example, jealousy is not known in some communities living in very difficult living conditions, unlike the power of the same feeling in European countries. These facts highlight family and school education can have an influence on affective feelings. (Cosmovici and Iacob 2005).

Strong emotional shocks such as anger or fear can interfere with the communication process, making the message unclear or erroneous. Another personality factor that can influence communication is shyness, especially in children and adolescents, as the shy can not verbalize what it feels and thinks, instead it expresses a message that does not reflect it here and now. (Stoica-Constantin 2004).

Denying memories of an unpleasant event is common, as with Rambo syndrome. It is followed by the inability of the subject to expose emotions and by the impoverishment of his relational life, which will become more distant, susceptible and incapable of appreciating the ones he held before. When the post-traumatic stress reaction lasts for more than three months, then we talk about a chronic condition that will lead to a profound deterioration in the quality of life. (Cottraux 2003).

The different approaches to psychotherapy differ from the degree to which therapy is regarded as a reciprocal healing process and to the extent that it is viewed more than an opportunity for the client to gain insights into his inner world, to understand his mistakenly adapted patterns, to change behaviors with the therapist as the one who directs the therapy. (Evans and Gilbert 2010). Eric Berne (1972) expressed very briefly: "This is the most painful task the analyst has to do: to tell his patients that there is no Santa Claus. But with good prior training, the blow may be mitigated and the patient may forgive him."

3. The peculiarities of psychotherapeutical strategies in the children's case

In the child's case, the practice of clinical psychology has a number of peculiarities (David 2006):

(a) Consultation is rarely requested by the child; examination of the child being requested by the parents or the adult person;

(b) The difference between pathology and normality is given by the stage of development of the child (as urinary bedding is normal in a child for several months but is not normal at one of fourteen years);

(c) Children's therapy is more involved with nonverbal methods (as children are more vocal in words) and indirect (the adult becomes an active part in the treatment of the child).

For children, bringing to the cabinet signifies most of the time a moment of great tension and crisis, and they are presented as "guilty" before authority. This position of addiction, inferiority, guilt and fear of unpleasant measures generates crying, silent refuge, arrogance or exaggerated conformism. To eliminate the bottlenecks, the therapist will initiate a warm, supportive and friendly dialogue in which the child feels accepted and valued. (Mitrofan, et al., 2003).

The technique of gradual exposure is a variant of the progressive desensitization technique, in which mutual relaxation is used not for relaxation, but for non-anxious patient's natural behavior. One variation would be that the anxiogenic conditioning stimulus (ex a rat afraid of a child) is presented at a weak intensity, gradually (first it is presented in a cage, at an appreciable distance from the child who is playing then the cage is brought closer and closer until the baby will tolerate the surrounding animal). Another option is by modeling (the child will observe the behavior of the therapist, other model patients for them, other children of his age who are not afraid of the rat). (David 2012)

Or we can imagine that a patient with the occupation- gardener has only one problem, well-emphasized, motivated to solve it: an irrational fear of snakes. A behavioral therapist will gradually expose the patient to the stimulus they are afraid of, in situations where he can only feel a low degree of anxiety. It is known that deep muscle relaxation blocks the onset of an acute anxiety, the condition being induced by hypnosis. The patient is asked to "imagine that he's looking at a snake picture, then probably imagining he sees a snake thirty yards away, then closer, then look at the snake picture and, in the after several therapies, to see a snake and then eventually manipulate it" (Yalom and Elkin 2012).

Death is a constant problem for humans. It occurs in every family and manages to create such a distress that it affects children's behavior in the future. Children are more prone to trauma due to the fact that they do not understand the process of death, and when it affects one of the parents, then problems become more intense.

The perception of children in the face of death is minimal, almost incomprehensible in most cases. If the situation is left unattended, the children will not be able to integrate into society and will manifest different behaviors largely misunderstood by their family. Fear of death is a real problem for everyone but especially for children. As they are young, they do not understand death as an end of life and come up with innumerable questions about these processes. Questions, but above all unanswered issues, make them form an erroneous perception of the concept of death. Some of them will feel strongly attracted to the phenomenon of death and will behave strangely, by isolating from society and creating barriers of communication between themselves and others. The family seeks to mask death, by sweetening the truth in order not to cause more harm to the child. However, true trauma can occur if death is not understood by the child. Irvin D. Yalom said that "Children are not only deeply concerned with dying, but they are more concerned at a younger age than we usually think. Children go through a series of steps in their awareness of death and the methods they use to fight their fear of it." (Yalom 2012). Death creates anxiety and brings about a series of changes in the behavior of children, not understanding exactly what part they play in everything that has happened. Children start asking questions about death, and spend more time on this topic than is really needed. These questions not only become a growing recurrence in their thoughts, they become obsessed, and it eventually leads to anxiety and isolation from society.

There is a myth that is considered to be important in the child's perception of death, namely that he should look upon death as a continuity, of divine entities whose role is to watch over him. In this case, the child sees death as a denial, considering that it does not resonate with reality, and who actually crosses the threshold, becomes a protective entity. The anguish of death can be countered by therapy if adults are aware that the little ones need it in order to truly understand the notion of death.

A problem a child may have is "creating a psychological world without freedom". The child has a problem with asuming responsibility and cannot even make certain choices, because he does not feel guilty.

Responsibility is denied and placed on someone else, the child

considering that all of his actions are seen in a negative way due to other people or situations. He is not guilty of his behavior and fails to understand his gestures. The victim in this case is the child. By therapy, the child will better understand the issues that trigger deviant behavior. Taking responsibility is necessary after the treatment in psychotherapy, the child discovering that he, despite having suffered, must learn to recognize that too much freedom does not prove to be a benefit to him but rather a cause of his problems in relation to others.

In opinion of Yalom: "The therapist must determine the role of each patient in his own dilemma, and find ways to communicate this discovery to the pacient. Until the individual realizes that he is the author of his own discomfort, there can be no motivation for change."

To understand the child's problem, the therapist first needs to identify the problem and how it was triggered. In the event of the death of one of the parents, the child is faced with a new situation he cannot comprehend, but by therapy he can get a fair interpretation of the bad situation. The therapist relies on identifying the cause that led to the child's "guilt" in regard to death. The child needs to clarify the causes that led to the death of the parent and to understand that he is not responsible.

If the child does not go through the phases of therapy and is left without a better understanding of what has happened and why his life has changed radically, he will become isolated. A supreme isolation leads to a rift between the child and the world he lives in: his colleagues, his friends, and especially his family. Martin Buber considered that "The waves of the ether are constantly moving, but most of the time we keep our receivers off."

But how can children avoid entering a supreme isolation? The therapist can help them understand that he they are not lonely and need to relate to others. Love is the main solution to the problem. With its help, the child may soon perceive that isolation causes harm in the long run, thus no longer being able to make a special connection. The child perceives isolation at this time as a form of finding himself, escaping from a world where he does not feel well, with which he no longer resonates.

Yalom says that "taking care of the other means a disinterested relationship: the individual gives up self-awareness and self-concern: the individual relates without being dominated by the question of how the other sees it or what one chooses. The individual does not seek praise, adoration ... In other words, the individual has to relate with his whole being to the other: if part of one's being is elsewhere - for example, studying the effect that a relationship will

have on a third person - then, to the same extent, the individual will fail to develop a relationship."

The isolated child needs therapy to overcome this threshold, so that his behavior may not worsen, leading to a number of problems both in adolescence and adulthood. The future adult will have childhood issues, which will cause problems of integration into society. In any case, child isolation is not a solution, it is more than a problem. Any child experiencing a trauma following the death of one of the parents is already in a new situation, a confused situation where a series of explanations by a specialist could help overcome this bad period and avoid developing a behavior that could harm them in the future.

The patient, the child in this case, is confronted with isolation during therapy and becomes an aid in resolving more quickly and overcoming problems that have been triggered by a trauma. By psychotherapy, the child faced with his problems, manages to overcome his problems, but also his limits. He has to face his fears and confront isolation to get out of the closed space he is in and to develop.

"When a man learned, not just in theory, how to remain alone with his own suffering, how to overcome his desire to flee, he almost learned everything." Camus. The therapist teaches the child to go over his suffering and seek the escape from the isolation imposed by himself. Yalom says "the patient dresses the therapist, like a dummy, with feelings that have been taken from others."

The child in the face of death is confused, and does not understand what's going on and why his life changes radically. There are cases where children perceive death as something that does not exist, choosing ignorance, thus giving them the chance not to perceive evil in their lives. Another interesting thing is that they consider as alive not only the beings, but also the things around them. This is why confusion arises. In their minds, they see that everything around them is alive. And then we ask ourselves: how do children separate the beings and things from the point of view of living? Not all children think life is allotted to things, but in many cases, it can happen. For this reason, children have a great need to explain what life and death mean.

Regarding this, Rochlin considers that:

"My studies have shown that very quickly in life, much earlier than assumed, the child acquires a certain knowledge of death, including the possibility of his own death. Already at three years, the fear of his own death is communicable in unequivocal terms. How sooner than the age of three this knowledge is acquired, it remains a highly speculative issue. Communicating

with a younger child on this topic is unlikely. It is also too fragmented. More importantly, death as fear, death as a possibility already begins to have important effects on the three years old child. "

Melanie Klein argues in more detail about this subject: "My analytical observations show that there is an unconscious fear of annihilation. I also believe that if we postulate the existence of a pulse of death, we must also assume that in the deepest layers of the psyche, there is a reaction to this pulse in the form of fear of the end of life. So, in my opinion, the danger born of the action of the pulse of death inside is the first cause of anxiety ... In my view this is the undisguised expression of the fear of total annihilation of the self ... the fear of death penetrates into the fear of castration and it reinforces it, but it is not analogous to it ... Because reproduction is the essential way to counteract death ... ".

Death is a reality for everyone. No matter how it is denied by humans, it does not disappear and is the only certainty that we have. Children, on the other hand, perceive death by their own thought filter, which in this case is ineffective and does not have the information necessary to prepare it for the changes that the ultimate disappearance of a loved one produces. Death has a catastrophic effect for anyone, especially children. It produces a series of changes even in the most ordinary activity we have. A child facing the death of one of the parents becomes confused and can not understand where he is gone and why he does not return. He also does not realize for the moment that his life will be different, that all his activities with the parent will no longer exist. The activities will continue, but in the same environment as he was accustomed to. The child can perceive death as a series of changes, but not necessarily the disappearance of a person. But as he grows, he will realize what death means, and his questions will increase, trying to understand what really happened.

"Cherish what you have! How rarely do we benefit from this sayin! Usually we do not realize what we have and what we can do, because we are distracted by thoughts about what we lack or what we can not, or crushed by petty concerns and threats to our prestige or pride. But if we think of death, we will go to a state of gratitude, appreciation of the innumerable gifts of existence."

Yalom believes that as we perceive death as a certainty and become aware of her coming, we will begin to enjoy life and enjoy the presence of loved ones around us. Indeed, this does not mean that we will explain to children when they are young that death can come at any time because we would scare them worse and they would always be afraid that they would die. But we need to explain them

if we are facing the death of a loved one, and manage to draw attention to the fact that this is how life unfolds, and they are not guilty of anything. Yalom says about death that "is the main source of anxiety. It brings changes in the behavior of all around the dead. In the face of death, we become vulnerable and perfectly aware that we will also be in the same situation. And if it is difficult for an adult to accept this, how is it for a child? Impossible, we tend to say.

"It is important to bear in mind that the anxiety of death, though omnipresent and pervasive, and although it exists at the deepest levels of existence, is strongly repressed and only rarely experienced in the true sense of the word."

The baby needs therapy to get over the trauma. Or if the death of a loved one is imminent, for example after a long struggle with cancer, the child can be helped by a psychotherapist. Through therapy, the child can understand that the sick person will leave this world much faster than he should have. Also, the child should not blame himself for anything. Understanding death by a small child may seem disturbing to adults, believing that little ones are unable to understand the truth. Yalom speaks in his book about several sources of anxiety, one of which is related to "the early relationship with the mother - a symbiotic union from which the patient never departed, but in which he continues to oscillate between total fusion and the lack of any links. To last, the symbiotic relationship requires that neither party accomplishes its completeness: each needs the other to become a whole. It is the reason why the patient never finds the feeling of completeness necessary for the complete experience of life. "

Mourning is what remains after death occurs. It is the one who shrouds both the body and the mind. The child is thus faced with a new situation: the black color becoming a source of uneasiness, constantly reminding of the loss suffered. He may associate the color with the death of his parent, and he has a fear of this color. Because of this, therapy is yet another reason to make him understand that no one is guilty or resentful of his father's death, and color is no more than a ritual they have to do, not being more more than a habit of society and tradition.

Everyone lives with the fear of death. Yalom also speaks in his book about the "unconscious death anguish". In a broad study on an extended group of people, most of them consciously denied the fear of death, but on a phantasy level less than 30% denied the fear of death, and at the subliminal level all had this fear. Thus, we can see that no matter how we think we understand death, it is a constant fear for us. A child who does not have a clear notion of death will

experiment more than a general fear of death. He will get a different behavior for his age, and he will become oscillating between two extremes: one in which he would depart from everyone and he would shut himself or the other when he would be exposed to all temptations, choosing with non-perseverance to experience them without limits .

The death of a loved one is also a trauma for an adult. But for a child who does not perceive the existence of death in his life? How will he be able to relate to the other people in his life if he comes to believe that it is possible for someone to die, including himself. The constant deadly anguish does not have to become a constant for the child who has faced death, nor must it in any way be removed from the equation.

In order to move beyond the trauma, the child must understand that death is a finality of life. But this does not change the fact that he has to live his life and enjoy the presence of the people around him. In fact, he must understand that death will appear somewhere in a distant time and does not need to think of her presence in his life. Yalom explains as clearly in his book "Existential Psychotherapy" the following: "realizing that regardless of the advice and guidance that you benefit from others, ultimately, you have to take responsibility for how live ".

4. Conclusion

During psychotherapy, the therapist pays considerable attention to the problem, identifies the methods by which the child runs away from responsibility and tries as efficiently and as comprehensively as possible to explain the situation to the child, while at the same time succeeds in creating a space in which he feels safe. The child needs attention during this period from both family and psychotherapist. If the little one is not guided to a real explanation of death, he will begin to experience certain states, totally different from his behavior before the unannounced death. Death creates fear, can generate a disdain and change people's destinies. Young people are most strongly influenced by the onset of death and can trigger sudden changes in behavior. Once in this situation, it becomes hard for them to return to the past or to heal. That is why psychotherapy is needed to overcome the period of mourning and to understand that death is a part of everyone's life, and they must not feel fear. Overcoming the mourning of one of the parents is essential to the future of the young. Communicating with the psychotherapist helps the young person acquire a clear understanding of the phenomenon of death and take responsibility for his actions, but also get out of

the isolation state where he has introduced himself. There is a need for a constant relationship with others, communication being essential.

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THE ROMANIAN PUBLIC RADIO AND THE CHALLENGES OF MODERNITY

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Abstract: The last twenty years have been marked by an unprecedented technological revolution that has made the remote communication easier and cheaper. The Internet has proven to be the universal platform to bind the world together and provide almost all the information possible, at anytime and to anyone. The social networks are now facile ways not only to communicate with each other, no matter where we live on this Earth, but also to spread the news as fast and far as possible. This new media paradigm that includes social media and Web 2.0 has offered the chance for the traditional radio to expand its potential audience and to express in more than just the classic voice-only way. It is exactly what the public radio worldwide have done and the stations belonging to the Romanian Radio Broadcasting Corporation (Societatea Română de Radiodifuziune – SRR) have adapted themselves to this new convergent journalistic environment. Radio România Oltenia-Craiova is a perfect example in this respect, as demonstrated in our case study.
Key words: radio, new media, social media, convergence, Web 2.0

The changes of media paradigm triggered by the spectacular technological innovations we have witnessed in the past two decades dramatically affected the editorial strategies of the radio stations. The public radios, which are sometimes presumed to be not as immediately opened to changes as the private ones, have been forced to adjust as fast as possible the ways in which they design their programmes and adapt to the new convergent media environment. Although initially considered as a threat to the traditional voice-only radio, the Internet has proven to be nothing but an invaluable opportunity, a platform with which the radio stations, public ones included, can reach a significantly broader audience than before: "New technology has helped the radio industry evolve and increase in popularity. There's been a huge increase in the number of people downloading podcasts and streaming internet radio. Most radio stations archive past broadcasts on their official websites, for listeners to

access on-demand. Studio webcams and social media have changed the audience relationship with radio by making listeners feel more connected to the presenters. This type of media convergence is also achieved through the use of blogs and forums on radio websites".[32]

Thus, this evolving media landscape has been a chance to increase the number of people that receive the information from the once classic public radio stations. The "cyber-attack" has concretized in a concentrated multi-layered development, providing radio products through websites, social media networks, podcasts and all the modern electronic devices to be found on a continuously changing technological market: "Information communication technology has helped in the technological development of mass communication. With the increased role of the Internet in delivering news and information, mass communication studies and media organizations tend to focus on the convergence of publishing, broadcasting and digital communication. The Internet was created to provide easy access to much needed information, education and entertainment online. It provides less expensive option to these sources, because people can easily download an entire musical album from a website and use at a much lower fee. Also, introduction of this new technology has not only enhanced mass communication but also challenges the traditional concept of mass communication where according to the old definition, the source of a mass communication message was defined as a large organization whose message is sent to a large heterogeneous scattered audience".[33]

According to Tiziano Bonini, radio reached its fourth phase of evolution. Taking into consideration the relation between medium and public, these are the four stages in the history of radio identified by the Italian lecturer in Media Studies at the Department of Social, Political, and Cognitive Sciences of the University of Siena:

First stage (1920–1945): An invisible medium for an invisible public
Second stage (1945–1994): An invisible medium for an audible public
Third stage (1994–2004): An invisible medium for a readable public
Fourth stage (2004–ongoing): A visible medium for a networked public[34]

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[32] https://www.bbc.co.uk/education/guides/z2s97hv/revision/2
[33] Mwaura, Joan, *The Impact of New Media on Radio Broadcast. Case Study of Capital FM (Kenya)*, Projektarbeit, 2011, 79 Seiten, **http://www.grin.com/de/e-book/187623/the-impact-of-new-media-on-radio-broadcast**
[34] Bonini, Tiziano, *The New Role of Radio and its Public in the Age of Social Network Sites*, First Monday - Peer-Reviewed Journal on the Internet, Volume 19, Number 6, 2014, http://firstmonday.org/article/view/4311/4093#author

Bonini considers that the rise of Social Networking Sites (SNS) is the milestone of this fourth stage: "SNS exist since 1997 (Boyd and Ellison, 2007) but the social network that integrated better with radio has been Facebook (FB), created in 2004, followed by Twitter. The fans/friends/followers of a radio station's or presenter's FB or Twitter profile are a public which is very different from a traditional one: this is due to the specific characteristics of the medium and to a change in consumer culture brought about by the rise of the information economy. (…) The new public emerging from the hybridization of broadcast and ICT technologies is more productive (Arvidsson, 2011) and networked".[35] So radio is not anymore what it used to be, striving, as Paula Cordeiro writes, to become a more web-based and multimedia business: "This is currently framed by a set of three different, though interchangeable elements: coverage (spectrum distribution) branding and content, which relate each other to create the third; a business structure that, as Hesmondhalgh (2002) has argued, fits the cultural industries framework via broadcasters' professional complex system of production. Further, the intangibility of radio content places the radio broadcasting industry within the cultural industries system, which depends upon defining distinct audiences".[36]

Furthermore, Paula Cordeiro notices a change of paradigm with profound consequences not only to the mass communication, but to all the fields of human activity, a dramatic anthropological and cultural transformation: "Convergence results from dynamics in technology and synergies of media, computing and telecommunications, adding value to existing processes and creating new ones. These establish a digital culture in which every device and content is reconceptualised as digital".[37] Convergence leads to "a change in linear media communications, by supporting the one-to-many traditional model of communication, but also establishing one-to-one, many-to-one or many-to-many communications, enabling conversations between users", the concept referring to "a new strategy related to information management, its production and distribution".[38]

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[35] Ibidem
[36] Cordeiro, Paula, *Radio Becoming R@dio: Convergence, Interactivity and Broadcasting Trends in Perspective*, Participations – Journal of Audience & Reception Studies, Volume 9, Issue 2, 2012, p.494
[37] Cordeiro, Paula, *Radio Becoming R@dio: Convergence, Interactivity and Broadcasting Trends in Perspective*, Participations – Journal of Audience & Reception Studies, Volume 9, Issue 2, 2012, p.496
[38] Ibidem, p.498

In other words, radio has found new modalities to reach the media consumers and must permanently develop the know-how necessary to improve the efficiency in order to fulfill its new goals. The everyday news battle has been translocated to a greater extent into the online environment. The sites and the social network pages are provisioned with content as fast as possible and there is a race against both time and the other players in the media market. A process of adaptation that has come naturally in the course of recent history, especially when taking into consideration the very reason to be of media itself, as Jennifer Alejandro observes: "These days, it is very hard to find a Web 2.0 technology (social media networks, blogs, microblogs, podcasts) that news companies have not embraced. If the essence of Web 2.0 is about sharing and organizing, the essence of journalism is about being the voice of the community, so isn't it the journalist's role to adapt and bring journalistic values to these social media environments to better serve the public interest?".[39]

The public radios in Romania and elsewhere have noticed the new horizons ahead and seized the opportunities from this profound change of media paradigm. They have actually taken the online environments by storm and managed to expand their audience. A dramatic transformation which initially took by surprise even most of the people from the radio phenomenon itself, as Anice Hassim remarks: "In this connected world, where will radio fit in? This single-dimensional, audio-only medium is, in fact, poised to receive the lion's share of benefit from online and mobile media. This is because modern radio is actually far removed from the audio-only construct that most people, both in and out the industry, consumers and advertisers alike, believe it to be".[40]

Case Study: Radio România Oltenia-Craiova

The Romanian public radio network consists of national, regional and local stations. Throughout the country there are eight regional studios, in Bucharest, Cluj, Constanța, Craiova, Iași, Reșița, Târgu Mureș and Timișoara. All these stations belonging to the Romanian Radio Broadcasting Corporation

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[39] Alejandro, Jennifer, *Journalism in the Age of Social Media*, Reuters Institute for the Study of Journalism, The University of Oxford, Hilary and Trinity Terms, 2010, p.21, http://reutersinstitute.politics.ox.ac.uk/sites/default/files/research/files/Journalism%2520in%2520the%2520Age%2520of%2520Social%2520Media.pdf

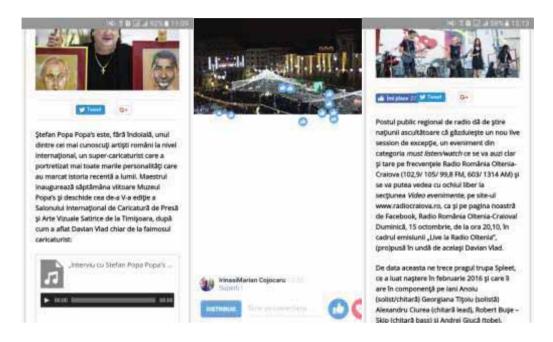[40] Hassim, Anice, *Radio's New Relevance. The Real 21st Century*, The Frequency Advantage, 2009, http://immedia.co.za/wp-content/uploads/press-room/anice_hassim_the_real_21st_century.pdf

(Societatea Română de Radiodifuziune – SRR) have adjusted their media strategies and embraced the new means of reaching the public, expanding their target audience. By broadcasting online, their programmes are now received not only by the traditional listeners, but also by those who usually don't listen to radio in the classic manner. And the national, regional and local information is now a click away from anyone anywhere through their websites and their social media pages. The informational content consists nowadays of radio broadcasts, written texts, photographs and videos. Radio is now r@dio, as Paula Cordeiro suggestively put it.

Radio România Oltenia-Craiova terrestrially covers the five counties belonging to the historical region of Oltenia, plus the neighboring counties and those from the North-West part of Bulgaria and the North-East part of Serbia, regions where we can find large communities of Romanian ethnics. As all the other SRR stations, Radio Oltenia developed a structured system of widening its ways of making itself heard through all the platforms that are connected to the World Wide Web. The regional station is now extremely active online and its website, www.radiocraiova.ro, is the main platform used by Radio Oltenia to deliver relevant local, regional, national, and even international information in various formats: text, audio, video. The radio programmes can be listened to online, on site, but also on the Facebook page of the station (Radio Romania Oltenia-Craiova, https://www.facebook.com/radiocraiova/), as well as through the available applications for Android or iOS. And a web camera transmits live images from the studio around the clock.

The most important radio products are now available on site right after or simultaneously with the radio transmission. The reports, the interviews, the feature reports, the radio documentaries and all the other specific products are to be found now online, in case one misses their initial airing or wants to take another listen. The website is also used to promote the radio programmes and for video live transmissions from events of general interest.

The most important shows are available in video format not only through the web cam installed in the studio, but also through the live transmissions on social networks, especially Facebook. The special guests who come in the studio at Radio Oltenia can now also be seen by the audience, a fact that can only enhance the interest of people in the editorial content of the regional station transmitting from the heart of Oltenia. Another major advantage is that when missing the original broadcast, the content is always recoverable by entering the site or the Facebook page of the station at any time. We must emphasize the fact that besides the main Facebook page of the regional radio, all of the main radio shows of the station and all the presenters have their own pages, a real Facebook network that augments the overall online visibility of the radio station.

The Internet facilitates a multimedia approach for Radio România Oltenia-Craiova and the SRR regional station tries to constantly diversify its offer to the public by delivering various products. The website, the social network pages, and the radio transmissions are interconnected and supply content to each other, a permanent exchange of information that broadens both the potential audience and the means of journalistic expression. As an example, "Live la Radio Oltenia", the monthly live session of the regional public radio that gives the chance for local artists to present themselves to the public, is transmitted both on radio waves and online (website and Facebook), and the feedback received confirms the continuous audience growth of this radio show. The virtually unlimited possibilities offered by the online platforms have also given the opportunity for the station to explore different artistic forms of visual expression like making videos for songs of some of the bands that took part at the live sessions hosted by the regional public radio.

Radio România Oltenia-Craiova also produced recently twelve video documentaries about Romanian songs that made history as part of the project entitled "Eu aleg România. Ascultă-ți muzica. 100 de melodii ale românilor" ("I Choose Romania. Listen to Your Music. 100 Songs of the Romanians") which are to be found on the official site of the project (http://eualegromania.ro), on the Youtube channel of the Radio România Regional network, and on the Facebook pages of all the regional public radio stations.

In conclusion, Radio România Oltenia-Craiova have managed to make a swift and smooth adaptation to the new convergent media environment and has proved that it can adjust its editorial strategies in order to be able to keep up with the ongoing changes of media paradigm.

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THE SOCIAL IMPACT OF FACIAL AND DENTAL AESTHETICS AND THE DIVINE PROPORTION

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Abstract

Acest studiu preliminar pleacă de la constatarea că una dintre erorile majore care duc la periclitarea tratamentului stomatologic și la starea de nemulțumire a pacientului este reprezentată de modul în care se realizează relaționarea medic-pacient și comunicarea dintre cei doi. În cazul în care o persoană optează pentru un tratament estetic este clar că acesta se confruntă cu o stimă de sine scăzută, fapt ce-l determină pe medicul dentist să abordeze o interpretare duală a afecțiunii: o interpretare obiectivă ce presupune stabilirea etapelor de refacere morfologică și funcțională a dentiției și o interpretare subiectivă ce vizează înțelegerea modului în care pacientul percepe noțiunea de "frumos". Totodată, tratamentul dentar estetic este individualizat în funcție de personalitatea, vârsta, sexul și afecțiunile sistemice ale pacientului. Noțiunea de "proporție divină" face posibilă realizarea unei lucrări dentare "perfecte" ce se integrează atât în trăsăturile faciale, cât și în cele somatice ale pacientului și ale cărei caracteristici de bază sunt reprezentate de simetrie, echilibru, continuitate, proporționalitate.

Keywords: aesthetics, self-esteem, reconstructing, proportionality.

1. Introducere. Impactul social al esteticii faciale și dentare

Interacționismul simbolic reprezintă un concept al sociologiei care pune în evidență strânsa legătură între individ și societatea în care trăiește. (Oprea 2015). Practic, o persoană este puternic influențată de evenimentele și schimbările care au loc în societate și de aceea se crează o interdependență între cele două component: individ-societate.

Stănciulescu (1996) și Motoi (2017) realizează o comparație prin a cărei simplitate rezumă cu exactitate interdependența menționată mai sus: "societatea și

individul sunt ca două fețe ale aceleiași monede și nu pot exista una fără cealalta".

În secolul XXI, oamenii sunt asaltați zilnic de o cantitate uriașă de informații cu privire la moda actuală, la felul în care trebuie să arate, fapt ce a dus și la apariția multor persoane care nu au capacitatea de a alege varianta potrivită lor, lăsându-se inflențați cu ușurință de ceea ce aud și văd la cei din jur. O categorie vizată în acest sens este cea a adolescenților și a tinerilor care își aleg un idol din mass-media și tind să-și facă modificări estetice pentru a se asemăna cu idolul lor. Un exemplu des întâlnit este cel al vedetelor care au promovat în exces volumizarea buzelor, albirea dentară și fațetele dentare. Orice pacient care vine în cabinet cu dorința de a-și face unul din tratamentele amintite mai sus este ferm convins că i se încadrează fizionomiei sale. Totuși, nu puțini sunt cei cărora medicul le subminează entuziasmul spunându-le că nu este un tratament adecvat pe ei.

Orice schimbare produsă, mai ales la nivel dento-facial, este obligatoriu însoțită de efectuarea unor măsurători, stabilirea unor parametrii și corelarea cu afecțiunile sistemice, dar și cu personalitatea individului. De asemenea, societatea își arată preferința pentru persoanele cu un aspect dento-facial agreabil, acestea fiind considerate mai atractive, dar și având un nivel de inteligență mai ridicat (Drăghici 2015). Deși, de multe ori mass-media este incriminată în ceea ce privește promovarea unor modele toxice pentru societate (Colhon & Danciulescu, 2010; Frunză, 2017), nu putem trece cu vederea rolul benefic pe care îl aduce prin încurajarea profilaxiei dentare. În general, tratamentul profilactic stomatologic este susținut de spoturile publicitare care susțin și încurajează populația să folosească pastele de dinți și apa de gură pentru a preveni riscul de apariție a cariilor sau a afecțiunilor parodontale, dar și prin emisiunile ce vizează tema sănătății în care sunt abordate și explicate diferite simptomatologii ale cavității orale. Tot mijloacele de comunicare în masă au fost cele care au atras atenția asupra efectelor nocive alea obturațiilor din amalgam asupra întregului organism (Vâlceanu 2004).

Motivele care stau la baza prezentării unui pacient în cabinetul de medicină dentară sunt în majoritatea cazurilor reprezentate de reconstructia estetică a structurilor dentare sau a celor faciale. Totodată, un pacient care dorește un tratament estetic este o persoană cu o stimă de sine scăzută. Stima de sine se bazează pe: concepția despre sine, încrederea în sine, iubirea de sine. Un individ cu o stimă de sine scăzută se remarcă prin: subevaluarea calităților sale, auto-critică frecventă (uneori nejustificată), neglijarea aspectului fizic, evitarea contactului social. De aceea, comunicarea cu un astfel de pacient trebuie să fie una adecvată, încercând să redea optimismul și încrederea în sine, dar și să-i ofere siguranța unei bune restaurări.

Un prim pas în demararea tratamentului dento-facial estetic este reprezentat de realizarea ***anamnezei și a consimțământului informat***. Consimțământul informat al pacientului prezintă o importanță deosebită, fiind un act cu calitate juridică în care pacientul își da acordul cu privire la tratamentele ce vor fi efectuate. În cazul în care la finalul ședințelor pacientul își schimbă părerea și nu mai este mulțumit de tratament, cu ajutorul acestui act semnat medicul nu poate fi acuzat de malpraxis. Condiția de bază ca medicul să nu fie incriminat este aceea ca el să respecte etapele tratamentului, să nu efectueze manevre greșite și să folosescă materiale corespunzătoare (Nanu 2012).

După Freud anamneza reprezintă o metodă efieciența de psihanaliză. Anamneza se poate realiza prin trei metode: metoda chestionarului, a interviului sau cea mixtă(conține atât chestionar, cât și interviu). Indicat este să apelăm la metoda mixtă, deoarece chestionarul este cel care ne oferă dovada scrisă a prezenței pacientului în cabinetul dentar. (Pătroi 2014). În cadrul interviului accentul va cădea pe conținutul, ordinea și formularea întrebărilor. Medicul stomatolog va începe interviul cu întrebări legate de identitatea pacientului și întrebări de familiarizare pentru o mai bună cunoaștere a mediului social în care trăiește pacientul, locul în care își desfășoară activitățile și interacțiunile sale cu diverse persoane. Astfel, din cele relatate de pacient medicul va putea să-și formeze o idee despre modul în care acesta percepe viața și felul în care vede "frumosul". De asemenea, este recomandat ca întrebările închise să fie într-un număr redus, deoarece acestea duc la instalarea monotoniei, în timp ce întrebările cu conținut deschis dau fluență exprimării. (Dafinoiu, 2002). În fișa de observație medicul va nota tipul comportamental, personalitatea și temperamentul pacientului pentru o adaptare eficientă a comunicării și interacționării cu acesta.

Comunicarea în cabinetul de medicină dentară reprezintă unul dintre cei mai importanți factori care contribuie la reușita tratamentului odonto-facial. Aceasta se realizează atât în funcție de vârstă pacientului, cât și în funcție de personalitatea acestuia. În cazul adolescenților și tinerilor, aceștia fiind majoritari în alegerea unui tratament estetic, comunicarea vizează două aspecte principale: confidențialitatea și acceptarea opiniei lor fără a-i critica. Deoarece aceștia se află în stadiul în care sunt confuzi asupra propriei identități (Pașca 2006) este important ca medicul să înțeleagă motivul care i-a determinat să-și realizeze o schimbare a înfățișării. Mulți dintre aceștia vor spune că își doresc să aibe o imagine cât mai asemănătoare cu cea a idolului lor (cântăreț, model, actor), dar mai există o altă categorie care doresc aplicarea acestui tratament din cauza presiunilor sociale. În acest ultim caz, se remarcă o tendință crescută în rândul

tinerilor de a-şi critica şi de a-şi blama anumiţi colegi/prieteni pentru felul în care aceştia arată, ducând chiar şi la apariţia fenomenului de bullying (mai ales în şcoli). În ambele situaţii, medicul este obligat să-i spună pacientului dacă tratamentul ales este adecvat sau nu şi care sunt consecinţele în cazul în care se supune unui tratament contraindicat. Totodată, în rândul tinerilor care se prezintă la medicul dentist cu dorinţa de face anumite modificări se remarcă şi un nonconformism sau teribilism al vârstei (Paşca 2006) care poate avea efecte negative printre cele mai neaşteptate:

- **albirea excesivă a dinţilor** (la mai puţin de 6 luni-1an) poate duce la reducerea stratului de smalţ până la suprafeţe dentare cu dentină expusă (dentina având culoare galben-maronie); apariţia sensibilităţii dentare chiar şi la cei mai slabi stimuli; iritaţii ale ţesutului gingival;

- **volumizarea buzelor:** nu este indicate în cazul tuturor fizionomiilor, poate modifica în sens inestetic aspectul facial; o dată realizată este necesar un timp de minim 6 luni pentru ca substanţa să se resoarbă şi buza să revină la dimensiunea iniţială;

- **aplicarea faţetelor dentare**: dintele natural va suferi sacrificiu biologic (Manolea 2013), mai exact va fi şlefuit pentru a crea spaţiul necesar faţetei; dintele natural nu va mai avea niciodată forma, dimensiunea şi rezistenţa iniţială, pacientul fiind nevoit să poarte aceste faţete de-alungul întregii vieţi;

- **mascarea ridurilor şi corecţia adâncimii şanţului nazo-labial:** sunt tratamente strict estetice, dar a căror durată este condiţionată de potenţialul genetic al pacientului, de expunerea la diverşi factori nocivi (expunerea prelungită la soare usucă tegumentul şi accelerează formarea ridurilor, la fel şi lipsă unei hidratări corespunzătoare), dar şi de anumite afecţiuni sistemice: pacienţii care suferă de ulcer vor avea mereu şanţul nazo-labial mai pronunţat.

Există situaţii în care medicul se confruntă cu pacienţi care fie nu ştiu exact ceea ce îşi doresc, fie au aşteptări nerealiste. Pentru depăşirea acestui impediment se apelează la utilizarea aplicaţiei **"Digital Smile Design".** Aceasta presupune realizarea unui model virtual al viitoarei restaurări cu ajutorul unui computer, un soft Power Point sau Keynote şi un folder cu fotografii ale pacientului (Lăzărescu 2013). Astfel, pacientul va putea previzualiza modul în care restaurarea îi influenţează aspectul fizic şi va decide cu mai multă uşurinţă dacă se impune sau nu aplicarea tratamentului. Totodată, această aplicaţie

eficienizeaza relația medic-pacient prin oportunitatea de a cere opinii, de a oferi sfaturi și de a clarifica nelămuririle.

După ce s-a încheiat realizarea amănunțită a anamnezei, a planului de tratament cu toate etapele sale și s-a constituit o bună relaționare între medic și pacient se poate trece la efectuarea tratamentului propriu-zis. Ca și principii de bază ale esteticii dento-faciale se număra: noțiunea de examinare în estetică facială, estetica zâmbetului, relațiile dento-faciale, relațiile dento-somatice, estetica gingivală și estetica arcadelor dentare.

Examinarea zonei faciale este cea care pune în evidență conceptul de "proportie divina". Aceasta presupune: stabilirea prezenței sau absenței simetriei de la nivelul feței ce se realizează din norma frontală cu ajutorul liniei mediene. În general, persoanele cu simetrie facială se fac mai ușor plăcuți în societate, sunt considerați mai atractivi, în timp ce persoanele cu asimetrie facială ajung adesea lideri marcanți, deoarece dau dovadă de ambiție, perseverență, fiind totodată și dominant. Printre personalitățile cu asimetrii faciale amintim: Winston Churchill, Kim Jong-il, regele Henric al VIII-lea, Hitler. Din norma laterală se studiază profilul pacientului care în mod normal este drept. Profilul poate prezenta concavitate și convexitate în anumite stări patologice. Următoarea măsurătoare vizează egalitatea/ inegalitatea etajelor feței. Conform "proporției divine" ideal este ca cele trei etaje: superior, mijlociu și inferior să fie perfect egale.

1.1. Estetica zâmbetului.

Cu toții știm că zâmbetul este o cale de comunicare non-verbală prin care putem exterioriza emoțiile pozitive și de asemenea mai știm că zâmbetul duce la evidențierea arcadelor dentare și pune în evidență conturul buzelor. În tratamentul estetic un punct de reper important îl reprezintă linia surâsului. (Rindasu 1998). Aceasta reprezintă nivelul până unde se ridică marginea buzei superioare, influențând și plasarea coletului dinților. La nivelul dinților frontali poziționarea coletului va respecta următoarele reguli: coletul incisivilor centrali va fi plasat mai sus cu 1 mm față de cel al incisivilor laterali, iar coletul caninilor va avea o poziție mai înaltă decât coletul incisivilor centrali. Ideal este ca linia surâsului să fie plasată la nivelul coletului dinților, dar există numeroase persoane care descoperă o porțiune prea mare din gingie, creând un aspect neplăcut. De asemenea, în timpul râsului s-a observat faptul că unii indivizi descoperă chiar și molarul unu superior, în timp ce majoritatea fac vizibilă porțiunea până la fața meziala a premolarului doi superior.

1.2. Relațiile dento-faciale. În funcție de dimensiunea etajelor feței pacientul poate fi încadrat într-un anumit tip constituțional: muscular, respirator,

cerebral sau digestiv (Deva 2006). Tipul muscular prezintă: fața pătrată cu cele trei etaje faciale egale, Tipul respirator are fața ovală, iar etajul mijlociu este mai mare. Tipul cerebral are fața trapezoidala cu baza mare situată în sus și predomină etajul superior. Tipul digestive are fața trapezoidala cu baza mare în jos, iar etajul inferior este cel mai voluminos.

    1.3. Relațiile dento-somatice. În cazul acestor relații se ia în considerare înălțimea și greutatea pacientului. Un pacient cu o înălțime medie sau peste medie va fi purtătorul unor dinți ușor alungiți și înguști, în timp ce un pacient scund va avea dinți scurți și puțin mai lați. În ceea ce privește **estetica gingivală** se remarcă faptul că persoanele de sex masculin dețin o colorație mai pronunțată a gingiei, în timp ce persoanele de sex feminin prezintă ca și coloristică un roz pal. **Estetica arcadelor dentare** presupune conform principiului "proportiei divine" ca cele două arcade să fie simetrice, paralele între cele, iar arcada superioară să circumscrie arcada inferioară (Popescu 2014).

    Un loc important în estetica dento-somato-facială îl deține **indicele SAP** (sex, age, personality) introdus de Frush și Fisher (Lăzărescu 2013). Astfel, s-au observant următoarele: dinții au o culoare mai deschisă la tineri și la femei și o culoare mai închisă la bărbați și la persoanele în vârstă; la persoanele tinere marginea incizala are o mai mare transluciditate, la persoanele înaintate în vârstă dintele este opac; tinerii au papila interdentară triunghiulară, iar adulții și vârstnicii rotunjită. Pentru a crea un efect de întinerire tratamentul estetic de la nivel dentar presupune accesul vizual a 2-2,5 mm din srafata dinților frontali superiori. La femei se observă o formă rotunjită a dinților, iar la bărbați predomină formele cu unghiuri ascuțite. Cu privire la personalitatea pacientului se poate afirma că morfologia caninului trădează personalitatea, mai exact un canin cu vârful cuspidului pronunțat indică o persoană puternică, ambițioasă, dornică de afirmare și de a ocupa o poziție înaltă în societate, în timp ce indivizii cu un vârf al cuspidului șters, aplatizat este sugestiv blândeții, sincerității, devotamentului, implicându-se adesea în proiecte umanitare.

    Ca și **materiale fizionomice** există: materialul acrilic, ceramic(porțelan) și cel mai recent fiind zirconiul. Acrilul este estetic, se găsește la preț redus, dar prezintă două dezavantaje: se abrazează și poate induce reacții alergice. Ceramica prezintă o excelentă biocompatibilitate, estetică superioară, transluciditate, culoarea se menține în timp, dar are dezavantajul de a fi casantă. (Manolea 2011). În prezent, zirconiul a devenit un material preferat de tot mai mulți medici, dar și de pacienți datorită calităților sale: duritate crescută, foarte bună rezistență mecanică, puritate 99,9%, biocompatibilitate, estetic, termoizolant, rezistență la coroziune. Zirconiul este pe

lângă un material fizionomic şi un material ce se integrează foarte bine din puncte de vedere funcţional în cadrul aparatului dento-maxilar.

2. Integrarea psihologică a corpurilor străine de la nivelul cavităţii orale

Dacă manevrele pre-protetice necesită un sacrificiu biologic de substanţă a ţesutului dentar (Popescu 2014), cele pro-protetice se caracterizează prin inserţia unui corp străin la nivelul ţesutului rămas restant. Această situaţie ce presupune introducerea unor corpuri străine în cavitatea orală duce la dezechilibre şi tulburări psihologice. De data recentă, s-a observant faptul că pacienţii cu lucrări protetice realizate pe o arie întinsă tind să se considere "infirmi" si asociază protezarea dentară cu un alt tip de proteză (de mână, de picior etc.)

Chiar dacă din afară o lucrare protetică poate fi privită ca un tratament minor, minim invaziv pentru pacientul purtător are o mare însemnătate, unii indivizi ajungând chiar să dezvolte psihoze şi fenomene de rejecţie psihică a tratamentului aplicat. Cei mai dificili sunt pacienţii care pe de-o parte îşi doresc reconstrucţia dentară cu scopul de a-şi conserva aspectul estetic, iar pe de altă parte nu suportă psihic ideea de a fi nevoit să poarte în permanenţă un corp străin. Printre cele mai frecvente tulburări de ordin psihic putem aminti tulburările comportamentale manifestate prin nervozitate accentuată, stări de iritabilitate, uneori ducând chiar la manifestări agresive.

Consecutiv instalării tulburărilor de tip comportamental apar şi afecţiunile somatice caracterizate prin creşterea tensiunii arteriale şi a pulsului (tahicardie), dispneea, oboseală cronică, tulburări ale aparatului respirator manifestată prin respiraţie greoaie, tulburări digestive. Totodată, se pot remarca şi tulburări nevrotice precum: nevroză, boala ticurilor şi spasmul hohotului de plâns (Iorgulescu 2017). Un aspect deloc de neglijat îl reprezintă tulburările de personalitate nevrotice printre care se remarcă: tulburarea obsesiv-compulsivă atunci când pacientul manifestă o atenţie exagerată asupra detaliilor, devine inflexibil, acceptând cu greu opiniile şi sfaturile de la cei din jur. O altă afecţiune este tulburarea anxioasă prezentă atunci când pacientul se află într-o permanentă stare de teamă, de inferioritate, făcându-şi numeroase griji în ceea ce priveşte modul în care este perceput de către societate. De asemenea, aceştia se tem să fie criticaţi de alte persoane, au un sentiment continuu cum că ei sunt respinşi de alţi membri ai comunităţii.

O categorie specială de pacienţi sunt cei care doresc refacerea structurilor dentare alterate de-alungul timpului sau din cauza apariţiei unor leziuni

traumatice, dar cu condiția de a-și menține și în viitoarea lucrare protetică anomaliile dento-maxilare. Cele mai frecvente anomalii dentare a căror menținere este dorință sunt reprezentate de diastemă, incongruența dentară și oro- sau vestibulo-poziție. (Manolea 2013). Deși, într-o fază initiala poate părea absurdă ideea că un individ își dorește transpunerea defectelor într-o piesă protetică ce poate întruchipa perfecțiunea, aceasta are un fundament de ordin psihologic: persoana este mulțumită de înfățișarea sa și consideră că prin înlăturarea acestor „defecte" nu va mai semăna cu vechea-persoană.

Problematica diastemei a reprezentat un subiect dezbătut intens de către medicii stomatologi, deoarece există situații în care pacientul își dorește mascarea diastemei, dar acest fapt nu poate fi posibil, deoarece îi poate provoca tulburări de fonație, dar există și situații în care medicul reface structura celor doi incisivi fără a înlătura diastema, datorită concepției pacientului că aceasta ar reprezenta un element de modernitate, luând-o ca principal model pe cântăreața de muzică pop Madonna.

3. Concluzie

În concluzie, se poate afirma faptul că societatea actuală acordă o importanță deosebită aspectului estetic dento-somato-facial, ceea ce a și determinat creșterea cererilor de tratamente modelatoare/cosmetice și estetice. Prezenta situație a fost percepută de medicii dentiști ca o adevărată provocare, fiind încurajați să participe la numeroase cursuri de educație medicală continuă cu scopul de a învăța și de a se adapta cerințelor actuale ale societății în ceea ce privește reconstrucția și modelarea estetică.

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SHAMANISM IN TIMOC

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Abstract

Our paper approaches a certain experience of the sacred institutionalized at the level of popular religiosity and it is documented in the Eastern Serbia at the Romanian speakers. In spite the fact they are Christians, their religion remained unchanged for centuries and it has a pagan root. So, the image of the After Life is one idyllic and the ancestors from the other side have the obligation to protect and help the family, and in change for that they are provided with everything they need to continue the same style of life they have had on the Earth. In order to behave properly, the livings need to receive indications. The feminine magical-religious experiences with ecstatic and trance symptoms and the subsequent acquirement of extrasensory qualities alongside white and black magic are as a brand for Romanian population from this region. As shamans do, the witches and the wizards of Timoc use plants, rocks, animals, potions, magic incantations, and communicate with the world of spirits. Visiting a psychagog or an iatromant isn't something unusual or strange when you live in the Eastern Serbia.

Keywords: *shamanism, Timoc, black magic,white magic, necromancy*

1. Introduction

More than a half of century ago, the French anthropologist Gilbert Durandwrote that the modern thought has to turn over to the study of the myth, archaic religions and oriental mysticism otherwise must be expected a heuristic death for the European way of thinking. Before him, at the beginning of the XX century, Schopenhauer was sure that the disclosure of the Indian thinking would rebirth the European philosophy. In contrast with them, Frazer sorted out all what was different under the characteristic of primitive society and Levy-Bruhl introduced the term of primitive mentality.

Nowadays, because of theoreticians as Eliade or recently Castaneda, no one uses anymore the term of primitivism in order to refer to archaic way of living of some communities.

Meanwhile the researchers were and still are interested in exotic places from Asia, America, and Australia. But there are places in the Eastern Europe where the communities conserve their archaic way of living. Such as a region is the Timoc Valley (a term which recently became popular for indicating the Eastern Serbia).

2.1. About shamanism

The cradle of shamanism is considered Siberia. MirceaEliade has thought that the phenomenon of shamanism is so important that it must be included in the general history of religions. He has believed that its roots are in the ancient world and the shaman's ecstasy, which is its clue, is inherent to man as such. He has written that the first figurative display of a single séance is on the walls of the cave Laszlo, but this view has been decisively rejected by, among others, the famous English historian of religion, Lord Raglan.

On one hand, shamanism is based on a psycho-physical dualism on the understanding that a soul can for a certain longer or shorter time, leave the body without affecting that peculiarly human individual. On the other hand, shamanism implies a split in the lurch of sanctity, which means that with good spirits appear and the evil ones and there is where the protection of the community is needed. Hence, the dual attitude towards shamans concreted in both: admiration and fear. Shaman represents the ultimate dangerous face so he/she is called just as an ultimate solution or in the cases where nowadays communication is not enough. In his/hers journey, the shaman visits the upper and the lower world and at his return brings information about the future and messages from the dead.

The phenomenon of shamanism is a spread one in time and space. Shamans are all over the world and through all human ages. In the modern world they are no longer analyzed as a part of a primitive society, but as a form of spiritual evolution.

The new „social class" of shamans fulfills the Internet. In West, the shamans are not natives anymore, but they are educated people who work alone or in crews and gather their knowledge from many different parts of the word creating their own, personal kind of shamanism. They don't offer anymore only their services for help, but they present the modus and the knowledge of becoming a shaman as the way of resolving the present world crises. Shamanism is perceived as a high level of acknowledge and understanding the self, the individual as a part of the whole, and through this, the functional mechanism of the world.

In some regions of the South-Eastern Europe, the society remains in some sectors of spiritual life unchanged for centuries.

„Amuary de Riencourt argues that prophecy is a form of religious expression that arose with the patriarchal revolution and betrays its etymology of belonging to the masculine world as opposed to mysticism that indicates its belonging to the feminine world, having its roots in the cult of the goddess Big Mother of the Bronze Age. The prophets are more recent than the representatives of mysticism. They have introduced faith into a supreme god alongside other deities. The observation body has become the ear, the knowledge of the world moves from space to time, from nature to history. With the inclusion of world mythology in the subconscious psychology analysis, Jung declared mysticism as a leak of the object in the subject as a return to the undifferentiated state of the collective subconscious as an increase to individuality or integration of personality, or more precisely, a fusion of consciousness with the subconscious. The feminine side of mysticism is obvious. It belongs to nature or God, it is not important, but what is meaningfulit is the anticipatory state of the spiritual ecstasy that characterizes it and a certain cognitive quality of it. (Riencourt, 1998, pp. 314-322)"(Sholkotovich, 2017, p.236).

2.2. Witches from Timoc

In the TimocValley the term of shaman is not known, but is used that of wizard (*vraci*) or witch (*vrăjitoare*). Hence, their characteristic actions are the same as that of the shamans from Tibet or South America or Africa. Their soul travels through the worlds from above and beyond ours bringing messages. They cure with smoke, tea or tincture of herbs. They have magic rituals, use the forces of nature and live in concordance with them.

The feminine magical-religious experiences with ecstatic and trance symptoms and the subsequent acquirement of extrasensory qualities such as talking to the dead (necromancy) and predicting the future (divination), performed in various forms (genuine or specialized) and on different occasions (the religious calendar feasts or on demand) alongside white and black magic are still well-known in Timoc.

In times not long gone, the witches from Eastern Serbia had an important social and community function. They were chosen to occupy the position of physician and sometimes judge, set social behavior norms, mingled in community relations, and sometimes even served religious rituals, similarly to Indian wizard. "Italian scholar Carlo Ginzburg, who studied the witchcraft

phenomenon in Europe for 25 years, concluded that witchcraft was still practiced in some Eastern European regions at the end of the 19th century as a direct derivative of shamanism. [...] How can we explain such an astonishing continuity? The explanation such as the genetic transmission or the useless vagueness of the assertion that some collective unconscious is behind our individual psyche does not have a cognitive basis. The best possible explanation is that of the cultural tradition which is, as we have seen, complex and does not depend on the compounded transmission of ideas' sets. "(Culianu, 2002, pp. 47-48)

Talking with the dead people or asking for help in different cases when medicine is useless is not a rare occurrence in Timoc. And even the people who never visit a witch[41] are aware to the fact they exist nearby. Also, no one disregards or despises the power of the witches, no matter of age or level of education one has.

The phenomenon is generally known as „Vlach magic" and there is the black magic and the white one. The black magic's characteristics are the journeys into the other worlds in order to find answers. It is used in gathering, for talking with the spirits or for spells. The white magic is known for the specific techniques of healing: ritual incantations, spells, and use of herbs. During researches in the field, I recounted specialized witches in one or in other kind of magic or in both. As I found out, the shamanism in Timoc is a forced way of living for some people, not a way of ensure the material resources. As a demonstration of this affirmation, I mention that not only there are no taxes for visiting a witch, but they are giving their help for free sometimes through the modern ways of communication or announcing the future to the crowd gathered around their places in the periods they wake up from a trance. In the past, the historians recorded the premonitions of Vlach witches regarding the assassinations of the King Alexander Karageorgevich and of the Prime Minister Gingich or, more recently about the election of the President Vuchich. Meanwhile, the collective memory recalls facts about ordinary people, ancestors or contemporaneous relatives.

Nowadays more and more people think that, parallel with the material world, palpable, there are other worlds where one could approaches extrasensory. This isn't something new, a discovery of an increasingly technological world, but it is a permanent presence, from the depths of the time it has reached and comes

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[41] I use the term of witches because in the field of magic in Timoc I recounted only 2 sorcerer (in fact, one was more seconding his mother, the witch) and because its specificity, this domain is known as belonging to the feminine part of population.

through an inheritance, we can say, genetic and that is the magic path. The initial term is described by its pejorative use, but in its classical essence it is any attempt to awaken the internal power through various methods: rituals, spells, spells that enable the person with paranormal qualities to come into contact with nature and the world beyond. "Ethnologists (who study the endless faith of peoples in the extrasensory) make the difference between the multitude of clairvoyants and healers born throughout Serbia and those heard from Timoc because, as they say, the magic in Serbia is not of a modern, prefabricated factor. As it is recorded in many works existent in the archives of the Academy of Science and Art of Serbia and of the Ethnology Section's Library of the Faculty of Philology Belgrade, above all is an intrusion in the collective mentality of the Vlachs. A manifestation of an old legacy of more than a thousand years that is in general a women's privilege"(IoichPavlovski, 2009, p.13)

Someone's call to deal with magic is divine, says the Eastern Serbia's inhabitants. It is the gift from a supernatural being, from the Mother of God or Saint Paraschiva, or it is genealogic inherited, usually but not necessarily, on the female branch. This gift is received by the pure ones, and they receive it before entering into puberty. Similar to this, Eliade, speaking of the teaching of shamanic powers, says that the title of shaman is obtained in two ways: by inheritance or due to the innate gift (calling or choice). (Eliade, 1985, p.35) Although researcher LiubinkoRadenovich of the Balkan Studies' Institute says in the TV documentary at "Prima" Serbia, "Život je život"[42] in March 2016:„once taught is transferred from the elderly witch to the younger one, the older has to withdraw", I met two field cases in which three people from the same family used magic simultaneously. In the first case, the father, the daughter and the nephew (though the daughter and the six years old nephew who from now has visions only, use their gift only for the very close ones) and in the second, a women withher son and his daughter.

In the same documentary, IasnaIoichPavlovski shows that when the magic skills do not appear at childhood, and the witch wants to teach her offspring, then they have to meet certain conditions and demonstrate certain skills to be elected as followers of the oral delivery of knowledge in magic and when once process completed, she is withdrawing from activity. Ioich says no one issues a certificate of witch occupation. That nobody is born as a witch, but it is a gift that is not implicitly inherited and that no one become a medium simply

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[42] „Life is life" – translation from Serbian.

because one wants it. Discovering this talent is something spontaneous. Spontaneous is also the help they offer and not premeditate."Almost all individual traditions [...] are based on sets of rules and these are more or less similar. In many cases, we can establish that the rules are so dependent on shamanism that they are probably derived from it. [...] These rules can be for example: «there is another world; the other world is located in heaven; there is one body and one soul; the body dies and the soul goes to the other world»."(Culianu, 2002, pp. 47-49)

I would like to mention that oneiric is almost institution-based in Timoc, and, combined with manism, has maintain the necromancer profession from extinguishing.

"... In the cities and villages of this region they are not and never have been agencies of   foresight, nor luxury offices for the dissolution of the evil eye. Timoc's witches do these things at home or on their property. Rituals are said to be part of their everyday life. They have thecalling on helping people who are in trouble, and they haven't desire to learn this, but have acquired this science unexpectedly so they do not ask for money for their help. Each of them is guided by his own intuition, but also by the tradition old of thousands of years - that here, right next to us, there are supernatural forces and beings to which man is subordinate. They are convinced that they have learned from their forefathers to recognize these beings, to get in touch with them, to communicate with them, and when one needs them, to ask them to mix in the ways of destiny and to help. That's why it is probably believed in the power of Timoc's witches, and many people, regardless of sex, age or profession, are looking for them. "(IoichPavlovski, 2009, pp. 13-14)

In rituals are often invoked *Father of God (TaicaDumnăzău), Mother of God (Maica Precistă), Saint arhanghel (Sân Aranghel)*, the 44 celebrations of a year, *Saint Friday (SfântaVinerea)*, etc. These characters come from the oral tradition of primitive Christianity, more exactly from the belief in the existence of the Creator, the Supreme. "The old beliefs have not been totally lost, they have only been adopted to the new conditions. Despite the repressed habits from the pagan context, theycontinue to exist in a partially Christian form." (Iovanovich, 2005, p.13)

To illustrate the attitude towards the church, I use a quote on the research: "... of the region where faith in God is magic and animism." (Stoianielovich, 1990, p.18). Romanians (from Eastern Serbia), „didn't show enough respect for the

Christianity and the clergy that was imposed, so that only when the word priestis mentioned, at it is added the curse *Let his head creaks, so help me God* (*Pocńi-ar capu, să đa Dumńe-Zău*) and their attitude towards confession and communion is the same, so many have declared that it is barbaric, forgetting that Romanians «kiss their God and their demons through magic rituals … the rituals against the evil eye are their prayers … razor blades, willows, chamomile and Devil's grass are the cross and the demonic premonitions of this people. The crossroad, the threshold, the estuary, the whirlwind and the fireplace are the altars for their gods and their demons»." (Gatchovich, 1999, p. 11)

The dialogue between a necromancy and the priest[43] is illustrative of what other elderly people have told me about their attitude towards the church.

N: - I have my grace from the fairies!

P: -You have no grace, only we have it!

N: -You do not! You learned it from the books! And that is not grace! I received it! And if you say you are priests, you are not! You are just thieves!

Gatchovich reports the following story[44]:

„Once, in the middle of winter, God left on horseback on the Earth, and when he reached the crossroad, he saw a witch standing on a little chair with a brass pot before where water was boiling without fire. Then God said, «Wait, pot, do not boil». And the boiling stopped, but the witch turned and said: «Stand still horse, don't go». And it stutters.

(A pl'ecatvr-o dată Dumńe-Zău pe pamînt calare pe cal la mijocuĵerńi şi cînd a-juns la vr-o rascruče a vazutvrăjitọarĵa cu polomĵacađe aramă înainće pe scauńel mic în care fierbe apa fără foc.Dumńe-Zău atunča zîča: <Stăĵ, căldare, nu ferbĵa.>Sta caldarĵa şi-ngheta,Da vrăjitọarĵaăiîntorča:<Stai calul'e, nu merğa.>Şi sta calu-nţăpeńa.)" (Gatchovich, 2002, p.11)

In the Eastern Serbia there are witches who are specialized in communicating with the world beyond, belonging to dark magic, without using this realm and for charms, spells or other acts that can harm someone, those dealing with black magic in all its spectrum of activities, then the „universal" ones (use both: white magic that aims homeopathic healing and black magic) and the healers. I met witches who said that they were once „universal", but now they are just healers because whenhelped someone with spells, in the same time someone else suffered. And they couldn't bare this suffering anymore.

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[43] Recorded in 2016 in a village near Bor, Serbia.

[44] 20 years ago I heart the same story from an elder women from VelikaVrbica, near Kladovo, Serbia.

2.3. Information about some of the necromancers in Eastern Serbia and my personal experiences with them:

1. Tania, born in Kosovo in 1959. She currently lives in Negotin and is a housewife. Education: general school. She had four children, the first one died at six. Since then she can communicate with the world beyond. Get in touch with the dead by calling their names and surnames in a special room builtfor this activity in the extension of her house. There are icons on the east wall. On the west side there is a window, beneath it, next to the wall, a narrow, four-person table with two chairs at its ends for Tania and visitor. Underneath the icons there is a table on which you can see all sorts of offerings, and a bank on which the companions of the visitor sit. On the bank and under it there are stacks of towels, handkerchiefs, etc.Although it gives the impression of carelessness, the air inside the room is not stubborn, nor is it dirty inside. Those who go to call someone beyond, carry an unburied candle, food and drink, money (which she does not mention when she tells you what to do and is not a fare for necromancer's services), all of which are placed on the table below the window and named for the deceased. Both the house and the yard are relatively new and modern, but at a closer look a dose of carelessness can be distinguished in spite of the recently cut lawn and the fountain in the middle of it.

The visitor must bring an uninitiated candle and what the dead liked to eat, drink. Tania doesn't ask, but same visitors brings towels, handkerchiefs as it's customized at funerals. Tania lights a thick candle that's on the table in a support (not the one visitorbring), next to which is a book that resembles a Bible, but it's not a holy book, it's a sort of zodiac. She ask the visitor for date of naissance. Then write down with a pencil their name and surname and the place where the visitors lives. The visitor is asked to look at the icons and Tania starts a prayer. Then, the procedure is as follows: visitors ask questions, the spirit responds through the medium. I was cautioned that I must be short, because there is no time. Contrary to what I was told, neither the spirit, nor Tania hurried. I've been in for more than an hour.

The invocation of the spirit begins with "Our Father in Heaven, we have visitors, we have visitors, we have visitors! We have visitors, Y[45]., we have visitors, Y., we have visitors! ". When the spirit came, she blew the candle. Tania speaks mixed not only from a linguistic point of view: Serbian with words in Romanian, but also from the point of view of mediation, goes from the story of

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[45] The name of the dead person for whom is the call.

Y.'s thoughts to his own without any differentiation. I do not even get the first question prepared about what I need (as I was told that I first have to ask if he has what he need and then what interests me) that I become the subject of interrogation. I find it hard to look at the icons, for I always tend to look back to Tania to answer the questions. She constantly looked at the icons, almost never to me and spoke. She spoke a lot, in a great hurry as she was afraid to lose something, as she mustn't forget something to say. A few times I had a weird feeling that she can't transmit what the spirit said or she didn't want to because she suddenly stopped and stare at me for a moment. When dialogue finished, she asked me to light my candle and to name the stuffs I brought to Y.'s soul.

2. Rosa, born in Gamzigrad in 1949, where she lived all her life and still do. Housewife, without school education. The room where Rosa operates is separated by a courtyard that serves as a parking for visitors' cars. The room is part of the animal housing building, and is large, dark, with old kitchen furniture, a wood-burning machine and an almost new cooker. It looks like a cave. The initial shock from the sun to the darkness of the room that looks like entering the in a hut, darkly interrupted only by the window from the door leading to the courtyard and by a light bulb hanging from the ceiling at the end of a yarn above the square table is attenuated by the sensation the calm and warmth uterus like that surrounds you when you get inside. Although there are animals nearby, from the poultry I saw through the courtyard, to those I guess according to the shape of the animal building, it does not smell bad, nor the sound is like in a farm. The initial shock at the entrance due to carelessness caused by the hoar and not by the lack of cleanliness is alleviated with the passage of time. Baba Rosa calls in a glass with water situated on the table under the light bulb. Behind the transparent glass, a white vase with blue geometric patterns (just the contour of them) with a narrow neck of which comes out a thick candle that lights up when she calls.

The visitor brings a towel, a candle, food and drink according to the preference of the one she calls. Everybody puts money as many as he/she wants. Baba Rosa receives only on Thursday and Friday. From time to time she falls in a trance, but not when she receives visitors. And she gives news from beyond speaking all the time she is in trance, but when she wakes up remembers nothing of what she said. She speaks Serbian, but his mother tongue is Romanian. She talks like she's tired. After hours of queueing, even having a schedule, and considering the number of those in the yard, I mustn't be surprised at her tiredness, especially that I learn that she works day and night in that two days of reception.

The séance begin with an incantation: „Saint God, Saint Archangel and Saint Jones and the 44 feast of the year, bring Y. to me to sayfor who feel pity,who misses, for who is sorry, what is longing for, what has and what hasn't and have to be sent to him"(*SinteDumnezeule, SinteArangeleșiSinteIoaneșivoi cele 44 de praznice de piste an,să-l scoatețipe Y., să-l duceți la mine săspună de care i-e milă, de care i-e dor, de care-i-e pare rău, cecată, ce are, ce n-are șicetrebuiesă-i maitrimetem.).* She repeats this three times. And then we were waiting for minutes. She call Y. again, and the same, nothing. After a while she asked me if I had brought a photo.At my negative answer, tried again. After few seconds she asked me to come behind her and look at the looking glass from the surface of the water to see Y. when the dialogue finished, I light the candle and named all staffs for Y. and take the candle to the Y.' grave and light it in order to completely burn there.

3. Liubinka, born in Bor, in 1941. Retirement, education: general school. She is a fortune teller in wheat beans and tarot cards.She goes to monasteries, respects church feasts and does not work for those who believe in the Devil or name his name. She had a twin sister who died, and his mother, too, and the first grandson of her only son, is also dead. She came into contact with the world beyond at the age of twelve when she awoke from a coma that lasted three years. When she awoke from the coma, she realized that she had learned many things in those three years, including the Romanian regional dialect she hadn't known before becauseit wasn't used in her family. She dreamed of St. Roman and went to his monastery in Pomoravlie, near Aleksinatch, where he handed her the gift to see more than a normal person does. She says that her grandmother from her mother "knew with the dead," but she was raised by her father's grandmother, who did not know, so all she learned about the other side, dreamed or learned from the spirits.

At the entrance to the Liubinka'shouse, there is a large window on the east wall, a kind of closed balcony, then next to the door on the south wall, an icon wall, beneath which, stuck to the wall, there is a table with three chairs. Visitors sit on the side seats, Liubinkaon the middle one. Visitors go to her with the first water of the day (that is, as you wake up you fill a 2 liter bottle of water tap), "because the ancestral souls are also in the fountain or the source of water for household." (Tchaikovich, 1994, V, p.83). At first, Liubinka tell the fortune of visitor gathering in 44 corn grains.

Liubinka writes on a paper the first name and the name of those for whom she "searches". In bottle's water, after seeing all that is to be seen, she pours some

liquid from her bottle with sanctified water from three monasteries, throwsa corn grain from the ones she used for gathering in the first place, anddrops three burning matches. Then she constantly shake from top to the base of the bottle a bunch of basil tied up with a red wool threadon a knife. During this action, she is singing a ritual incantation (*descântec)* in Romanian dialect.

Sometimes ago she worked with dark magic (by this, also understanding direct communication with the spirits and her passage to the other worlds), but now she affirms that she is dealing only with the white magic (meaning that she "sees" only for the living ones).

When I visited her for the first time, there was very noisy at her: in each of the three rooms of the house some gadget was turned on: two radios fixed on different stations and a television. At the second visit, 13 days after the first, the house was completely quiet. From the conversation I deduced that the spirits of the other realm are looking for her, trying to contact her, so to cover the noise they make, their voices, Liubinka uses the sound waves emitted by household appliances. Trying to bring her to my field of interest, direct communication with the Underworld, I upset her, and then I found out that the spirits visit her only when the moon is growing. At home, I consulted a calendar and discovered that the moon was decreasing, hence the explanation of the peace in Liubinka's house. From her neighbors I found out that after her nephew died in one of the trespass falls she met her dead mother-in-law with her grandson in her arms and told her to remain in the world beyond and take care of her nephew because she got tired. Liubinkaget so scared so she never deliberately tried to get in touch with that world. However, during an involuntarily tress by, he saw Y., who, in the form of an angel, did not allow her to cross the bridge which separated the world beyond. And this was the starting point for my visits to her.

4. Stana was born in the village of CiganskoGroblje, she doesn't know when, she only know that she is around 90. She has no birth certificate or any other act. She doesn't possess a health care card because she has never been to see a doctor, no bank card because she has never had a job. In fact, she left her village only once in her childhood with her mother to pay a visit to a witch from other village.

She is the last of the family and the only girl in five surviving children. Because her family was very poor, and the closest school to Jabukovac (about four hours walk), she didn't go to school. Her brothers went to school a year (in fact, all at the same time, despite the age difference) to learn to read and write in the official language, Serbian, a language that no one in the area used. They told her that she didn't need school to look after sheep and goats.

As a child she went out on the clearing and watches the stars, and at some point, she didn'trealized how it happened, but the stars lose their golden glow and receive a silvery one. Lather she realized that the phenomena foretell the death of someone nearby. Her premonitions had always proved true. When she was 13, her father banned her from leaving the house during the night. Closed in, she could not fall asleep. So, during her usual writhing, she realized at some point that she had numbed and then even stuck her body, that if she tried to touch any part of his hand, she did feel nothing as if it were the body of a stranger. She began to tremble and to hush, and in a very late time she fall asleep. In her dream appeared the deceased from the surroundings. Every night she saw them in the posture they died: home, in the field, in the woods, etc. For some of them only saw their head or bust, for others the whole body. Some were in the shadows, others in full light. So, the nights were exhausting and all day she had to work. She did not dare to tell the parents anything, but she weakened, became pale, and stopped growing.

The spirits began to appear during the day: her body was stifling, trembling and she started to hiccups. In her visions appeared now people who she did not know, but her intuition told her they were dead. Eventually, she confided to her mother what was going on. She led her to a witch and then to the Vratna monastery where the monk Maksim read prayers for her. It was the only time when she left her village. When they returned home, her mother brought home a neighbor whom mother had recently died. Her father and brothers were busy with fieldwork. Stana, without anyone having taught her, took the icon of the Mother of God and put it on the table, sat down and began to pray to her and to all known and unknown saints to find her neighbor's mother after her first name and surname. After praying, in her own way, three times, the already known signs began: numbness, stiffness, and hiccup. The room around her shimmered, so did the people, and she felt herself sinking into a fog that became dense and hotter. On the left side of the icon, in the shadow, appeared the image of the searched woman, and thus began her first dialogue with the world beyond. All Stana had to do was to tell the son what his mother said, because she heard it all without having to address to her.

Since then the world has come to look for her. At first, the father was upset, resisted, but eventually, he knuckled under the requests of those who needed help. After a while, because of those who came from other parts of the world and the increase in the number of spirits who were willing to communicate, it was very difficult for Stanato find those she was searching. But one night she

dreamed a lit candle. And the next day, when she called, she lit a candle for the soul of the searched one. Everything was enlightened and the gates of Heaven and Hell opened. The light of the candle, symbol of light and brightness of the sky, drew the souls of those called over the boundary that divides the dead. It was then she understood the importance of the candle both for the living and for the dead. Since then, she can see into the candle flame when she lights up to call if the deceased died with or without light. If it is absent, the spirit appears in the dark, alone, without being accepted by the community there. In vain the dead's family light candelsat the graveyard, at memes, gives him/her alms. The soul must be brought to light if it has gone out into the dark. The theory developed by Stana is not only about the importance of candle, but also of incense and wine in rituals related to death. At the same time, she states that the spirit returns to his home every day and that the offerings are very important, but more important are the good deeds and the understanding within the family.

5. Iovanka, born in 1940, in Iabukovatch, where she still lives. Her grace did not receive from herwomen ancestors, nor did she learn it from any book. One day when she was a child (she was not married, if she was, she could not have received the miracle, as she mentions), the lightning struck very close to her and she fainted. When she awoke, there were three earthly beings (Iovanka calls them fairies) and asked of her that as they saved her, she would save the world as well. They endowed her with this grace, and then, one night at three o'clock, she dreamed three young men equally tall, with similar faces, with the same hair, dressed in the same type of gray suit.They showed her how to get in touch with the other world.Iovankasays she has learned nothing from another living being and she doesn't need it. Words come to her on their own. She is a fortuneteller in cards (tarot), grains (corn), she is specialist in spells, white and black magic.

5. Radmila from Voivodani (village near Duboka) falls into trance for more than 30 years, at first, for short periods, every full moon, without being able to bring information from these trips. As time passing by, the duration and the quality of communication increase. Nowadays, outside of the spirits week, she enters into trance once a year, on January 20, by St. John. That does not mean that her predictions and ability to communicate with the world are reduced to these two dates. She can get in touch with those who have died most of the time. When she falls into the trance, during the day she helps those in need, and at night she mediates the dialogue with the dead. When she returns from her ecstatic trips, she does not remember anything.

3. Conclusions

To pay a visit to a person (usually a woman) which has magical-religious experiences with ecstatic and trance symptoms, performed from time to time or on different feasts, and as subsequent she has acquired extra-sensory qualities, such as talking to the dead (necromancy) and predicting the future (divination), performed in various forms (genuine or specialized) and on different occasions (the religious calendar feasts or on demand) it's a constitutive part of life in Eastern Serbia. Manism is a characteristic of the inhabitants of Timoc Valley so they are trying to do the best when someone dies. As a consequence of that, many of thevisits paid to witches have led to the resumption of certain mortuary rituals or even their realization because they were not known, or were ignored or forgotten. In my field research I found out that regardless age, education or place of leaving (urban or rural), the population of Timoc know about this persons and if one hasn't experienced, one has a relative or a friend who has visited a witch. And even sometimes the dialog with the other world wasn't satisfactory, no one denied the possibility of healing through spells and potions or the communication with the other worlds.

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PRESENCE AND ATTRIBUTION IN MESSAGE

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Abstract

This study aims to highlight the contribution to the message theory of two reputed Italian specialists: Cesare Brandi and Corrado Maltese. The zetectic method used is comparative, meta-analytical. Cesare Brandi's thesis is that communication is presence; it has two aspects: significant blatantness and message; the message is autonomous and as a form of presence it consists of a semantic deflagration. Corrado Maltese's thesis is that the message is not autonomous, but attributed; The message represents an organization of the meanings produced by the receiver and assigned to it by the broadcaster. The two Italian specialists illustrate two fundamental positions in the theory of the message: the autonomy of the message and the dependence of the message on the receiver.

Keywords: message, communication, context, attribution

1. Presence against message

Cesare Brandi starts from the Jakobson paradigm. He appreciates that, by the definition he has given, R. Jakobson has actually gone along with the truth, since his concept of "message en tant que tel", "le message pour son propre compte" implicitly establishes this message as sui generis, and not in relation to the information whose bearer is for a privileged interlocutor, knowing that the message disintegrates "en tant que tel", even by himself. Hence, the need to remove from its content the meanings that Roman Jakobson understands regarding the presence of the message.

The message has a part that is anchored in this reading, look, and consumption. Eventually, the presence cancels the "message." The raw material of the message is the sign, the hint, the symbol. As such, the message is exposed to semiology research (French semiotics). The coupling of the sign with the

presence gives the semiology a special character. "Communication - writes Brandi - always looks at something that is not present: communication informs us of a presence elsewhere that has been or will be. Otherwise, communication would not need to be communicated: it would be offered at present simply "(C. Brandi, 1966, p. 32). Communication produces presence, not message. This is the case-pattern of the artwork. The communicative amount of any work is not the essence of presence, but the incidence of a semiosis based on sub-codes of different natures (iconographic, sociological, psychological, etc.). However, if the work of art has the structure and the code of a message, "this message is of an entirely private nature, as a message that cancels itself as a message" (C. Brandi, 1966, p. 32).

In fact, no one doubts that the work of art can be directed, as a message either by the author or by the recipient / fruitore / and beyond the messages the author has consciously introduced in it. "Everything is a message if it is interpreted as such, as a sign, hint, symbol"; therefore, the stratification of the messages that can be extracted from an art work is infinite, as that work is an indication of taste history, price evolution, conservation status in a certain climate, and so on (C. Brandi, 1985, p. 40).

The code differs from the language, considered as a corpus, in that, in its case, the concept of translation is synonymous, that is, synonymous substitution either in the same language or in another language. To decode a message is not only to elucidate what it transmits, translating the eventual cipher - the code - in which it was communicated, but even explaining its meaning, using the same language as a metal language. This message - as is the case with the missing languages - was lost: except in cases when it had an autonomous existence in the chain of sounds or graphs (C. Brandi, 1985, p. 107). The code and the message are mutually dependent.

The fundamental distinction between presence and semiosis - in relation to the same semiotic language system - is revealed from the beginning in the fact that if for semiosis there is no isolated word, but the phrase (and even an isolated word is in fact a phrase) isolated, but message, and the signifier within the message is always contextual; in the case of presence, the linguistic sign can become autonomous to the phrase, until it determines or even constrains it / becomes an almost meaningless phrase, as a message, in which the reverberation of a word on another gives rise to a kind of "semantic deflagration "(C. Brandi, 1985, p. 160). Removing the message will not mean removing the meaning of the transmitted message, but, on the contrary, recognizing its autonomous

existence as a substance of another concept. The significance of the message's presence in the message itself will be isolated as a message of presence. The appropriate linguistic mark would be parusia (Greek parousia = presence). The message uses signs, and the sign of presence is parusia. The presence has two levels.

Conceptualisation requires that the concept proposal proves at least two levels of significance of a vocabulary: concrete level and abstract level. A degree of presence is flagrantness, meaning "the obvious presence" (C. Brandi, 1966, p. 5). The second level is the presence of the message.

It can be concluded that C. Brandi integrates the sign and sign of the sign order and adds new material, parusia. He opens a new line of research: communication consists of presence and message. The message is communicating, he also communicates through his own presence. Above all, the barking and then the message comes out. These two are levels of presence.

2. Message assigned: The receiver produces the message but assigns it to the transmitter

Looking at history, looking at how to materialize and run meaningful practices, we can not help noticing that until the thought has come to be conveyed by the concept of message, the scientific spirit used in its cognitive activities of concepts such as meaning, meaning, understand, mean and sign. These basic concepts in the philosophy of language not only do not disappear once the message is installed, but also consolidate its place in the conceptual methodological apparatus. Moreover, it is found that this diachronic plan is reflected in the synchronous plan. The message is designed either as a set of signs or as a set of signals, or as a set of meanings, meanings or meanings. On the other hand, the message was conceived both statically, as a stimulus, and dynamically, as a reality in constitution: message-stimulus = message given, message as production = message in constitution.

Corrado Maltese is one of the pioneers in setting the message concept area. In his view, the message is a derived component of communication, a "second reality". It stems from the signal, so the dynamics of any communication concerns the "dialectical link between the signal and the message, between rational and conceptual perception and appreciation" (C. Maltese, 1976, p. 30). Communication is primary. No communication is possible in reality, without the staging of a tension between order - disorder; but any communication reduces somewhat the existing tension differences and makes them always less likely.

Communication means order, determination, certainty. Its material is the meaning. These can be offered simultaneously, as in pictorial or sculptural communication, or in a temporal progression, as in the linguistic language in which the acoustic signifiers have only the time line.

The message of the message is the organization of meanings (C. Maltese, 1976, p.16). From an operational point of view, the message means the organization of meanings in the space between the transmitter and the receiver.

Moving along and over the supply, controlling, rejecting the unlikely hypotheses, the receiver gives meaning to the significance he attributes to the signal he has integrated as a message. The interpretation of the stimulus as a signal and of the signal as a message, the process of forming the message is largely "a creation of the receiver" (C. Maltese, 1976, p. 39). "The message is a product of the receiver, assigns it to the emitter and designs it on it "(C. Maltese, 1976, p. 53). This, since its own behavior is conditioned by a historically established experience that includes what he thinks is the behavior of the deliberate transmitter, while, in turn, the deliberate transmitter shapes his own behavior after the reception experience he possesses and historically constituted) and which it considers to be the receiver. For this reason, continuous contact control is required and therefore any message is the result of a hypothesis and verification process and can pave the way for a subsequent hypothesis and verification process.

For this reason, the message, in the case of animated and volunteer transmitters and receivers, appears as their common work, placed in the middle and "reflecting strictly the mutual relations". "The creation of the message is a process of overcoming the barrier of the transformation of stimuli into signals (the perceptive barrier) and of the assignment of significance (the conceptual barrier)" (Maltese, 1976, p. 50).

As a transmitter function, communication may be inherent or improper (C. Maltese, 1976, p. 52). A "random and involuntary emitter" can generate a "improper communication process and non-intentional messages" for the receiver. The message is inseparable from the entire context of a communication process (C. Maltese, 1976, p. 18). An intentional emitter generates proper communication processes and inappropriate processes: intentional messages and non-intentional messages.

C. Maltese makes the most extensive classification of messages up to this hour. Messages may be intentional, non-intentional or ambiguous in origin, or clear, uncertain or obscure in meaning (C. Maltese, 1976, p. 42).

In relation to the production mechanism, the messages are divided into: Object and sequential. Object-based messages are the result of constant production mechanisms, and sequential ones, of some intermittent and variable. These types also differ in the fact that in the case of object messages we have a temporal separation between the order of production and the perception and with a synchronization in the case of the sequential messages.

Object messages are products of the plastic and graphic arts; sequential are audio-conversational, visual, tactile, olfactory messages (C. Maltese, 1973, p. 67). The pure object message speaks as an object, through which communication becomes possible beyond time and space. The technical evolution has led to the emergence of mixed messages: the written message, the speeches. Writing was nothing but stable materialization of sequential and ephemeral forms.

Depending on the sensory criterion used, there are five types of messages: sound, visual, tactile, taste, and olfactory. There are no messages with aesthetic function, structurally distinct from other types of messages, but aesthetic aspects that can be spotted to a greater or lesser extent in any message (C. Maltese, 1973, p. 28).

3. Conclusion

The conception of Corrado Maltese's message is the maturity of the order of significance. The message is built of meaning, it is an organization of the meanings produced by the receiver and assigned to it by the transmitter. For the first time in repeating history it is admitted that there may be non-intentional messages, purely semantic constructs of the receiver.

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II. EDUCATION SCIENCES

NEW EDUCATION IN EUROPE; PRINCIPLES, METHODOLOGIES AND EDUCATIONAL PRACTICES

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Abstract

The article highlights the curricular and institutional features of the new education developed in Europe through the contributions of the Belgian Group of Young Educators (GBEN) and the French New Education Group (GFEN). The principles of new education are placed among the known alternative pedagogies in educational theory and practice (Montessori, Freinet, Waldorf, Step by Step). The promoted methodology is diversified, it has specificity in relation to other pedagogical alternatives, through the means of instructions that facilitate personal development, by: stimulating creativity, facilitating solidarity, cooperative learning, experiential learning, metacognition. These major objectives of the new education are achieved through: differentiated and individualized curricular structures; a motivational evaluation; no scoring, etc. Second, in the knowledge society, emerging technologies have changed the ways in which people learn and interact with each other. The article also analyzes the premises by which some of the most important principles of the new education can be used in the context of the new information and communication technologies.

Keywords: New Education; child-centered curriculum; creativity, new information and communication technologies, learning management systems

1. The New Education – epistemic principles and educational systems

The new education has epistemic and methodological grounds in the educational principles that emphasize the knowledge and development of the child, promoted since the beginning of the 20th century, also called the child's

century, as pedagogical responses to the dogmatic and coercive education of the traditional school, influenced by the educational model of the Middle Ages. In 1900, Ellen Key outlined the fundamental assumptions that will be at the basis of rethinking school and education. Even though her ideas are sometimes radical, Ellen Key has the merit of highlighting some educational directions for reorganizing the educational system, anchored in a new paradigm, that of child-centered education:

- specialization according to well-identified personal aptitudes;
- focusing on certain subjects during certain periods;
- the predominance of pupils' personal activity throughout the school;
- the connection of the subjects with the social practice and the pupil's contact with the reality, throughout the school period (Key, 1978).

The principles and pedagogical theories promoted in child-centered education, espcially the "new school", highlight assumed orientations in the phases of the consolidation of the active pedagogy and pedagogic alternatives (Montessori, Freinet, Waldorf, Step by Step): the natural development of the child; the freedom granted to him / her in the educational act; centering education on the needs and expectations of the child; rethinking the educational system and space to facilitate the contact with reality; the centering of the instructional-educational activities on the personal development of the child.

Pedagogical referentials of educational alternatives have been assumed by postmodern pedagogy, which has re-conceptualized them, developed them and incorporated them into a coherent system of methodological theories, principles and methodologies. Postmodern pedagogy, which integrates the cognitivist and constructivist paradigm, bases its cognitive and methodological system on these primary principles and valorizes them in the field of (Connor, 1999, Cucoş, 2000, Neacşu, 1999, Paun, 2002, apud Bunăiaşu, 2015, p.12, Joita, 2005): educational politics and strategies, integrating humanistic values in educational programs, pedagogical alternatives in the educational system, permanent education, curricular and managerial decentralization principles;

In the field of educational practices, the following are promoted:
- student-centered curriculum;
- symmetrical, democratic educational relations;
- the prevalence of educational strategies centered on facilitating experiential learning, the sociocentric model of instruction, metacognitive strategies;
- selecting and developing curricular content specific to the postmodern

curriculum, built into integrated curriculum structures, transdisciplinary modules and conceptually organized through segments unrelated to each other (like "informational felts" instead of rigorously organized concepts);

- rebuilding the curriculum on the basis of the new paradigm centered on the understanding and development of the curriculum based on various factors of the curricular context (Pinar, 1998), as a curricular alternative to the normative-prescriptive vision of modern theories.

In the present, the epistemic and methodological principles of the new education are transposed on several levels and in several ways:

- alternative school systems, working according to the alternative pedagogies model;

- the rewriting of the education sciences, from the perspective of pedagogical cognitivism and constructivism, which have incorporated the educational, curricular and social values of the new education;

- the development of educational strategies and school legislation in developed countries and in those that are part of or adhere to integration into European and North Atlantic organizations, to these principles and values;

- the establishment of educational associations that promote the "new education" through: scientific studies and methodological guides; the organization of awareness, popularization and motivation manifestations of the decision makers, educational, social and cultural actors; the development of new education educational institutions and the organization of teacher training courses. The Belgian New Education Group (GBEN) and the French New Education Group (GFEN) are two educational associations that benefit from the cognitive support of the contributions of top-notch educators, organize international activities to promote new education and specific school networks.

2. New Education principles in practice today, in the context of the New Information and Communication Techologies

The modern pedagogy and the key principles that are at the core of the New Education are questioned today with the emergence of the new informations and communication technologies, in particular the invention of internet. Structural changes in technology, culture and society as a whole are bringing forward new ways of learning and interaction that can deeply influence the theoretical and methodological frameworks of postmodern education.

More to the point, the new information and communication technologies, particularly lerning management systems (such as Schoology and Edmodo) can

be used in the context of new education, in many ways, that extend beyond the limits of the traditional understanding of this paradigm:

- First, one of the noblest ideas of new education reformers was to shift pedagogy from o focus on teacher and content to a situation in which *the child is the center of the educational universe*. Learning management systems (LMS) are center around the individual, allowing, for example, the creation of individual profiles that express childrens' identity, preferences and creativity. The most advanced LMS will offer an interface that will adapt to childrens' educational needs and potential.

- Second, another pillar of the new education is to *encourage the social interactions* between pupils, by building teams, working together to reach certain aims etc. Modern LMS offer numerous ways of interaction, not only between pupils, but also between teachers-pupils and teachers-learners. Understanding education from the perspective of connectivism, allows the creation of virtual interdisciplinary teams, study groups and projects. The teacher can create special groups in the virtual class and can keep in touch with students beyond the usual daily school schedule.

- Third, focus of the new education that can be reached with the help of LMS is *bringing learning closer to life and home*. Today, children learn in new ways that are suprinsing for many teachers and school managers. Using tablets and smartphones connected to the internet has completely revolutionized the postmodern pedagogy. Students can now learn from anywhere, and the home itself becomes an educational laboratory. Learning can be produced anywhere, offering an enourmous flexibility that is truly in the tradition of the new education founders.

- Fourth, *helping children develop intrinsic motivation* and learn in their own pace has become of of the most well-known ideas in the the new education tradition. Many strategies can be used to reached this noble aim, such as: including interesting multimedia content in the educational platforms; offering a great variety of content that stimulates the child according to his or her needs and developmental stage; recognizing the educational progress by using badges, ranks, avatars and logos (especially in competitive games or when working in teams); individualized learning tracks that can be designed to suit

the needs of children with special needs, learning difficulties or just in way that maximize the childrens' educational potential.

- Fifth, shifting the role of teacher from a "magister" role to one of *facilitator* was also developed in the new education tradition. The new information and communication technologies not only allow teachers to manage the educational process without being too obtrusive, but offer a great deal of information about how children learn, their achievements and involvement in the educational activities. Many parameters of the modern LMS can be fined-tuned to allow teachers to adapt the way educational process is conducted by a day-to-day basis, with the help of smartphone and tablet applications. Also, a lot of information is generated by using a LMS, that can be used in scientific research in order to facilitate a better understanding of the role information and communication technologies have in our life and to provide ideas for improving the educational activities and performances.

Names such as Decroly, Montessori, Freinet, Claparède, Dewey, Ferrière, Cousinet have lasted across the decades and, still today, are key figures of modern pedagogy. Even if the movement of new education *seems* somehow outdated in the psychological and pedagogical literature nowadays, particularly with the rise of the new information and communication technologies, the principles of new education are used in most of the modern schools, having an enourmous impact on the teaching theories and methodologies that they helped transform. The principles of the new education, combined with an adequate use of the new information and communication technologies (such as LMS) can help teachers and students develop together a new pedagogic paradigm that will hopefully be one of the most important features of the postmodern society.

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RELATIONSHIP BETWEEN MANAGEMENT AND LEADERSHIP IN EDUCATION

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Abstract

Acest studiu este preliminar; el urmează a fi aprofundat ulterior. Se porneşte de la observaţia că anii din urmă responsabilităţile şi sarcinile directorilor de şcoli au crescut şi, în unele cazuri, a fost acordată mai multă autonomie şcolii iar în acest context, politica de conducere a şcolilor a trebuit să se adapteze noilor medii şi provocări. Astfel, marea provocare ce le revine managerilor şcolari este aceea de a dezvolta stiluri şi abilităţi de leadership precum: munca în echipă, motivaţia, luarea deciziilor, concentrarea pe sarcină, competitivitatea, promovarea valorilor umane etc. Atunci când se vorbeşte despre un stil managerial sau cel de leadership întreaga atenţie este îndreptată asupra directorului analizându-se rolurile şi sarcinile acestuia dar mai ales modul în care acesta le duce la bun sfârşit. Felul în care acesta conduce este considerat soluţia la multe dintre problemele care apar în şcoală sau dimpotrivă.

Keywords: education, leadership, school management, success

1. Introducere. Detalieri conceptuale

a) Managementul şcolar

Exercitarea managementului şcolar este unul din pilonii de bază ai eficienţei organizaţionale a oricărei instituţii de învăţământ. Managementul şcolii şi relaţia cu conducerea sunt importante pentru dezvoltarea instituţiilor în ceea ce priveşte învăţarea, cadrele didactice, curriculumul şi a conţinutului acestuia, ceea ce permite realizarea calităţii educaţionale a cercetării (Alfaro 2010).

Un management eficient conduce la construirea unor situații de învățare prin studiu *(studding learning situations)*, astfel încât cel care învață să fie mai mult decât (inter)activ, să se implice motivat intrinsec, responsabil, reflexiv, individual sau/și prin colaborare (Ștefan 2014). Mai mulți autori au redefinit conceptul de management școlar, fiind de acord că acest termen se referă la conducerea școlii, participarea diverselor sectoare implicate în procesul educațional la luarea deciziilor și acțiuni care vizează favorizarea elevilor ca principalii actori ai procesului educațional (Cantero și Celman, 1999; Casassus 1997; Sandoval 2002).

Managementul școlar și conducerea efectivă pot îmbunătăți instituția de învățământ prin transformarea resurselor umane (Pozner 1998). Conducerea școlii, cu o abordare care nu este numai transformatoare, ci integrează și toate elementele implicate în procesul educațional, poate să permită existența unei educații de calitate în școli (SEP 2009). Managementul școlii, ca proces care depășește simplitatea schimbărilor administrative, trebuie să pornească de la o dimensiune integrală cu scopul de a contribui la îmbunătățirea persoanei umane, datorită faptului că astăzi este necesară tocmai o educație a calităților extinse în acele domenii ale coexistenței sociale (Cuenca 2010). Cei care conduc școala trebuie să aibă abilități de comunicare, motivație și stimulare pentru a forma echipe de colaborare, să exercite un stil de leadership care să integreze toate proiectele și să asigure eficiența instituției de învățământ (Carrillo 2010). De aceea, managementul școlii bazat pe conducere trebuie sa fie un proces dinamic care să coreleze aspectele pedagogice ale instituției de învățământ cu spațiul administrativ bazat pe o abordare umană, dar care trebuie să fie, de asemenea, o formă de integrare a cunoștințelor, strategiilor, eforturilor și resurselor pentru a asigura o instituție eficientă și orientată spre viitor. Prin urmare, abilitățile manageriale necesare directorilor sunt legate de sarcinile de management școlar. În conformitate cu Garay și Uribe (2006), aceste sarcini sunt: planificarea, consolidarea conducerii manageriale, managementul proceselor, managementul cadrelor didactice competențe profesionale, de orientare pentru elevi, părinții acestora și a societății precum și gestionarea rezultatelor.

Contribuțiile aduse de Carrasco și Moreno (2012) au identificat stilurile de management al directorilor de școli ca fiind bazate pe patru teme care se referă la managementul pozitiv și negativ al școlii:

(1) asumarea conducerii;

(2) ascultarea activă;

(3) cunoașterea modului de a-i motiva pe ceilalți să se bazeze unii pe alții și

(4) abordarea corectă a managerului față de management.

Asigurarea unui management școlar eficient este una dintre provocările cu care se confruntă managerii instituțiilor de învățământ, management școlar înțeles ca un instrument care sistematizează acțiunile și care vizează atingerea scopurilor și obiectivelor.

În același sens, studiile lui Garín și Castro (2010) sintetizează patru factori cheie care caracterizează subiectul managementului școlar și care afectează calitatea managementului instituțiilor de învățământ:

(1) managementul este implicat în toate procesele;

(2) managementul școlilor trebuie acum stabilit într-o manieră participativă;

(3) autonomia instituțională trebuie să devină garantul unei performanțe manageriale eficiente și (4) managementul școlii reprezintă o profesie neatractivă.

O contribuție interesantă la managementul școlii este cea a lui Arroyo (2009), care afirmă că însăși esența managementului educației este cea care are procesul direct de luare a deciziilor în legătură cu determinarea, designul, direcția și dezvoltarea a ceea ce trebuie înțeles și învățat de ființa socială și de societate.

b) Leadershipul

Unele dintre primele stiluri de conducere au fost stabilite de Lewin, Lippitt și White (1939). Ei au propus teoria care a identificat trei stiluri de bază ale conducerii: autocrat, implicând un individ cu puțină încredere în membrii grupului, consideră că banii sunt singura recompensă care îi motivează pe lucrători și dă ordine fără să permită niciun fel de întrebări; democratul, care împărtășește deciziile cu grupul, comunică obiectiv și laudă subordonații; și laissez-faire, care are puțină încredere în capacitatea sa de lider, nu stabilește obiective pentru grup și minimizează comunicarea și interacțiunea (Voinea, Negrea & Teodorescu, 2016; Vlăduțescu, Negrea & Voinea, 2017).

Un alt stil de conducere este transformatorul (Bass, 1987), care implică un proces în care liderii evocă în mod constant răspunsuri pozitive din punct de vedere emoțional de la subordonații lor, pe lângă căutarea unei schimbări permanente în organizație. Vergara și Lazo (2011) afirmă că liderul educațional trebuie să fie un vizionar care visează să-și îmbunătățească mediul educațional, un pragmatic care evaluează cu atenție consecințele acțiunilor sale, antrenând obiceiul de a investiga, fiind un învățat constant al școlarizării, predării și învățării, cu un spirit aventuros, o atitudine umilă și umană.

Pe de altă parte, conducerea distribuită (Spillane, 2006) determină că direcția unei instituții de învățământ trebuie să-și asume un tip de conducere, judecând rolul de lider și reflectând elementele sau caracteristicile care susțin un anumit stil. Există și alte tipuri, cum ar fi leadershipul situațional (Fiedler 1967), care studiază variabilele comportamentale, orientarea sau motivația persoanei și orientarea sau motivația pentru sarcină. Conducerea eficientă (Robinson 2007), care se concentrează pe îmbunătățirea înțelegerii discursului, a rezolvării problemelor și a participării elevilor la ore; Și leadershipul pedagogic, în acest sens, Pont, Nusche și Moorman (2008) stabilesc că acest tip de conducere a devenit o prioritate în instituțiile de învățământ, deoarece joacă un rol decisiv în îmbunătățirea practicii procesului educațional în clasă, politicile școlare și relația lor cu contextul extern.

Ca rezultat al acestor cercetări, au fost generate diferite concepte de leadership școlar, de exemplu, Marín (1998) afirmă că, conducerea este dezvoltarea unui sistem complet de așteptări, capacități și abilități care permit identificarea, descoperirea, utilizarea, maximizarea și stimularea punctelor forte și a energiei tuturor resurselor umane ale organizației școlare (Negrea, 2015; Negrea & Teodorescu, 2015). La rândul său, Alfaro (2010) susține că, conducerea școlii este arta influențării, dirijării și îndrumării oamenilor spre a-și spori talentele, motivați în atingerea obiectivelor pentru binele comun și al organizației școlare.

Unul dintre cei mai recunoscuți autori ai timpurilor recente este Leithwood (2009), care susține că, conducerea este un fenomen social care implică un scop și o direcție contextuală și contingentă, și este sarcina mobilizării și influențării celorlalți în a atingerea obiectivelor comune. În bine cunoscuta analiză a lui McKinsey se raportează despre sistemele educaționale cele mai de succes din lume, dezvăluind rolul directorilor în concentrarea rolului lor în exercitarea leadership-ului pedagogic (Barber și Mourshead, 2007).

2. Exigențe pentru un leadership centrat pe calitatea educațională

Această lucrare și-a propus să demonstreze faptul că, în conducerea școlilor de către directori, abilitatea de lider este fundamentală și are un impact pozitiv asupra rezultatelor învățării copiilor și adolescenților. De asemenea, atunci când conducerea este deficitară sau nu există, ea poate avea efectul opus, împiedicând învățarea elevilor și afectând calitatea serviciilor oferite de către școli. În multe țări, se pare că politicile educaționale reprezintă o frână pentru conducerea eficientă a școlii (Călin & Teodorescu, 2016; Colhon, Vlăduțescu &

Negrea, 2017). Există deficiențe notabile în sistemul de selecție, promovare și dezvoltare profesională a echipelor de conducere și există, de asemenea, sarcini birocratice și administrative supradimensionate în detrimentul altor activități pedagogice majore. În viitor ar trebui să existe mai multe dovezi empirice care să arate efectul pe care îl are conducerea școlară în învățarea elevilor și în dezvoltarea profesională a profesorilor. Aceasta a reprezentat o preocupare centrală în cercetarea educațională anglo-saxonă și ar trebui să devină un subiect pe agenda educației în multe alte țări.

Este necesar să se înțeleagă mai bine modul în care directorii pot influența pozitiv rezultatele educaționale ale elevilor și este necesar să se identifice în mod clar care sunt practicile de conducere care susțin o performanță adecvată a cadrelor didactice în școli (Heifetz, Grashow & Linsky, 2009; Marin, 1998; Popescu, 2015). Studiile în acest domeniu nu numai că vor servi la acoperirea unor lacune importante în cercetarea educațională, dar, mai important, îi vor ajuta pe factorii de decizie să elaboreze programe de susținere a conducerii pedagogice a directorilor școlilor.

Conducerea școlii este construită și se referă la capacitatea de orientare, entuziasm și motivare a elevilor și profesorilor (Williams, 2005). Aceste procese nu sunt înnăscute, ci necesită capacități care pot fi promovate și dezvoltate prin procese de formare, colaborare și schimb între colegi. Deși situația școlilor este eterogenă și fiecare context are propriile sale particularități, există o serie de politici care par să funcționeze. Ne referim mai întâi la necesitatea de a contextualiza responsabilitățile conducerii școlare.

3. Concluzie

Caracteristicile conducerii managerului contribuie la eficientizarea conducerii în instituțiile de învățământ, totuși este necesar ca liderul să le practice, astfel încât să poată avea recunoașterea celor care zi de zi fac parte din instituția pe care o administrează. Rolul conducerii școlare în dezvoltarea managementului instituțiilor de învățământ, precum și în stabilirea strategiilor de învățare contribuie la generarea unei eficiențe educaționale înalte.

Deoarece multe instituții de învățământ funcționează ca o structură organizatorică verticală în care directorii generează instrucțiunile iar subordonații lor doar le execută, este necesară o adevărată libertate și autonomie a actorilor care participă la actul educațional, astfel încât procesul de luare a deciziilor să permită rezolvarea problemelor prezentate în instituție. Caracteristicile stilurilor de conducere ale managerilor instituțiilor de învățământ sunt produsul condițiilor

socio-istorice care au fost generate în timp și care influențează eficiența managementului școlar. De asemenea, trebuie să se înțeleagă că, conducerea educațională este un element important pentru o gestionare eficientă a școlii, deci este recomandabil ca această interacțiune să asigure colaborarea conștientă și motivată în atingerea obiectivelor a membrilor instituției de învățământ.

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COLOUR PSYCHOLOGY

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Abstract

At first a transparent subject, colours and their psychology hide a much more substantial implication than we would expect. No matter the mood a plain colour flickering before our eyes can induce or the operative use of colours in various fields of work, a fact is clearly stated: colours do have an impact on our daily lives. Having biological matters as a starting point, we are able to cruise towards a bumpy road which ends with the psychological dimension, finding out that there is a truly solid bond between visual and reaction. Human beings respond to the action of external factors (positively or negatively), sinking in the information with the help of diversified processes and filters. This piece of work's aim is to study the divergent types of influences that the variety of existent colours happen to have upon the human mind and, unreservedly, the use of colour as an instrument of therapy. An extensive view comes within mentioning the concept of colour blindness (Inherited Colour Vision Deficiency), a concept that makes us wonder and ask a lot of questions that can be amply answered. Colours remain frequently ignored factors in studying human states of mind and responses, reason for bringing to light their far-reaching value.

Keywords: *colours; visual; psychology*

Introduction

We all do encounter the ravashing beauty of a bright colour set in our everyday path. It may be about a simple image printed out carefully on paper, nature at its finest or even the thin display of a modern TV – the human being never stops being surprised by the quantity of information and the reaction power colours own. The diverse intermix of nuances makes reducing the magnitude of the subject impossible, offering us a very large spectre of analysis, simply

unlimited when it comes to discovering new variants or new open doors. Studying a subject – which might seem childish at the beggining – like colour psychology, forwards us to less theory and more practice, mostly visual. Colours have the amazing quality of catching attention and emphasizing what the eye cannot easily perceive, reason for – while time passes – this quality became forcefully exploited, especially in marketing and therapy.

Each and every colour tends to wear an archetipal symbolistic value, corelated with a certain culture, historical period or context. Perceiving colours regarding tradition differs almost antithetically. Where white means life, somewhere else it means death – this way, the colour might provoke diverse reactions, psychologically speaking, because of the subjectivity of the society as a whole (Georgescu 2012). Colour therapy works for and through individuality, yet its effects can be seen in large groups as well, by addressing them colour's informational value in the active process.

Masses have a crucial role in understanding and developing this theme, because the vast majority of marketing colossus are using colours for their logos and packing designs, exactly with the purpose we mentioned – to induce a certain state of being, benefic to commerce. Thus, it is useful to assume and understand crowd psychology, because crowds are actually exposed to colour's capacity to persuade, provoke, relax and so on.

> The inferior reasoning of crowds is based, just as is reasoning of a high order, on the association of ideas, but between the ideas associated by crowds there are only apparent bonds of analogy or succession. The mode of reasoning of crowds resembles that of the Esquimaux who, knowing from experience that ice, a transparent body, melts in the mouth, concludes that glass, also a transparent body, should also melt in the mouth; or that of the savage who imagines that by eating the heart of a courageous foe he acquires his bravery; or of the workman who, having been exploited by one employer of labour, immediately concludes that all employers exploit their men. (Le Bon 1997, p.25)

The same thing can be stated in our situation, colours wearing a generally valid significance in each and every context, significance that is accepted as a whole by a particular target group. It is essential to comprehend the implications every colour has in our path towards a favorable outcome. In this regard, we will briefly introduce the reverberations colours and combinations of colours produce once we are exposed to them.

1. *Red*

    Colour of power, health, passion and energy, it stimulates orientation. Red brings out the impulsive side of human beings, making them more alert, quicker in taking decisions, in sense of properly directing their resources. Red is an agressive colour, but it sends impulses of trust, comfort and stamina when used at the right time. Examples of well-known brands that use red for advertising: Coca Cola, Nintendo, Red Bull, Pinterest, Lego, Vodafone etc.

    Red is recognized as a colour which allows the altering of sports (of any kind) contests' results. A study regarding this fact proved that wearing red while participating in this kind of contests can seriously improve your chance of winning. (Hill, et al. 2005).

2. *Orange*

    Colour of curiosity, arts and restlessness. Part of the same category as red, orange manages to easily catch attention. It triggers empathy, intense desire to know and tolerance. People who's favourite colour is orange tend to be adventurous, nature lovers and full of life. This colour sets off a certain thirst for freedom, for knowledge, discovery and experimentation. Sometimes it is perceived like a colour of praise and tribute. Examples of well-known brands that use orange for advertising: Fanta, Orange, MasterCard, Bitly etc.

3. *Green*

    The green colour express the idea of equilibrium, rebirth and peace. Green bring out qualities like patience, sincerity, modesty or kindness. It is specific for persons orientated towards career and it encourages social relationships. Loyalty and organizational skills are corelated with green. Once exposed to this nuance, Examples of well-known brands that use green for advertising: Tic-Tac, Lacoste, Starbucks etc.

4. *Blue*

    Blue is the colour of conventional, of duty and serenity. It generates inner peace, a constant need for truth. It guides you towards being sincere and use your imagination at its finest, it stimulates creativity, compassion and self-esteem. It helps setting up future plans and it is known as a colour of fixed belief. It brings out ambition, determination and open perspectives. Examples of well-known brands that use blue for advertising: Internet Explorer, Skype, Intel, Blu-ray, Wordpress, Twitter, Facebook, Tumblr.

5. *Purple*

    Purple is the colour of romantic being, of respect, luxury and harmony.

Once exposed to its beauty, we become more self-assured, more selfish, concentrating on us as individuals. It is a colour which highly stimulates the psyche, encouraging originality and boldness. It is a profound colour, which brings out strong feelings and deep memories. Examples of well-known brands that use purple for advertising: Yahoo!, Milka, Benq, FedEx, Wizz.

6. *Pink*

As a nuance, pink implies kindness, delicacy and maternal senses. Those displayed to this colour tend to become more emotive, thoughtful, getting rid of any trace of selfishness behind. It represents romance and feminity. Pink brings up a strong motherly feeling, which means taking care of people around you, forgetting about your own person and canalizing all your resourses towards making everyone else happy. It is the colour of charismatic and open-minded people. Examples of well-known brands that use pink for advertising: Barbie, Victoria's Secret, Taco-Bell, Telekom, Bourjois, Cosmopolitan.

7. *Brown*

Colour of security, comfort, intimacy – brown has the power to make us more sincere, patient, while bringing out our true self. This colour represents simplicity and clean thoughts, motivating us to be hardworking and stable in our lives and careers. It has a much greater effect while used in pairs with other nuances. Examples of well-known brands that use brown for advertising: Magnum, Kinder, M&M.

8. *Black*

Colour of power, mystery, control – black means autonomy, intelligence. It brings out the need to rule over others, to get your business to the absolute peak. It builds the idea of constant protection, of distance and absence. Black involves clarity, being a nuance that contains every other existent colour. To some cultures, it is associated to death and may induce negative reactions. Examples of well-known brands that use black for advertising: Adidas, Apple, Nike, HP, Chanel, HBO, Puma.

9. *White*

The white colour denotes purity, perfection, order, simplicity. While black means full absorbtion of everything around it, white means total reflection, repelling any staining that may occur, reason for its quality of sterilizer. It brings out the image of an infinite open space, the image of freedom. Once exposed to white, the standard reaction is feeling neuter

and peaceful. Some cultures use white for the significance of death, in opposite to black. Most of the brands that are using black for advertising tend to use white too.

Colour therapy

Chromotherapy represents a quite controversial practice, due to the fact that the results of this type of help cannot be purely scientific proven, although it is well-known that some reactions are encountered at a biopsychological level. Leaving behind the exceptional cases and focusing on generality, we can observe that each colour spectrum has a certain resonance regarding the person who distinguishes it, fact that can be used therapeutically. Inducing a state with the help of a long exposure to one or more specific colours is a real practice with visible after results. Personality works like a rainbow, in a world where colours replace the earth elements and interpersonal linkings are being established by a nuance criteria (Hartman 2007).

The colours became a research matter around the 20th century, interspersed with psychology in the visual perception area. The absolute first explanation which bonds colour perception to the human existence refers to human's capability to adapt. In order to act accordingly to the requirements of the world (and, of course, society) colours are an occurrence we need to perceive correctly, chromatics being one of the most substantial dimensions of the visual. A lot of studies accentuate the effects humans experience once exposed to particular nuances: cars which have a certain range of colours are more liable to accidents than the others (Crozier 1996).

Car colour	Accidents (out of 10 000 tested cars)
black	179
white	160
red	157
brown	133
yellow	133

Table 1 - The risk of accidents in traffic regarding colour (Crozier)

In another study of his, Crozier manages to get to the conclusion that blue tones bring a lot more contentment to the human eye than nuances of red, purple, orange or yellow. He mentions five explanations to this dilemma, stating: either

the choices are purely conventional, either the choice of blue tones is directly influenced by their neutrality and generality, either the colour is susceptible to extremes and easier to pick from a certain range, either blue holds strong positive implications, either it has received meaning through evolution. A sure fact is that blue colour is being chosen with a lack of difficulty or over-thinking, passively – in the RGB range of colours – proving the presence of conscience and collective preferences (Cozier 1999).

It is claimed that every colour wears an express informational weight which can be passed over and might lead to desired effects (red stimulates, blue alleviates etc.). Yet the proof is not numerous enough and quite sporadic mentioned, the entire concept remaining something pseudoscientific. The one and only proven fact is that the spectrum of sunlight (keeping in mind its intensity and other parameters) may affect the human body through the sense organs (O'Connor 2011).

A research focuses on 11 steps of study for the relationship between colour and emotion (warm–cool, heavy–light, modern–classical, clean–dirty, active–passive, hard–soft, harmonious–disharmonious, tense–relaxed, fresh–stale, masculine–feminine, and like–dislike) where there have been used 190 colours and some observers. As a result, it was stated that there can't exist a clear pattern in choosing a certain colour, but the same colour provokes the same reaction to all the participants, no matter their background. Of course, the human psyche perceives and stores much more fluently combinations of colours instead of singular colours, mostly consonant blends (which are desirable because they produce emotions of attachment, relaxation, pleasure or patience – e.g. a beautiful scenery with a rich composition which might express strong emotions will remain stocked in our memory). Therefore, we can use this type of nonsingular images in therapy (Ou, et al. 2004).

Biopsychological aspects

Biology, especially the brain structure and its mode of operation, clearly intervenes in informational processing regarding colours. This being said, we need to clarify some concepts about the eye-functioning and image forming at the posterior region of the brain. Light rays that make distinguishing colours possible get in through the cornea (the clear side of the eye). The cornea bends the rays of light which pass through the pupil to the center of the iris where light can get in. The iris has the ability to change its size depending on the amount of

light it absorbs. After passing the iris, the light is carried to the crystalline (a flexible, transparent medium) and reaches the retina, which captures all the rays of light and prepares them to be transmitted to the brain and, eventually, processed.
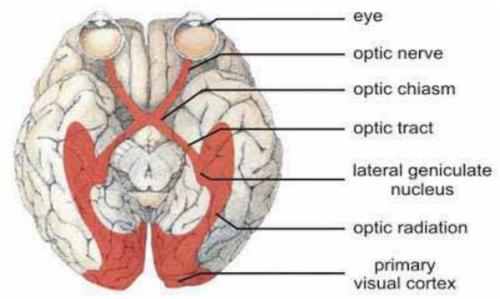

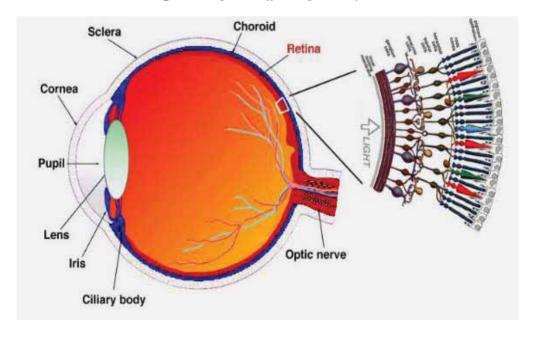**Figure 1.** http://www.jjkvc.org/visual-system

Figure 2. http://www.sci-news.com/othersciences/psychology/article01130-eye-blood-iq.html

The faults of the eye can make the person no longer properly distinguish the surrounding reality. It is important to note that not the neuronal processing of the problem is the issue, because the brain keeps its role of decoding and assimilation. Even in some cases of Discromatopia, once corrected, the effects of colours on the human psyche are more significant as in the case of a normal person (maybe even stronger effects than the usual). However, there are cases where cerebral Acromatopsia intervene – a very particular case – where the brain can no longer distinguish colours, strictly psychologically, in the absence of any eye defect (Heywood, et al. 1987)

In this domain, experimental psychology has a great role in tracking the evolution – or involution – of a subject while applying Chromotherapy. It is proven that the perception of colour through the normal healthy eye can be altered by consecutive negative images (one image of a certain colour is being watched for a short amount of time and another one is placed quickly in front of our view), resulting in a detection of eventual visual issues (e.g. chronic tiredness of the eye). Through tests and experiments we can separate general cases from the more particular ones, leaving us space for having a conclusion which may fit all the possible subjects (Lungu 2000).

With Chromotherapy, colours can be used in each aspect of our everyday life (interior design, fashion, even food we usually consume or jewellery we often wear) without us being totally aware of the effects they have upon us. Yet, once we become aware, once we direct our interest towards them, we can fructify their beneficent impact. For each existent colour there is both psychological and biological informational value (wavelenght, wave frequency, substance release etc.).
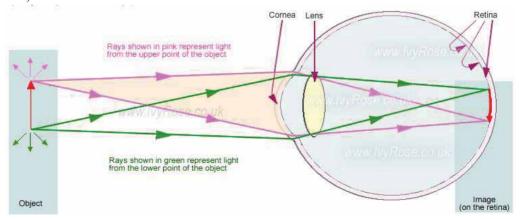

Figure 3. http://ibnmazeni.blogspot.ro/2011/03/as-easy-as-abc.html
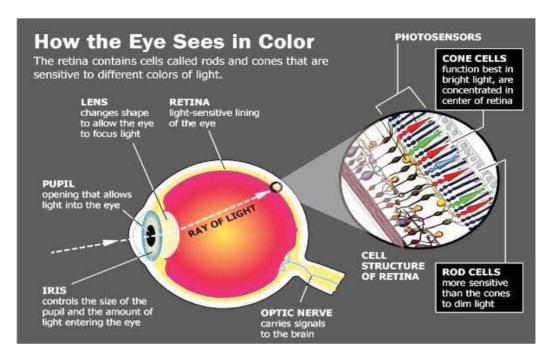
Inherited Colour Vision Deficiency

Figure 4. http://westsideoptometrynow.com/services-we-provide/childrens-vision/color-vision-deficiency/

Having thus established the effects that colours have on the human psyche, what could happen if we lack the ability to normally perceive the whole array of nuances? Inherited Colour Vision Deficiency (ICVD) or colour blindness, scientifically called Discromatopsia, is a certain type of eyesight anomaly which affects the retina, resulting in the impossibility to distinguish the red, green and blue (RGB) colours of the spectrum, as well as combinations of those (Mahjoob, et al. 2017).

With no possibility at all to differentiate between nuances, what is the applicability of the previously mentioned ones in this particular case, and how can the validity of the effects of colours on the human psyche be proven? Putting aside the fact that Discromatopsia affects many aspects of our daily life, think about the basic activity of shopping or the impending difficulties that arise in the learning process of elementary school, how it could all be efficiently accomplished, when the diagnosis is still not properly established? This disease succeeds in crippling the more sensitive psychological parts of the developing process.

There are numerous studies concerning the fact the colour therapy has

certain benefits on the general wellbeing of an individual, reason for which their lack is a disadvantage from the beginning. Realising the catastrophic effects of the lack of colours in the day-to-day life of people suffering from ICVD, many professionals sought to fix this problem. Among them is Holly Atkinson with her novel study, in which she promotes modern technology as an means of curing Discromatopsia. She managed to find the exact method of operating a healthy eye, its replacement with the aid of computerised emulators which detect, ahead of time, the type of Discromatopsia that an individual suffers of, perfectly coping with any individual's necessities, and precisely applying those alterations that allows the correct perception of colours to take place. Starting this moment, with the correct distinction of nuances, colour therapy can be very easily applied, the brain's reactions being indistinguishable from those of a healthy person, with biologically normal eyes (Atkinson 1996).

The emergence and development of such an affliction starts with the alteration of the genes, which contain the information regarding the red-green pigments (pigments that are responsible for the colour blindness phenomena). A number of 25 genotypes have been studied, as results of unequal re-combinations and gene conversion, and the obtained results were not unexpected at all: the colour blue will be excluded from this experiment, although its use would have been possible – the colours red and green are therefore the subjects of the study, observed in various situations, the results showing that 24 out of the 25 cases tested had the dispositions of pigments and genes different that their structure and layout in a normal human. These permutations make the distinction of the three basic nuances utterly impossible. (Nathans 1986).

Those affected by this abnormal perception of colours have to struggle with the consequences, reason for which the contemporary society is trying to give them convenient options to overcome, to substitute the lack of colours (the law of equal opportunity). To this purpose, the exclusion of such individuals from normal activities of the community, such as the potential for performance in a career one indicates, is strictly forbidden and illegal. This can be avoided only by mending and healing their condition, through the use of remedies or medicine that dulls the effects of their disease. Discriminating between nuances or an anomalous perception represents a barrier, in situations such as decoding the colour-based information encrypted by man for security purposes, or colour codes regarding the distinction between quality products. This virtually makes it impossibile for people suffering of this disease to effectively operate and organize complex elements from a visual standpoint (Cole 2004).

Practical conclusions

Now that we managed to decode and understand all this theory about colours it would be the right time to sum it up into some good practices you should keep in mind when you're surrounded by colours. This alternative system of healing based on (initially) colourless sunlight rays stands tall besides photosynthesis, bio-metabolism or protein biosynthesis. The absorption of colours through sense organs is necessary for our bodies' well-functioning.

1. Try to believe this kind of therapy actually works

It is quite complicated to trust a theory, especially if it represents a new kind of therapy, as long it has no solid informational background. Since it is a relative practice, Cromotherapy may not bring the exact results we expect, but it defines a non-invasive treatment that can heal custom conditions. Hope, trust and a little bit of magic might be the key!

2. Surround yourself with positive-value colours

Even if you are not entirely convinced of the effects colours may have, try to bring them closer into your life. Whether is an interesting painting you want to admire on your wall or a new shade of nail-polish, inviting some colour into your life might change the way you used to see things around you. Avoid colours that have a negative connotation and try to get to know yourself a bit more deeply. At the end of the day, what was that colour you used to adore in your childhood? Why not use it now!?

3. Be more aware of the influences colours have on you

As mentioned above, focusing your attention towards the significance of colours around you may awaken certain feeling inside you. In the everyday chaos we live it is fairly complicated to spend our resources on thigs we believe won't make a big difference for ourselves, but with this small change you could find the newly installed state of being surprising.

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INCLUSIVE EDUCATION AT PRE-SCHOOL LEVEL

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The inclusive education it's a quality eduation accesible and free to all children without discrimination. In the whole world more and more children disadvantaged follow kindergarten, primary schools or gymnasium schools. In all the countries it is stipuled by law that all children should benefit the right to education.Unfortunately some children are born with deficiencies, inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. Education that excludes and segregates perpetuates discrimination against traditionally marginalized groups. When education is more inclusive, so are concepts of civic participation, employment, and community life.

Making education inclusive is not a cost-cutting measure. Governments must be prepared to invest substantial resources at the outset on system reforms such as teacher and staff training; improving infrastructure, learning materials, and equipment; and revising curricula to implement inclusive education successfully. However, by eliminating redundancy and the high costs of running parallel systems, such investments are an efficient and effective use of funds, and hold the potential to improve education for all students.

The principle of inclusive education is the principle that education is a fundamental issue for development and societies. Over the past fifty years, the international community has helped create a vision of education that is no longer considered a privilege that only some people have, but a right of all. Inclusive education is one of the fundamental processes through which this vision is put into practice because it has at its heart the groups that have been excluded from education.

Funding mechanisms must be reformed so that schools that enroll students with special needs receive the necessary additional financial resources. When students move from special schools to mainstream schools, the funding should also follow.

The inclusive education has some principles part of the inclusive education system. These principles can guide and inform value-based and learner-centred decisions related to policies, practices and actions at every level of education system.

The principles are:

1. *Anticipate, value and support diversity and learner difference*s - caring, respectful and safe learning environments create a sense of belonging for all learners and their families.

2. **High expectations for all learners -** Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.

3. Understand learners' strengths and needs-meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the Ministry—to understand and respond to the strengths and needs of individual learners.

4. Reduce barriers within learning environments, all education partners work together to identify and reduce barriers within the curriculum, the learning environment and/or instruction that are interfering with students' ability to be successful learners and to participate in the school community.

5. **Capacity building -** School leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.

6. **Shared responsibility -** All education partners, including school and jurisdictional staff, families, community service providers, post-secondary institutions, teacher preparation programs and government are committed to collaboration and are committed to the success of all learners.

Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometimes, help from friends or teachers works best. Other times, specially designed materials or technology can help. The key is to give only as much help as needed.

According to the World Declaration on Education for All (Dakar, 2000), inclusive education is one of the key strategies in addressing the issue of marginalization and exclusion from the education process.

In view of the specificities of each country, there are common trends that reflect the progress made by these countries towards implementing inclusive education.

In countries where there are two distinct, inclusive and special educational systems, there is a tendency to develop and provide additional services. There is progress in legislation to support inclusive education. This is particularly noticeable in countries where a segregated educational system exists and which have developed new legislative frameworks to include disabled students in mainstream schools.

Involvement of parents in decision-making on the placement of children with disabilities is a major topic in many countries, with parents having different options to choose from among different educational services.

The process of inclusive education is constantly evolving, as a result of the joint efforts of representatives of the international community, national institutions and local decision-makers. The decisions and actions taken by these factors have the role of promoting and facilitating the presence, participation and learning in inclusive contexts of all students. They also seek to identify and remove barriers to inclusion

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THE ROLE OF COMMUNICATION IN THE CONTEXT OF THE SOCIO-HUMAN POSITIVE TRENING WITH YOUNG SCHOOL CHILDREN

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Abstract

Communication is the relationship through which the interlocutors can understand and influence each other through the continuous exchange of various coded information.

By communicating, the child learns to act and live with others, to take into account the wishes and demands of others, and at the same time he wants to take his own wishes and demands into account.

The effective communication is one of the most important parenting skills and aims the way the parent should communicate with their own children.

Being a parent is, for the most people, the biggest challenge of their lives. Raising children with a positive attitude is important. The way we raise our children can have a powerful effect on their future – on their happiness, on their learning ability, their willingness to live in an organized setting, and their chances of having deep and fulfilled relationships. Having a good self-esteem is essential in achieving these goals; children blossom when parents recognize and respond to their needs.

Indeed, love, attention, patience, wisdom, approval, guidance, devotion, work, and more are needed to create a favourable context for the formation of positivity in young school children.

To raise a child in a positive way requires the involvement of parents and all those who care about the quality of our children's lives and the future of the society we live in.

Keywords: communication, socio-human positivity, young school age.

Indeed, parents are responsible for the future adults they form. It takes love, patience, wisdom, devotion, work and more to create a favourable context

for the formation of positivity in children. More than ever, now, the role of the family is overwhelming in the formation of future the responsible and autonomous adults.

The effective communication is one of the most important parenting skills. In connection with this, Thomas Gordon, 2014, pays a special attention to the way the parent has to communicate with their own children. "A dialogue is authentic if each personality engages entirely, manifests oneself sincerely expressing the emotions, ideas and experiences of others, because he/she wants to understand them, if necessary to change his/her attitudes and intentions, cooperating with others in a joint search "(Albu, 2002). Regarding the language of acceptance, Gordon points out that acceptance must be manifested and there is nonverbal communication of acceptance and verbal communication of acceptance. The author points out that some children do not communicate with their parents for fear of being criticized as a result of their behaviour being rejected, and so of their own. "Accepting the other as he/she is, represents an important factor in creating a relationship in which he/she develops, makes constructive changes, learns how to solve problems, moves towards mental health, becomes more productive and more creative and to capitalize his/her full potential. When a person feels that he/she is truly accepted by another, then he/she is free to go further and think about how he/she wants to change, how he wants to grow, how to become differently, how to grow more than he is now " (Gordon, 2014). Meanwhile, the author states that parents should have this ability to communicate therapically with children. This ability is present in some parents, intuitively, but it can also be learned.

There is first the "non-verbal communication of acceptance", i.e. the nonverbal messages, through mimics, gestures, other behaviours. Such messages are often unconscious, parents do not realize that they are sending such messages. For example, there are parents who do not realize that they are sending a message of not accepting their own child when controlling them excessively, when they have a facial expression of contempt or denial, when they indicate a negation with the index finger. Even having no attitude can communicate something: the fact that the parent accepts, agrees with what his/her child says or does. And when the parent offers help, he/she can convey the message that it is not good what the child does, he/she does not accept the action, the method, and intervenes to correct it. If the parent says nothing, he/she will tell the fact that he/she agrees with what the child says, does. Thus, silence as "passive obedience" is a powerful non-verbal message, especially when the child feels the need to "tell" about an

unhappy experience, releasing his/her feelings, negative experiences. Following the confession, it is possible for that child to find explanations, answers, showing, demonstrating that he/she can develop constructively.

The verbal communication of acceptance is important in what the children's parents say and how the parents say they accept them or not. The positive communication is vital in the parent-child relationship. Parents upset about their children's behaviour, words can convey negative messages: orders, commands, warnings, threats, moralizing replies such as: "Do not cry anymore!", "Do not ruin the toy!", "If you are not good, I'll punish you!","Respect the elders!", "It's not good what you do!" These negative, non-acceptance messages can be turned into positive messages: "The toy is beautiful. Keep it! "," I would love you to be good!","The elders deserve respect!","An educated child behaves beautifully forever!". Important positive assessments by which the parent accepts his/her child are: "You can do very beautiful things!", "I agree with you!", as an introduction to various arguments, explanations.

Thomas Gordon talks about twelve locks of communication on children, that affect the parent-child relationship because the parents' verbal responses can be interpreted in a negative way by the child. So, if mother tells her little girl who complained that her girlfriend does not like her: "I would suggest that you treat your girlfriend nicer, and then she may also want to play with you", the child can "hear" / "understands" a hidden message, like, "Do you think it's my fault, then?", "Do you think I'm doing something wrong or bad?" When parents say something to a child, they often tell him/her something about him/her. So the conversation can be constructive for the child or destructive. The twelve locks in communication are

- orders, directives, commands ("Do not talk like this!");
- warnings, threats ("You are no longer allowed out!");
- urges, sermons ("You must do what is right!");
- tips, suggestions, solutions ("Go and make friends with other girls!");
- lessons and logical arguments ("Children must understand each other!");
- judgments, criticism, disagreements ("You do not think clearly!");
- praise, acceptance ("I think you are right!");
- invective, ridicule, offense ("You act like an animal!");
- interpretations, analyzes, diagnostics ("You say this only to annoy me!");
- calm, compassion, consolation ("Tomorrow you will feel better!");
- investigation, interrogation ("Who put this idea in your head?");

- retreat, distraction, condescension, postponement ("Let's not talk about it!")

Most parents are based, in their verbal communication with their children, on these communications locks. The way to communicate recommended by Gordon is called "the road opener" or "the invitation to say more". These are reactions that do not communicate any of the listener's ideas, judgments or feelings, and which invite children to express their own ideas, judgments, feelings: "Understand," "Oh.", "What if ..."Interesting.", "Tell me too!","I would like to hear!","I would be interested in your point of view!", "Let's talk about it!". These "urges" to communication must be accompanied by the "active listening" of the parent through which he "keeps open this gate" of communication with messages that show the child he understands what he/she communicates / his/her needs.

Among the benefits of active listening, Gordon lists: it favours the affectionate relationship between parent and child, facilitates the child problem solving, and listens to parents.

In forming the ability to listen actively, the parent "learns" attitudes such as: truly hearing and really wanting to help the child, to accept the child's feelings, no matter what they are.

The negative aspects of active listening are those related to the "time", "attitudes" and "understanding" of the parent who should suspend all his/her activities for "listening" to the child, he/she must respond "empathically" to the needs expressed by the child, understanding what he/she feels, what the child thinks.

In communication, essentially is the honest, realistic and courteous feedback about the way they speak, behave. Through this type of feedback, children are aware of what they are doing, talking and they can choose the positive one. The feedback prepares the child with the feedback from other people in the child's future life and not all will be positive. On the other hand, perfect parents communicate positively, using an appropriate language to develop the children's trust. In this sense, Sargent, 2011, speaks of developing a positive and self-reliant attitude through effective communication: it is not necessary to be praised for anything and especially undeserved because they will lose their sense of reality. They should avoid the self-deception (for example, encouragement by parents, unjustifiably, the children in what it is called talent - singing, painting, dancing; with disastrous results - public ridicule of the child). The sense of reality is very important, but the (perfect) parent's ability to

accomplish this is necessary. Ironing, negative communication does not help. Excessive criticism does not educate but affects self-esteem. It is beneficial the language that helps children to make useful opinions about themselves and others; the "toxic" language should be avoided and replaced with positive suggestions.

In the parent-child communication, it is important how the children's opinions are formed, especially as 90% of these opinions about themselves are formed until the age of seven. That is why the parent has to listen to the children's opinions about themselves and other people, so that the children develop opinions that will be useful to them when they are adults and this is done by drawing conclusions from own experiences: "attach an experience, including that they are told, to a meaning that they create in their minds. Some opinions will be constructive, others will be limiting or even destructive [...] if they hear something enough often, for them it becomes a truth "(Sargent ,2011).

So, if a parent tells the critic to the child, he/she will even form a negative opinion of himself/herself. For example, a parent who tells a child that he is not good at Mathematics is wrong because the child will always have this opinion about himself/herself, even when he/she would take good grades in Mathematics; he/she will never be content with himself/herself. The impact of the negative messages is very strong, so the parent must think about the possible consequences of such messages: "You will never be good at school!", "You are a clown!", "You are the black sheep of the family ". Sometimes, in a few cases, a critical message can motivate a child to prove the opposite, even in these situations, the impact is negative on the child. Labelling has effects on the child, so it has to be avoided, analyzing and commenting on the behaviour: the label "You're a fool!" is different from the appreciation of behaviour: "It was a stupid gesture to do this!" "Perfect" parents make the distinction between person and behaviour. The positive communication means to send the child the message that not with his/her person is something wrong, but with his/her deed, his/her behaviour at a certain moment.

In the same way, parents must realize that a negative ban is harder to "rumble", followed by the child, than a positive counsel/request. The negative language is present all the time, even if the intentions are very good. To educate, any parent uses bans such as "Do not beat!", "Do not yell!", "Do not argue!", "Do not put your fingers in the socket!" But, "the mind cannot process the negation" No!" because it exists only in the language, not in experience. When parents say to the children, "Do not run on the street!", the little ones have to go through a

sophisticated process to understand what his/her father or mother said, "because they do not perceive the denial, but just running on the street, that's exactly what do will do. If we turn the negative urge into a positive one, such as "Go on the sidewalk!", the message is immediately understood, and the children imagine how they walk on the sidewalk and this will do. The "perfect" parent needs to think about what a child wants to do and formulate the request/requirement in positive terms. Sargent, 2011, proposes a demonstration list:

1. Do not look at someone else's work. /Focus on your work.

2. Do not argue at the playground. /Play nice with the other kids.

3. Do not make noise. / Sit down quietly!

The positive language is the most effective in the parent-child relationship. In the positive communication, the questions are also essential. The ability to ask the right question is very important. With the help of the questions, the parent can determine the problem/problems the child is facing or can help him/her find solutions.

Children understand the messages they receive in a different way from adults, they give their own meaning to deeds and ages. Some children think that they can not do certain things, they are not loved, that other children do not like them. Parents can find out the way their child thinks through questions such as "How do you know?" Or "What do you mean by that?", "What do you mean by ...?", "Why is it a problem for you? "What made you feel that way?". The result could be the discovery of your children's thoughts. When they say they are not loved and they are asked why they think so, the parent finds out the source - who rejected him/her or told him/her that he/she does not love him/her.

Parents play an essential role in the development of the child, precisely through the behavioral model, the cultural and social values, the customs, traditions, roles and interpersonal behavior manifested in the daily environment. The family relationships influence the development of the child's personality, especially the parents who are responsible for ensuring the living conditions that imply an affective component in the communication.

"The parental competence is a system of knowledge, skills, abilities, supported by specific personality traits and that allow the parent to successfully fulfill the parental responsibilities, to prevent and overcome crisis situations in the benefit of the child's development, and thus, to achieve the goals of the educational activities "(Glăveanu 2012). The author of this definition investigated the educational strategies used by parents and the results were

presented in the book "Modern Psychological Research: Directions and Perspectives", coordinated by M. Milcu, W. Griebel and Ana Raluca Sassu and published at the University Publishing House in Bucharest. The study presents the factors of parental competence as follows:

- knowledge refers to the parent's ability to know the level of the psychosocial development of the child and the ability to explain the child's reactions; to understand the child's needs and the optimal methods of education and relationship;

- discipline refers to the parent's ability to communicate assertively and effectively in the process of learning the social rules and moral norms; and the management of the reward and punishment regime;

- time management - the ability of the parent to determine the quality and amount of time spent with his/her own child and the ability to manage the child's time (in the activity-rest relationship);

- affective support involves the parent's ability to know and use effective ways to prevent and manage tensions and stress;

- crisis management refers to the parent's ability to be a good leader, i.e. to find solutions to overcome educational crisis situations (school performance, discipline issues).

All of these factors imply a positive communication. The result of the formation of a harmonious personality of the child is what he calls Osterrich P. (1973) the "accepted child" characterized by originality, spontaneity, autonomy and capacity to figure it out, preference for building games and imaginative tendency to impose, the desire to face difficulties, perseverance in the pursuit of goals (Glăveanu, 2012).

In describing the parenting skills, specialists refer to personality traits, peculiarities and characteristics of interaction situations (personal or traits model; emotional intelligence and other factors, the situational model and interactionist model).

The personal mode (of features) promotes the parents' behaviours and their influence on the child's behaviour: we talk about social and psychological skills. The psychological skills contain cognitive elements and affective attributes. The social and emotional ones are essential to success in professional and personal life, including communication skills, social interaction, active engagement.

"Social competence" is the capacity that allows achieving higher results in social tasks and is assimilated to the experience of people and groups"

(Glăveanu, 2012). The social competence plays an important role in the current context when young school children enter the school environment and learn to communicate, react, manage their emotions, crises, etc. The child also learns some rules: to be respectful, kind, receptive.

Ecaterina Vrasmas (2008) shows a series of features that lead to efficiency in assuming parental responsibilities: love, acceptance, sensitivity to children's needs.

A new concept is the emotional-social intelligence proposed by Daniel Goleman (2004): the emotional-social competence is an acquired skill and the result of which is a common performance in the professional, social and personal field. Goleman states in the preface of the volume "Emotional Intelligence in the Child Education" (Elias, Friedlander 2012) that the "family life is the first school of emotions. In this intimate crucible, we learn to recognize both our own emotions and the reactions of others to our emotions; how to think of these emotions and how to choose the reactions; how to read and express our hopes and fears. This emotional school does not just mean what parents say to their children or what they do for them; it also involves models offered by parents as to how to treat their own emotions and those that arise in the spouse's relationship."

The education based on emotional intelligence starts from the idea that all the actions can create a healthy family balance and relationships with children. The parents' actions must emphasize the importance of feelings that help both parents and children, controlling emotions instead of impulsive actions, when feelings are overwhelming.

Generally, the children's lives, especially those entering the school system, are tough, uncertain. It's easy to lose control, with negative effects. Children need a positive environment. Education based on emotional intelligence includes principles that are the basis of this type of education.

Family is the environment in which the child must feel affection, safety. Under these circumstances, every family member must be aware that he is part of that family. Discussions between family members at dinner, for example, are a way of raising awareness and defining the family. Establishing rules/principles is important: to listen to one another, to hear each other's point of view. Open discussion with children includes the child's ability to communicate some requirements: not to be criticized in front of his friends; to respect his/her personal area and the secret of correspondence.

In education based on emotional intelligence, communication is important, how parents talk to children. From a desire to protect children, parents tend to tell the children what to do, relying on their previous experiences. But children probably will not listen because they need their own experiences to learn how to solve their own problems. Parents must understand that they will not always be with their children, guide them, advise them, provide solutions.

The purpose of education is to teach children to think by themselves, to take into account social, moral rules. Most of the parents are also subjective when it comes to their children. Controlling emotions is vital in family members' relationships, especially in the case of "difficult" children. "When the child screams," I hate you! ", the parent does not go through the following thought:" My child is frustrated and exposes my negative emotions to me because I am a sure target." On the contrary, the parent reacts by virtue of feeling hurt, provoking strong emotions, though ideally everything would reduce to a rational assessment of the situation and a well-thought-out action. This intensity of emotions can make parents react instinctively and slip on the slopes of old templates taken from their own childhood "(Elias, Friedlander 2012). Guided with skill, children understand that inappropriate behavior does not give them what they really want, that is, to be loved and accepted - the principle of emotional intelligence, quite difficult to respect in a world dominated by momentum impulses and violence transmitted all the time through the media. It is important for parents to know how to help their children, to figure out what they want and to resist the impulse to act on the basis of strong emotions or media-inspired desires.

Nowadays, children are subject to many influences, sometimes contradictory, and to help children, parents should "preach" less and listen more, building relationships by communicating with each other. In this regard, Elias, Tobias and Friedlander, 2012, propose in the volume "Emotional Intelligence in the Child Education" a set of guiding principles of emotional intelligence in the parent-child relationship: everyday principles, techniques to ask questions, suggestions for long-term success.

The principles for each day refer to habits related to the family environment; thus, in the modeling process, the children learn by following their parents, and they, in turn, guide them through examples. For success, the parent needs to acquire self-control and communication skills to provide a model of behavior and communication. Many children learn some abilities from parents without realizing it. Advice and clues to use previously acquired skills are relevant because remembering is a useful learning method. Obviously, repetition

must not be turned into a bickering, especially in combination with reprisals, criticism. Children can be co-opted into some household activities, reminding them to be "nice" to help raise the table, for example, and to lay it. An effective method is paraphrasing, that is, repeating in another form what you have previously said. The parent has been gently reformulating the child's statements in a positive language.

Questions can explain some aspects of behavior and language. There are several types of questions. The most commonly used questions are: causes ("Why?"), most variations ("What do you remember?"), those asking for an answer ("Yes"/"No") or an elaborate answer ("What Happens?"). Of all these types of questions, the most difficult for the child is to answer the question ("Why?"), especially since such a question has an accenting tone. The most appropriate are open questions, such as ("What Happened?", "How Do You Feel?").

Also important are the principles of "suggestions for long-term success". These relate to certain attitudes and actions within the relationship between parents and children. To help children identify and solve their problems effectively, parents need to be armed with patience and perseverance, they must prove flexibility and creativity, but also adaptation (Elias, Friedlander 2012).

The family is the vital social group in providing education and training for the child in a dynamic society. The parental skills must also be related to the family typology (traditional /modern; parental/single parent; extended, and provenance). The family well-being is developed in relation to the family resources and in relation to the family feelings and the ability of its members to cope with the challenges of life. In this context, the positive families ("positive families") define families giving children the conditions for healthy development, happiness, effective adaptation and school success, giving them positive and hopeful values, setting them goals for the future, supporting them to confront with the challenges of everyday life and know/can ignite the sparks and activate the latent forces of children and have the power to direct them from "living" simply to "flourishing" (Negovan, 2013). The positive family means a positive climate, positive patterns, positive parenting roles.

The positive climate refers to models and positive perceptions of the child's abilities and skills, realistic expectations, according to the child's needs. The parental-material, educational, instructive, affective support influences the physical and intellectual development of the child and is reflected in spending time with the children, discussing with them, focusing on daily issues, encouraging and manifesting the affection for the child, in *the proactive education* Negovan, 2013).

The influence of parenting, the positive education is reflected in the child's personality: "self-image, self-esteem, value system, self-confidence, feelings of well-being and psychological comfort, satisfaction and optimism about its evolution as a human being, as a member of a healthy community "(Negovan, 2013). Children learn from their parents' knowledge, skills, attitudes.

The specialized literature presents different models of parents; there are also positive social role models with direct effects on the development of children as adaptable adults. We are talking about positive (socio-professional, spiritual, existential) models, validated or not by society. On the other hand, failure is an unconscious urge to not imitate the model. Negovan points out that "a certain life model, although positive in its nature, is not successful and does not become attractive for a child or young person (I was fair and honest ... I do not understand why he/she has been formed like this...) in two typical situations: one that depends even on parents and one that depends on the environment. In the first situation, the model was not explicitly presented by parents as positive in relation to certain standards (sometimes divergent from those in the social environment) or its imitation or sequential reproduction by the child was not reinforced (by appropriate rewards - more often moral, not material). In the second situation, the social toxic environments invade positive role and life models (as defined by positive psychology) while validating negative role models "(Negovan, 2013).

Thus, communication plays an important role in shaping the socio-human positivity in young children, requiring the involvement of parents and all those who care about the quality of our children's lives and the future of the society we live in.

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SOCIO-EMOTIONAL INTELLIGENCE – NEUROEPISTEMOLOGICAL LANDMARKS/HIGHLIGHTS AND PSYCHO-EDUCATIONAL PERSPECTIVES

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According to J. Bruner (Bruner 1990), social intelligence can be described as a model of personality and individual behavior in which people are assumed to know themselves and the social world they live in. Individuals actively use this knowledge to control their emotions and guide their behavior towards desired objectives.

Social skills refer to children's ability to create functional social relationships with the other kids and adults in their life. In other words, social skills facilitate positive interactions, appropriate to cultural norms, in order to achieve their own goals and, at the same time, respecting the others' needs (Stephen and Kallay 2007). On the one hand, emotional intelligence, represents the capacity to identify, understand and accept their own emotions and to express them in a more healthy and controlled way, and on the other hand it represents the ability to perceive and correctly interpret the emotions of those around them.

In English, this term is found/occurs in two forms: "Emotional Intelligence (EI)" and "Emotional Quotient (E.Q.)", both referring to the same thing – the degree of emotional intelligence or emotional maturity. The term of "emotional intelligence" is relatively new. It was first used for by Peter Salovey and John Mayer in 1990.

To this concept, but without naming it that way, referred Howard Gardner too, in 1993 when he used the terms of "interpersonal intelligence" and "intrapersonal intelligence", in the enumeration of the seven types of intelligence identified by him (shown in table no. 1).

Reuven Bar-On began to study this field in the early 80' and he is the author of the first test of emotional intelligence - Bar-On Emotional Quotient Inventory (EQ-i) – addressed to persons over 16 years (of age).

Table no. 1 Components of emotional intelligence
Source: Gardner 2003

Reuven Bar-On's point of view (2006)	Daniel Goleman's point of view (1995)
▪ Intrapersonal aspect - the awareness of our own emotions (to live the present experience and not what you felt in the past) - optimism, assertiveness; - respect, consideration for oneself; - self-realization; - independence.	▪ Self-knowledge - emotional self-knowledge; - realistic and accurate self-knowledge; - self-confidence.
▪ Interpersonal aspect - empathy; - interpersonal relationships; - social responsibility.	▪ Self-control - emotional self-control; - transparency and maintaining the integrity; - adaptability to change; - orientation towards results; - initiative; - optimism and perseverance.
▪ Adaptability/flexibility - problems solving; - flexibility.	▪ „Social Awareness" - empathy (sensing the feelings and perspectives of others, a real interest in the others' concerns); - job orientation.
▪ Stress management - stress tolerance; - impulse control.	▪ Interpersonal relations management - others' development, of their abilities, coaching;

	- inspirational leadership; - catalyst of change (initiation and management of change); - influence; - conflict management (related to negotiation and dispute resolution); - team work and collaboration (creating group synergy in pursuit of group goals).
▪ General disposition/mood - happiness; - optimism.	

The first two components of the classification provided by Daniel Goleman are seen/viewed as some personal components of emotional intelligence, while the last two are social components of emotional intelligence (Crusitu, http://www.psihologiaonline.ro/).

If we follow and analyze the two classifications of emotional intelligence components we can reach the conclusion that this is composed/formed of four elements:

- the identification and better understanding of one's own emotions;

- the effective management of one's own emotions and significant increase of life quality;

- better understanding of those around and coexistence with a high degree of comfort;

- creating better relationships at all levels with others and increasing productivity and personal image.

The ability of emotional adjustment becomes sophisticated during teenage period. Sarmi (Sarmi 1989) identified three plausible factors necessary for adjusting emotions: capacity of adjusting emotions, knowledge of appropriate actions and the motivation to set/adjust emotions.

Emotional adjustment strategies can be classified into three types: problem-solving strategies (involve finding solutions to problems faced by a person and which causes negative emotions, as well as the application of optimal solution), emotional strategies (have as their purpose the improvement of

negative emotional feeling), cognitive strategies (methods of neutralizing negative emotions through cognitive assessment of the situation from another/different perspective), (Botiş and Mihalca 2007). The psychometric model of intelligence shows that social-emotional skills should correlate, at least moderately, with cognitive ability (Zeidner 2002, 2009; Shani-Zinovich 2005; Matthews 2012; Roberts 2013). From a developmental perspective, cognitive ability may have an influence on social-emotional skills a person shows.

At the opposite pole, according to H. Gardner (Gardner 2006) social and emotional intelligence (that he calls them by terms of intrapersonal and interpersonal intelligence), should be totally independent of cognitive intelligence and of school-intellectual/academic ability.

Although social intelligence presents certain conceptual overlays with emotional intelligence, the psychological content of the two types of intelligence is different. P. E. Vernon (in Kihlstrom and Cantor 2000) provides operational definition of the social intelligence: "individual's ability to get along with the others in general, easiness in society, knowledge about social issues, sensitivity to the stimuli offered by the other group members, the intuition of temporary spiritual states or of others' intimate shades/traits of personality". Is about the ability of a person to understand the thoughts, feelings and behavioral intentions of the other persons they interact with in different social contexts.

Emotional intelligence is seen by J. D. Mayer and P. Salovey as involving a set of skills related to: individual's ability to perceive, as correctly as possible his own emotions and to express them in various contexts, capacity to adjust his own emotions and the capacity to manage his own emotions in solving various problems.

In D. Goleman's vision (Goleman 2001, 2008), emotional intelligence designates a set of individual skills involving self-awareness, self-control, strong motivation for action and for personal development, empathy and social skills (the capacity of influence/persuasion, the ability of communication, of managing conflict situations, individual's ability to establish and maintain appropriate relationships with others, capacity of collaboration and cooperation, capacity of team work etc.).

For R. Bar-On (Bar-On 1985), emotional intelligence involves an emotional dimension, one personal and one social – all contributing to understanding of oneself and of others, managing social situations that the individual passes and the optimal adjustment to external requests.

Bar-On has refined the pattern of emotional intelligence that he

originally proposed, developing the pattern of emotional-social intelligence based on the identification of certain clusters of relations between emotional and social skills that have a strong impact on the efficiency and the state of well-being from the psychological point of view. The first definitions offered to the concept of social intelligence appear to have influenced the way that emotional intelligence have been conceptualized later. Thus, the model proposed by Mayer and Salovey, conceives emotional intelligence as a part of social intelligence, showing that both concepts are related, in that they represent components of a broader construct (concerning the) on social-emotional ability.

Educational programs that include training methods of social and emotional skills, lead to significant improvements in form of acquisitions and school results, to reducing absenteeism rate and the tendency of early school leaving (school drop-out), improving students' skills conflict resolution and cooperation, decreasing the frequency of behavioral problems and symptoms of emotional distress (Tufeanu, 2015). It is undeniable the role that such educational programs play in promoting healthy development and success at school students of all ages (Robu 2016).

P. Sherlock (2002) investigated the possibility of integrating emotional intelligence in an educational plan that could be valid in any educational system. Along the examination of several models of international education, it has been established that values such as receptivity toward new, acceptance, respect and tolerance can rather be obtained as part of an educational plan promoting the development of emotional intelligence.

The individual dimensions of self-consciousness/awareness, self-knowledge and self-organization fosters social skills of teamwork, communication and conflict solving. These skills of emotional intelligence are those that encourage the collaboration between thoughts and feelings, between the cognitive and affective.

A model of international education through emotional intelligence, that can be extrapolated in any educational culture, comprises three areas: self-knowledge (learn to be), that begins with self-awareness and self-knowledge and reach the development self-control and motivation, knowledge of others (learn to coexist), that begins with developing empathic capacities, active listening and appreciation of novelty and diversity (the premise is that the teachable, first learn to control their own emotions and take responsibility for their actions, then they develop the capacity to understand the others' emotions), including knowledge in a domain (learn to know, learn to do).

Approaching emotional intelligence is also possible in terms of academic performances, some authors sustaining that emotional intelligence predicts success at work, at school and in relationships, as well or even better than academic intelligence.

In 1992 T. B. Brazelton states that how a child learns is directly related to emotional intelligence and in order to achieve personal success the following conditions must be met (Rocco 2001): self-confidence, curiosity, intentionality, self-control, the capacity to establish positive relationships with others through pro-social behavior, interpersonal communication skills, cooperation.

A consistent set of studies provides empirical proofs/evidence for the predictive role that emotional intelligence plays in relation to school acquisitions and results, the general level of adaptation in school or the frequency of deviant behaviors in school.

Gil-Olarte Marquez, Palomera Martin and Brackett (2006) investigated the discriminant validity and the validity of the criterion of MSCEIT test/ Mayer-Salovey-Caruso Emotional Intelligence Test 2002, the total score correlating with the orientation toward cooperation, self-confidence within the context of social relationships, the leadership ability, shyness within social relationships, assertiveness, pro-social behaviors, school performance (77 teenagers) (Robu 2016).

Parker and partners (2004) investigated 667 high-school students, identifying a significant contribution of emotional intelligence in explaining the variation of school performance, with no difference between school level and gender (Robu 2016).

Definition, mechanisms, characteristics, relations and connections with othe types of intelligences

Socio-emotional development represents an integration of theories on social intelligence, emotional intelligence applied in education.

Socio-emotional skills development represents the improvement of emotional knowledge and optimizing social behaviors needed to achieve desirable and sustainable results. It also represents a personal capacity to deal with the environmental challenges.

Daniel Goleman (Goleman 2008) emphasizes the relationship between emotional intelligence and emotional competence highlighting the conceptual differences: "emotional intelligence determines our potential to learn the foundations of self-control and others, our emotional competence shows just how

much of that potential we have accumulated under forms that can be translated into practical applicable skills".

In his PhD thesis, Sebastian Vaida (Vaida 2013), investigating the studies published in English between 1990 and 2012 to operationalize the concept of socio-emotional development in adults and young students, identified a total of 30 articles of relevance to the studied concept. He drew the following working definitions for socio-emotional skills with reference to students and young adults (people in the educational field). The definitions found (table no. 2) are as many directions of relationships and connections that socio-emotional intelligence may have with other types of intelligences.

Table no. 2 Definition of socio-emotional skills of adolescents (by S. Vaida)

Category	Definition	References
Socio-emotional skills	Skills through which learning occurs and that talks about interpersonal development and the increasing of academic potential.	Liff, 2003
Socio-emotional skills	Those skills which, based on emotional intelligence, predict performance.	Abraham, 2004
Emotional, social and cognitive skills	A person's characteristics leading to outstanding performances; Skills that can be included in one of the three categories: (1) emotional competencies or interpersonal skills, such as adaptability (2) social competencies or interpersonal skills, such as creating and maintaining a social network (3) cognitive competencies	Boyatzis and Saatcioglu
Socio-emotional skills	Set of skills involved in achieving performance or in solving personal or professional problems.	Castejon, Cantero and Perez, 2008
Socio-emotional skills	Description of the learning results (what knows or can demonstrate the person who has learnt, as the result of a learning process)	Oberst, Gallifa, Farriols and Villaregut, 2009

Socio-emotional skills	Personal skill to use emotional information, behaviors and characteristics to facilitate the socially desirable results	Seal, Naumann, Scott and Royce-Davis, 2011
Socio-emotional skills	The product of emotional development and of social learning that can take place in an educational frame/setting.	Wang, Young, Wilhite and Marczyk, 2011
Socio-emotional skills	The method of monitoring, discriminate and use emotional information to facilitate thinking.	Galal, Carr-Lopez, Seal, Scott and Lopez, 2012
Socio-emotional skills	Improvement of personal capacity to realize a good management of environmental challenges.	Seal, Beauchamp, Miguel, Scott, Naumann, Dong and Galal, 2012
Socio-emotional skills	Skills such as self-motivation and persistence in front of frustrations, impulse control and delaying rewards, adjusting one's own states, empathy and hope.	Stewart and Chisholm, 2012
Socio-emotional skills	The product of emotional development and social learning that can take place in an educational setting.	Wang, Wilhite, Wyatt, Young, Bloemker and Wilhite, 2012

Literature concerned with emotional intelligence highlights numerous empirical evidence on the relationship between this area of emotional and social functioning, to other areas, such as management and leadership, individual performance in social and professional activities, adaptation to social changes or inherent challenges of daily operation/functioning, to the harmonization the relation with external environment and with ourselves.

Emotional development is reflected in the acquisition of certain skills or specific competencies of processing (encoding), expression (verbalization or non-verbal expression) and management or emotional control (adjustment or emotional self-adjustment), skills that are called "an umbrella of emotional/affective competencies. These skills refer to three important

dimensions: emotional recognition, emotional expressiveness and emotional adjustment. Without these abilities, related to social competencies, we cannot speak of developing emotional/affective intelligence in adulthood.

Socio-emotional intelligence – trainig, feedback, guidence, control and self-control Interpersonal relations management

From the practical point of view, affectivity ("with rational components, relatively conscious, explaining psychic life") and emotions (hardly controllable, understanding life") are fundamentally different (Neacşu 2010). Emotional structures are "excellent examples of fictive causes that can be attributed to behaviours" (Neacşu 2010, a). The management of emotional-affective feelings is linked with "the assement of adaptability process and of getting closer to the target as a way of achieving goals" (Neacşu 2010).

Emotions are classifying into eight basic categories or primary emotions: anger, fear, sadness, joy, disgust, surprise, curiosity, acceptance. Primary emotions through combination give rise to the full spectrum of human emotional experience.

The fundamental directions of socio-emotional/affective development, suitable for educational programs, can be synthesized on a multifunctionl base, characterized by social values accepted in their belonging social medium. This way we can identify the following components specific for the curricular programs in schools and universities: ways and attitudes developed by social behaviour, learning patterns of human relationships, self-control, empathic nature capabilities. The fundamental question that occurs when approaching this topic, is (as follows): What is the role of the development of socio-emotional abilities in an individual's life?

Socio-emotional skills learning model follows a given/predetermined path: first level of interest, from the perspective of educational life, is related to the preparation of young people for active life, the second level of analyses of educational training aimes the utility of socio-emotional skills alongside with cognitive independence of thought and action that each adult should manifest in the active social life, the third level is occupied by the importance of developing interpersonal skills to achieve success in life.

Educational training prospects lead to the development of a reason, scientifically acceptable, through wich we understand the development of social behaviours on the basis of some working variables characteristic for an integrative psychological model: it is found that a developed socio-emotional

skill deterrmines a high level of school performance among pupils, the high level of emotional intelligence generates an increased capacity of social interaction, suited to the requirements and needs of daily life, and that developed socio-emotional skills create a system of personal self-control, capitalized in terms of social life. People who develop their social skills feel the improvement of the capacity of understanding human emotions, which leads to benefits in the socio-professional improvement.

We musn't omit from the analyses the importance of various types of mental skills, and not only that ("qualititive notes of perceptual, neural, motor, cognitive aspects", (Neacșu 2010), assessable through specialized tests that shapes an individual's psychological profile: the interference of various categories of human skills, either general or specialized, is essential in the process of human's knowledge, the more important is the revaluation of the attitudinal type assessments. The educational process involves learning and assimilation, in a multitude of specific projective aspects. In other words, the educational process generates a definable field of knowledge through social interactions (https://razvidiaco.wordpress.com).

The development of socio-emotional intelligence becomes a necessity of contemporary educational training (Bourdieu, 1974). Emotions management can differentiate and structure the capacity of people reaching maturity, in the same way as interpersonal relationships management can optimize personal and socio-professional life, eliminating failure as the effect of socio-human discrepancies and differences.

The affective education becomes social-empathic and involves addressing individual needs in relation to social group (membership) requirements. The training needs of the students must be assessed and analyzed and one must not forget the contribution of non-formal education.

The psychosocial profile of people with high level of socio-emotional intelligence

Individual's adaptation to the environment he lives in is achieved through both cognitive and non-cognitive elements. These non-cognitive aspects of intelligence include affective, personal and social factors, being essential for individual's success in life.

Emotional intelligence is a skill that implies a creative relation with the states of fear, pain and desire. Children who are able to control their feelings/emotions and have enough patience to get two lollipops, prove

themselves to be not only more capable from the emotional point of view but also more competent at school and in everyday life.

Students' emotional development is decisive for their success in life and not just for school results: pupils who have a stable emotional system at the age of four years have better results at various college entrance examination. The ability to recognize and deal with emotions lead to greater performance at school, at work and in relationships (D. Goleman). The epigenetic model of the functioning of the five mental types (orderly/disciplined mind, synthetic mind, creative mind, respectful mind, ethical mind) was introduced in the psychological development by Erick Erikson. Relying on his theory of multiple intelligences, Howard Gardner (Five minds for the future, 2007) identified a temporal succession as well to achieve the mental types (the five minds) from the epigenetic model proposed by Erick Erikson, even if this ordering/arrangement has only a mediator and guidance role, being very far from the logical or psychological sequencing: respect, mental discipline and creativity, synthesis, ethics.

There mut be brought into context the work of Bruce Lipton (2008) as well, biologist in the research of cell functioning, "The Biology of Faith", which reinforces the epigenetic view according to which the cells from our body are influenced/affected by our thoughts (the link between mind and matter).

According to some studies, a high socio-affective intelligence offers advantages:

▪   at the level of attitudes and behaviour: better awareness of emotions, a grater capacity to control emotions, an increased ability to cope with dififcult situations (such as bullying), a capacity of better concentration, rapidity/quickness in solving conflicts, increased impulses control, better attitudes and ethical values, ability above average in solving problems, lowering violence and aggressiveness;

▪   school and academic: a positive attitude towards learning, higher grades and better results on standardized tests, greater ability to cope with stressful school factors (dead-line, competition), increased respect and trust towards teachers and classmates;

▪   at health level: powering risk of infections, lowering risk of addictions, lowering chances of developing depression and a much lower rate of suicide in adolescence.

The psycholsocial profile of the person with a high level of socio-emotional intelligence describes the relations and roles in a pshychodynamic manner: possess a social balance in human relationships, has a remarkable

capacity to be engaged in solving other people's problems, can devote to noble causes, and takes into account the moral aspect of the circumstances in which is involved. (This type of individual) has a rich emotional life, nuanced according to his own person; feels comfortable with himself /herself and with others in the social universe in which he/she lives; tends to be affirmative (positive), expressing his/hers feelings in a natural and direct way, with positive thoughts about himself/herself. For such a person life has a meaning and is worth living to the fullest. Is a sociable person expressing feelings in an adequate way and adapts well to stress; easily makes acquaintance with new people, being comfortable with himself/herself, being spontaneous; very rarely she/he feels anxious.

The assessment of socio-emotional intelligence. Models, valuations and applications of emotional intelligence in education and training

According to Reuven Bar-On emotional intelligence (social-emotional, Emotional Quotient-inventory, 1997) consists of five factors:

- intrapersonal factor, refers to self-consciousness and self-expression,
- interpersonal factor, refers to consciousness, skills and social interactions,
- stress management factor, refers to emotional management and control, the ability of a person to manage emotions,
- adaptability factor, refers to change management,
- general condition factor, refers to self-motivation and the ability of people to enjoy themselves, others and life in general.

***The EQ-i assessment provides five composite scores*:**

The Friedman scale of maturity (EMS) measures the level of emotional intelligence (infantilism, infantile, childish reactions, adolescent reactions, immature, slight/superficial emotional immaturity, situation towards limit, tendency towards imbalance, average level of maturation/maturity, appropriate level of maturation/ normal emotional development).

The concept of „mature" emotional behavior is reflected in what we call a normal emotional development. Emotional maturity develops throughout life and is the maturity form from which one can regress the earliest. One of the most comprehensive lists of stages that a child goes through on his way to maturity is presented by). Emotional maturity is a process in which personality is in a continuous struggle for a higher sense of emotional health, both intra-physical and intra-personal. The Penguin Dictionary of Psychology (2002), defines

emotional maturity as the state in which a person's emotional reactivity/reaction is considered appropriate and normal for an adult in a given society. The clearest/most adequate connotation in most cultures is one that is linked to self-control, namely with the ability to refrain extreme emotional reactions.

Emotional maturity isn't therefore a stage where all problems are solved, but rather a continuous process of clarification and assessment, an attempt to integrate feelings, thoughts and behavior. In assessing the socio-emotional competence one must take into account the dimension of socio-emotional adaptability that refers to the ability of being flexible in relation with others, to readjust our emotional behaviors when situations change, to the ability to approach adequately and realistically relational situations or personal life issues (the ability to see them as they are) to the adequacy of emotional behaviors in the current situational contexts, to the power to identify and correctly approach emotional problems (to solve emotional problems properly). At the highest level, emotional intelligence involves a spiritual dimension that completes the power of love between people through the great power of divine love.

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ECOLOGICAL LANGUAGE - THE ESSENTIAL DIMENSION OF TEACHING ECOLOGICAL EDUCATION IN SCHOOLS

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Abstract

This study aims to clarify some of the expressions that have emerged recently in studies that are made with reference to ecological education.

In 1977, with the occasion of the Inter-Governments UNESCO Conference, the Tbilisi Declaration was adopted, in which ecological education was appended with a new concept: "environment protection education", aiming to track the evolution of consciousness and responsibility of humankind towards nature and its on-going issues. The ecological education outlook implies personal and social development, inciting cooperative and critical approach of the economic realities of the environment but also creative seeking of apposite solutions.

Nature conservation education – is focused on the biological problems and conservative strategies; the main role in conservation efforts belonging to man.

Education in the spirit of bio-centric democracy, having as foundation the idea that all forms of life have value; it aims to encourage those educated to adopt an eco-friendly behavior, both individually and within a community, shaping skills of: participating, initiating, gathering, inciting and hiring members of the community for eco-protective actions.

Keywords: *education about the medium, education within the environment, education for the environment, ecological culture, ecological consciousness, ecological attitude, ecological demeanor/habits.*

Ecology began under the sign of the Darwinian paradigm of natural selection and struggle for survival being a comprehensive concept, explaining

and ordering the data of the natural history of plants and animals, which were nothing more than a collection of empirical observations, hunting and fishing stories.The botanists and the zoologists of the time understood only the sensory concrete, being the prisoners of a way of thinking that actually excluded thinking. Instead of a systemic gaze on the relationships between living matter and the environment, a reductionist treatment was imposed, each aspect of nature being analyzed profoundly, broken whole.

In the twentieth century mankind has become aware of a number of serious environmental problems: continuous deterioration, limiting natural resources, vertiginous demographic growth, and so on.

Questions such as „What is to be done?" emerged.

These problems went beyond the field of expertise of the specialists, becoming real problems for all of humanity. Therefore, the concept of contemporary world issues has arised, which generated a number of well-defined liabilities among which the protection of the environment.

Educational systems have responded to these issues through innovation, thereby defending the new education methods.

Ecological education is thus a basic orientation of New Education, one of the longest and most thoroughly grounded in the process of human knowledge evolution, and among the best structured and vertiginously developed in contemporary times.

The evolution of the concept of ecological education over the years and the evolution in the specialized studies makes us indebted to explain in turn all the expressions appearing because of it.

We will first clarify the following terms: education about the medium, education within the medium, education for the medium (A.Teleman, S.Ginju, Ecological Education, Course Support, Chisinau, 2014), terms we could encompass within the pale of three stages of comprehension:

- Education about the medium - the stage where students learn about the environment, the theory of notions, watch documentaries, listen to stories, poems, powerpoints about the environment, etc; it ensures students' understanding of how the natural systems work, how human activities could have a negative impact on these systems; it develops investigative capabilities and critical thinking; it underpins the formation of a student's cognitive support (which will then enable him / her to make decisions in favor of the environment)

- Education within the medium - executed after pupils have participated in environmental education; are in nature, in direct contact with reality; provide the practical experience of everything the student has learned in the first stage, that of education about the medium; it develops the ability to observe, collect data and even investigate environmental issues; it stimulates environmental concern
- Education for the medium - a crowning of the first two activities made by the teacher with the pupils both through theoretical knowledge taught during the „about the medium" classes and what children will be able to observe / find / live when doing activities outside ; it develops the responsibility of children towards the green surroundings, the motivation to participate in the improvement of their condition and to do something for the sake of our Earth and for the smooth running of things, the teacher also resorting to the moral qualities of the one being educated.

If we carefully analyze these three concepts as a whole, we deduce from here the purpose of ecological education itself: the behavioral change of the educated who, through his or her behavior, will lead to a group change (at school, in the family) will expand into society, so we will achieve the much desired social change.

In addition to the concepts discussed above, we also encounter terms such as: relative environmental educationecosystem education, sustainable development education.

Relative nvironmental education or ecologic education is the science that deals with the study of the interaction between organisms and their environment. (DEXI, 2007).

Environmental education or environmental education has been under the aegis of UNESCO since the 1975 Belgrade colloquy and defined its meanings through the Joint Action Program set up in Tbilisi in 1987. Postulates are clear: the transmission of ideas, the formation of beliefs and the exteriorization of environmental attributes (in terms of content), it should not be regarded as an educational discipline, but as an unprecedented perspective on all study materials (as a tactic); where it is necessary to engage in active intervention and to cover society as a whole (in duration and scope).

Education or the mediu is not limited to ecological education but includes it: it is a science based on chemistry, physics, biology and geography; it teaches

about living organisms, their habitat,a and the manner theyinteract with each other and the places they live in (as inecological education); it defines the arrangement of the interconnections and interdependencies of all forms of life with the scope of cultivating precepts and attitudes.

A valuable approach to consider can be found in Angela Teleman's work, Developing environmental exploration-investigation skills... , p. 23, a work that goes beyond the fields of scientific interest, comprising: the formation of ecological culture, the formation of environmental consciousness, the formation of ecological attitudes, the formation of green conduct.

Comparative pedagogy studies, (Robinson T. Y. 2005). sociological studies done on various levels of education (Litzenberg CM, 2005) prove that young age is appropriate to develop students' sensitivity to the environment and to form capacities and habitudes that actively participate in solving environmental problems, primary schools being the basic links in promoting ecological education. Belotcaci A. (2005) supports the universal pedagogical character of knowledge about nature being taught in primary classes. .

Therefore, we derive the idea that the problem of ecological education exists all over the world; problems arising daily are studied and debated and solutions that are relevant to solving it are sought after. .

We will continue to discuss the main areas of scientific interest in organic education:

1. Ecological culture - fundamental level of personality development having the cognitive, emotional-axiological, consciousness and behavioral component;

2. Ecological awareness - the spiritual sphere of ecological culture;

3. Ecological attitudes - the ability to act without harming the nature

4. Conduct / ecological behavior - the way in which consciousness, formed through education, determines the ethical actions and attitudes of each educated one

1. Ecological culture, according to researcher Pecico L. , includes: - the cognitive activity of the pupils through being acquainted with mankind's trials in human-nature interaction, as a basis of natural values;

-the work culture: the result of work does not harm nature;

-the culture of spiritual communication with nature

Tzvetcova A (1998) emphasized that the ecological culture of the pupil of small school age represents the fundamental level of personality development with the cognitive, emotional-axiological, consciousness and behavioral components. At the same time, she highlighted the dynamics of ecological culture

formation according in the primary classes: appropiation of notions, the emotional-representative perception of the socio-natural environment, the systematization of the representations and the motivated behavior.

2. Environment consciousness - a segment of general human consciousness directed towards the world of bios, each component of the natural megasystem is a behavioral entity.

- is linked to social and individual consciousness

- represents the spiritual sphere of organic culture Bumbu I. 1993

-is determined by the modern conception of the world regarding the restoration of the good national traditions of environmental protection Vrednic N.2003

Niculescu B (1999) stated that the ecological consciousness's substratum includes being aware of: the ecological balance in nature, the human-nature relation and nature's inability to be conceived beyond interaction with the human factor; it must be perceived as a living organism.

According to the philosophical sources (Fonari.E, 2000), pedagogical (Namolovan, L., 2002) and psychological ones there are two basic types of ecological consciousness: the anthropocentric type according to which nature is a man's domain, as past generations were educated , an object of unilateral action and the ecocentric type according to which man develops in symbiosis with nature, as equitable partners, always maintaining the balance of interactions, without harming it in any way.

Unfortunately, it is very hard to get to the second type of conciousness as far as past generations are concerned; if at school they learned that it is all at their discretion, without being put in the position of thinking or answering one of the questions: What if the wood in the forests will deplete at some point? What if the thrown glass bottles do not melt? What if If I throw litter all over and the sweeper does not pass; what will happen with those debris ?etc . Currently,it is very hard for them to believe what their children are taught: that all resources are exhaustible at some point, that our health depends on the nature's health, that nature is not healthy if we pollute it etc .

It remains in our power, the teachers, to strive to inform young generations about the importance of ecological awareness, to strive to mold emotional feelings of "reprimand" inside their mind, identification or empathy and, at the same time, bring strength to them so that they transmit the information received , take the attitude when needed and mobilize society in the ecocivic spirit.

3. Ecological attitudes can be seen in the pupil's behavior towards nature and in the activity of protecting the environment:

- the ability to make decisions about the activities performed in the natural environment in accordance with the requirements of the society and the moral obligations;

-capacity to act without harming nature;

- sensitivity to nature (Lierman R, 1995);

-representation of environmental issues and needs;

- fundamental ecological concepts;

-knowledge of behavioral norms in the environment;

-regulation of environmental behavior;

- awareness and valorisation of ecological actions

Christmas C. (2003) highlights the fact that pupils of small school must be shaped: the necessity to communicate with the living world, the interest in knowing the laws of nature, the reasons for action in order to protect the environment, the beliefs of necessity and the protection of the environment. According to their precepts, Christmas notes that the attitudes towards the environment are: the theoretical knowledge system about nature, that is, what we have analyzed, the ecology of culture, the ideological system of the ecological orientations, the capabilities of using knowledge and theory in manifesting the attitude towards nature. .

Moiseeva L. and Castunov I (2005) studied the impact of ecological activities on ecological attitudes, demonstrating that without practical applications in concrete situations in the area they live in, the knowledge acquired will not help them achieve goals of forming ecological attitudes.

4 Conduct, ecological behavior: automated actions become internal needs that can not be easily modified,

- a firm and optimistic view of positive thinking, avoiding the accentuation of disastrous aspects and a hopeless approach to the negative effects of human activity on the environment, said Designer J. (1983)

- a feasible product of self-control capacity on emotional-expressive behaviors in the context of inner feelings, in the vision of Gardner G.T. and Stern P.C. (2002)

- civilized behaviors and habits, as well as positive character traits, Săvescu C.M. (2008)

-the way in which the eclectic consciousness endures the actions and ethical attitudes of each educated Pop I. (1998)

In 2002, Haheu E. brought in the foreground the criteria for the formation of ecological behavior seen in children at a young age

-the presence of elementary representations;

-understanding the need for nature protection;

-the presence of skills and abilities to create conditions for the life of living organisms;

- the link between ecological representations and the actual behavior of the child in nature

Sorin Cristea, 2008, stated that the directions of ecological education derive from the general directions of education, ecological education as a practical theory not being able to remain within the limits of immediate reality, embarking upon the imperative necessity of shaping the personality of the educated one from the perspective of the future. It also has an open character, ought to be expanded as an application of permanent education, an open field of content.

Concluding, we can assert that organic behavior will only exist when the educator first has the basis of the concepts of ecological education acquired through ecological culture, gained in school, family, society, implemented through and found in the ecological attitude formed during schooling, if it is thoroughly sedimentary and built on a solid basis of knowledge, it will remain within every being as an unwritten law or normality of everyday life.

Changing the morality and mentality of adult generations by educating younger generations is a very harsh but crucial mission of all teachers. Educational strategies have to form a social ecocentric type of consciousness, so that environmental ideas and vital duties penetrate everyone's social life and personal life.

The current situation substantially increases primary school teachers' responsibility for the environmental performance of the young generation and the families they are part of.

Ways to overcome the traditional educational paradigm aresought after, so as to form the ecological personality - considered to be the bearer of ecological values, the owner of ecological thinking and culture, with a strong ecological consciousness.

Ecological activity should encompass interactions of the subject with the natural, social, legal, economic and political interaction setting. Collaboration of all institutions to prevent and stop ecological disasters should be on the agenda of every manager, in any institution in the job description of any worker from the simple employee to the CEO of that corporation!

Only then will we be able to say: that we cater for the environment, that we have done something to help and that we care about nature and its inhabitants!

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DEVELOPING EMPATHY AS A METHOD OF COMMUNICATION IN EDUCATIONAL COUNSELING

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Abstract

The role of empathy in educational counseling is very important. Empathy is the ability to place yourself instead of another person, to understand how that person thinks and relates to the surrounding reality, by perceiving a sitation lived by someone ele as your own. Developing empathy is through the development of specific skills verbal and nonverbal communication. This study examines how future teachers in primary and preschool education understand adoption and implementation of this concept in class. The research is based on questionnaires applyed tothe targeted groupof students.

Keywords: empathy*,* educational counseling, verbal communication, nonverbal communication

A specific form of human communication is educational communication, which is a process of transmitting - receiving messages. These messages are in the form of knowledge, feelings, emotions, habits, etc. Communication skills in education are based on interpersonal communication that takes place in a specific context, assuming active interaction of those involved in communication, and also interaction type as feedback between educator and educated. In the paper, *Educational Communication*, 2008, intended for students, author Alexandra Silvaş defines educational communication as a complex, multiphase transfer and through multiple channels of information between individuals or groups that simultaneously or successively assume the roles of emitters and receivers, meaning desirable content in the learning process.[46]

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[46] Alexandra Silivaş, *Comunicare educaţională*, Târgu Mureş, 2008, p. 32.

The purpose of educational communication is to participate in the development or spiritual growth of a person, leading to changes in the personality of both the educator and the educator. Through educational communication or pedagogical communication, educators influence their education.

The communication techniques used in educational communication are[47]: verbal communication, nonverbal communication and paraverbal communication; the latter two being intended to emphasize verbal communication and to complete the verbal message.

The importance of communication in educational counseling consists in a civilized dialogue, listening and speaking, asking questions and responding, in the ability to emit and decipher verbal messages, as well as paraverbal and nonverbal messages.

1. NONVERBAL COMMUNICATION. POSTURE. MIMIC. GESTURE

Body language has always communicative value, and messages always exist, even if it cannot be read at any time accurately and also on time.

The posture of the body relates both to the attitude that a person usually takes at a particular moment, and to the movements that can change the position of the body.

A mimic regulates human communication, and provides permanent information. The mimic signals are emphasized when they are inconsistent with the verbal message.

What can give people a facial expression?
- ✓ the event that generated the expression;
- ✓ the thoughts, the plans, the memories of the person who displays the expression;
- ✓ the person's emotional state (eg "feels sad");
- ✓ what I think the interlocutor is about to do;
- ✓ what the viewer wants from his / her interlocutor.

Gestures comprise the movements of the whole body, and refer to a person's way of acting faster or slower, more pressed or easier.

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[47] Diana Melnic, Cristi Petcu, *Comunicare educațională*, 2011, p. 62-67.

2. PARAVERBAL COMMUNICATION. THE VOICE

An important factor in communication is the voice through which we can find out a lot of information about a person. We can easily recognize most of the time, whether the person who speaks is a man or a woman, whether they are young or old, cheerful or sad, calm or nervous, energetic or soft, hurried or patient, sincere or pretended, friendly or merciless. [48]

Voice tone is important both as a vocal technique and as a tool of conviction. While words only transmit information, it is the tone of voice that conveys the feelings and attitudes.

The volume of voice may be a personality of great strength and vitality, but also of the need to feel important or, on the contrary, betrays a fragile personality, self-directed and fearful of others.

Speech rhythm is another feature that provides information about who communicates.

3. VERBAL COMMUNICATION. THE WORD

The *Word* is the most powerful and important tool we can use to reach our goals, it has the power to influence.[49]

Each word symbolizes a code and its use makes sense insofar as its meaning is perceived and shared by the communicators. Words suggest images and experiences that can bring positive emotions, stimulate, energize, and mobilize, but also negative emotions that can demobilize us.

4. EMPTHY

But all these communication techniques would remain inoperative if they did not help to implement essential principles of communication based on development from all points of view. One of the essential elements is empathy.

R. Dymond defined empathy as "*the imaginative transposition of the self into the thought, feeling, and action of another, consistently, structuring the world after that person."* [50]S Marcus defined empathy as follows: "*It is a psychic*

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[48] *ibidem*

[49] Ionuț Vlădescu, *Rolul mijloacelor de învăşământ în educaşia didactică*, in Revista Științifică a Universității de stat din Moldova, 2009, no. 9 5(25), p. 109-110.

[50] Elvira Repetto Talavera, *Fundamentos de orientación: la empatía en el proceso orientador*, Ed. Morata, Madrid, p.110.

phenomenon of rethinking the states, thoughts and actions of the other acquired through the psychological transposition of the ego into an objective model of human behavior, allowing understanding of the way the other understands the world."[51]

Empathy is accomplished by imaginative - ideational positioning into the other's reference system, namely by taking the way of thinking and fulfilling a social role, by emotional transposition, activating an experience, affective identification with the partner, taking over his or her state of mind. Being empathetic involves the ability to transpose into the situation and state of the other, in such an implication, that the realities of the other are lived as such by the transposed one. As a concrete example, if a student tells you that on his way to school, when he was on the pedestrian crossing, he fell and saw a car coming at speed to him, in this case, the idea of empathy involves the ability to transfer you in the place of the student at that very moment he tells you about. You do not look at a remote situation, but you are a fallen student to which a car is heading with speed. How do you feel at that moment? This is the state of empathy.

To investigate whether students who are preparing to become teachers have this ability and to what extent, we apply a questionnaire[52] on 40 students from the Education Sciences Program, more precisely Conversion Program and the Pedagogy of Primary and Pre-school Education (III year), from University of Craiova, Faculty of Letters, Department of Communication, Journalism and Education Sciences.

The students who participated in the study were all girls, aged between 48 and 22 years.

The questionnaire contained 33 questions, each answer containing several variants of intensity to allow tone or disagreement: +/- 4, +/- 3, +/- 2, +/- 1.

The quotation according to this questionnaire was as follows:

¬ -132 - 33 non-emphatic person

¬ - 33 +66 weak empathic

¬ +66 +99 good empathy

¬ +99 +132 proper empathic

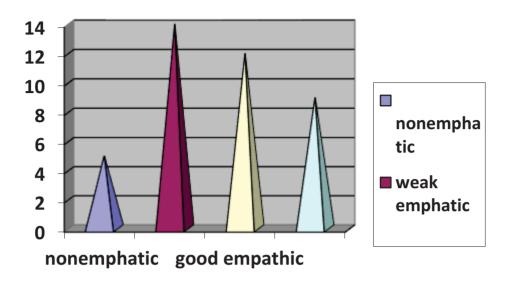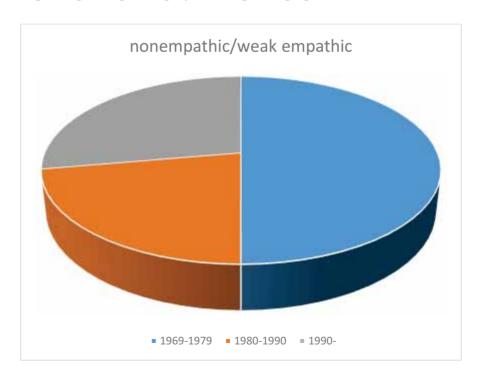
[51] Leonardo BADEA, Nicolae Alexandru PANĂ, *Rolul empatiei în dezvoltarea inteligenţei emoţionale a liderului,* Economie teoretică şi aplicată Volumul XVII (2010), No. 2(543), p. 41-51
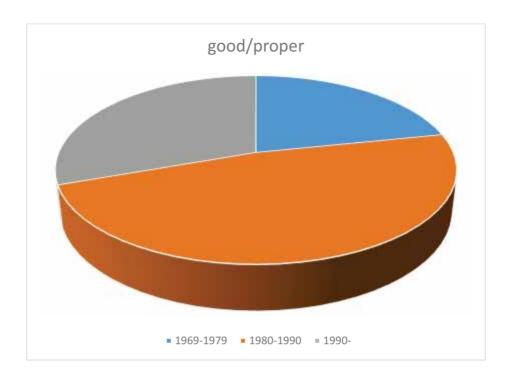
[52] Chestionar Q.M. E. E. (LA. Mehrabian, A. Epstein).

The responses were as follows:

Regarding the age category, the response graph is as follows:

good/proper

■ 1969-1979 ■ 1980-1990 ■ 1990-

What is particularly interesting to note is the fact that the most predisposed to empathy are students born between 1980 and 1990. It is also surprising that those born in 1969-1979 show a lower share of empathy, although theoretically, with experience and not to mention that some of them are teaching, we think it would have been expected to get a higher index on the scale of empathy.

The importance of these results is particular, especially since modern didactics requires the presence of teachers not only capable of reproducing certain information, but of knowing how to involve the pupil in learning and gathering useful information and how to put it in daily use. The pupil's involvement in the process of teaching / learning cannot be done without the development of empathy.

It should not be forgotten that "educational relations highlight the attitudes of teachers and pupils in contexts specific to educational situations".[53] The link between the application of this concept and the results of the questionnaire lies in the fact that a person who generally has a low level of empathy will be less willing to use it in a given situation, especially when

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[53] Claudiu Marian Bunăiașu, *Dezvoltarea competențelor de relaționare comunicare didactică, în cazul viitorilor profesori pentru învățământul primar și preșcolar*, în Craetivity, Imaginary, Languge, Ed. Sitech, 2014, p.201.

teaching, while a person who is a good or proper empathic or empathetic will use this aptitude in the daily aspects of life, so also in the classroom as a teacher.

Moreover, the empathic ability can really help to create an emotional connection with the student. The teacher in the classroom should not dissociate himself from the emotional affections of the students, because, just as in life, the emotional state of an individual influences his way of referring to a given situation.

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EUROPEAN COHESION POLICY APPROACH AND THE IMPACT OF STRUCTURAL INSTRUMENTS

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Abstract

The purpose for which the Structural Funds were created is to contribute to the economic and social promotion at the level of the European Union, namely by eliminating and reducing the economic, social, geographical, and economic development differences between the European Union states, as well as between regions of the same country. The continuous process of expansion and integration has helped to strengthen these priorities within the European Union. At the same time, the development of the notion of Structural Funds has to be assimilated in the context of the European Union's expansion goal, which involved the establishment of common policies, along with dynamic changes and inter-relationships between the European institutions and the Member States. Thus, this research analyses the regionalization trend, which contributes alongside other similar phenomena, such as globalization or cultural homogenization, to the transition to democracy of countries with emerging economies in Central and Eastern Europe, as well as acceleration of the process of integration in the European Union.

Introduction

Cohesion policy has always been a difficult policy of the European Union, but with great goals, difficult to be implemented but achievable in the context of the time and space allocated for its realization. Thus, in the mid-1970's, when the European Regional Development Fund (ERDF) was created for the first time, it suffered political criticism by German Chancellor Helmut Schmidt, who recalled that it is of no interest to Community policy, because it puts „firmly the funds in the hands of the governments of the member states"(Bulmer S. and Peterson W., 1987). From its beginnings, the critics of the specialized literature have analysed its evolution, disregarding this period of creation and building the foundation of the structural funds, criticizing the scope of the fund, its limitation and scale, the

lack of a high impact, and organization and operation of the Member States, among which are representative Bulmer S. and Peterson W. (1987), Wallace H. (1977), Martins RM and Mawson J. (1982), Meny Y. (1982), De Witte B. (1986), Armstrong H. (1985).

The current form of the Cohesion Policy has undergone changes due to the long series of criticisms over time on its shape and development. In many ways, this policy of the European Union remains "under threat" (according to Hooghe L., 1988), along with a broad spectrum of academics, analysts, practitioners and Member State governments that continue to investigate the rationality, organization and effectiveness of the policy. Thus, the main criticisms of the 2005-2006 reforms regarding the policy include the following: transformation into a very comprehensive policy without a clear mission; as well as the fact that it is very complex and bureaucratic, but also difficult to administer (Sapir A. et all, 2004 and Tarschys D., 2003). For the programming periods 2007-2013 as well as 2014-2020, important changes have been made compared to the previous periods, however, the objectives were unequivocally differentiated between the programming periods (Bachtler J., Mendez C and Wishlade F., 2009).

The hypothesis from which this research goes: one of the greatest problems of the Cohesion Policy, is the degree of difficulty in demonstrating the effectiveness of the results obtained. According to Bachtler J. and Gorzelak G. (2007), after over forty years of interventions, the contribution of the Cohesion Policy to growth and economic growth remains challenged and uncertain. A wide range of results in extensive literature on this subject, ranging from positive correlations between Structural Fund interventions and economic growth, at worst, to negative impact analysis.

Studies on the Effect of the Structural Funds on Economic Growth in the Member States of the European Union	
Positive impact analysis	Ezcurra R. and Rapu N., (2006)
	Lopez-Rodriguez J. and Faiña A. (2006)
	Beugelsdijk M. and Eijffinger S.. (2005)
	Mairate A. (2006)
	Bachtler J. and Taylor S., (2003)
Negative impact analysis	Miderlfart K, and Overman H, (2002)
	Boldrin M. and Canova F., (2001)
	Martin P., (1999)

Uncertainty has often led supporters of the Cohesion Policy to underline its positive impact associated with the qualitative "added value" generated by the implementation of its objectives, according to Mairate A. (2006) and Bachtler J. and Taylor S. (2003). The requirements of multi-annual planning are demonstrated to have encouraged the strategic and long-term approaches to economic development at the level of the various European Union governments. A number of monitoring, evaluation, control and targeting conditionality's have contributed to improving the cultural and public administration processes. Also, the regulations on the involvement of different categories of partners in architecture and program implementation have contributed substantially to an inclusive policy and led to the introduction of a decentralization trend in Europe. From a financial point of view, the additional resources provided for economic development have led to additional conditions and additional requirements to provide funding. Generally, it is argued that funding provided through the Cohesion Policy has helped to channel national preferences to EU-level objectives through a continuous process of transforming national institutions into European institutions and by transferring European values from central to national and regional levels. At the same time, although specialized critics question the contribution of the Structural Funds to these elements, showing the variability of the impact in time and space, together with the possibility to achieve similar objectives in terms of operating costs and lower bureaucratic means.

Cohesion policy is now inclusive, being reformed, with both critics and supporters, who previously agreed to the FP7 (2007-2013) and the current period (2014-2020), the need for modernization of the policy, taking into account the weaknesses encountered to date, as well as the emerging challenges to the European economy and society of the broad integration process in 2007, as well as the experience gained during the integration of the emerging countries, and in particular of the one acquired during the period 2007-2013.

This article aims at analysing the beginning of the existence of the European Community and the formation of Cohesion Policy - the trends and the nature of the changes, as well as the main factors that facilitated or restricted the referral of politics over time.

1. European framework for structural funding instruments

1.1. Establishment of the European Communities

The post-war period has historically marked Europe through organizing, consolidating and restructuring. The 1950s surprised the European states in the light of the efforts made to rebuild as a result of the Second World War, finalized in 1945. By the Declaration of the Foreign Minister of France (Robert Schuman) on May 9, 1950, known as the Declaration Schuman (1950), it was proposed to create the European Coal and Steel Community so that community members combine coal and steel production. Thus, European governments were determined to prevent the outbreak of another world war, thus establishing the Schuman Declaration that coal and steel production would end the historical rivalry between Germany and France, which would become impossible under this alliance by creating common goals and objectives.

The Treaty establishing the European Coal and Steel Community was signed in Paris on 18 April 1951 signed by Belgium, France, West Germany, Italy, the Netherlands and Luxembourg and entered into force on 24 July 1952 with a limited period for 50 years. The community was created for the common fusion of the interests of the Member States, aiming at raising the standard of living and creating the first step towards a United Europe. The treaty expired on July 23, 2002, after being amended on various occasions. It initially provided for an administrative budget and an operating budget. The European Coal and Steel Community (ECSC) was an organization of 6 European countries established after the Second World War to regulate its industrial production under a centralized authority. Thus, this community has become the first regional organization that has grounded the principles of supranationalism in the European space and initiated the process of formal integration that ultimately led to the European Union.

The next step in the creation of the European Union and the first treaty was the creation of the European Economic Community - as it was called at that time - by the 1957 Treaty of Rome. The European Economic Community was a regional organization aimed at the economic integration of the Member States. When the European Union (EU) was formed in 1993 by the Maastricht Treaty, the European Economic Community was renamed the European Community (EC). By the Treaty of Lisbon in 2009, the European Community institutions were absorbed within the enlarged European Union, and the European Economic Community was dissolved and ceased to co-exist separately.

The Second Treaty, relating to the 1957 Treaty of Rome, established the European Atomic Energy Community, better known as the Euratom. The present community is an international body with the objective of creating a specialized market for Europe's nuclear power by developing nuclear energy and distributing it to its members as well as selling the surplus to non-member states. Euratom is an organization separate from the European Union from a legal and organizational point of view, but both have the same members and have joint institutions. The 1957 Euratom Treaty established an administrative budget and a budget for research and investment. Euratom was the only one in the European Communities that continues its activity as a distinct entity, but is headed by the same institutions as the European Union.

These two treaties entered into force on January 1, 1958. At this moment of the establishment of the united European spirit, Europe's response to the historic context, division and unification of the great powers is remarkable, for the support of peace and the consolidation of powers in this space. At the same time, the concept of regional politics was a new one, based only on the British and North American experiences existing up to that time, alongside the emerging policies of France and Italy. Moreover, a new challenge was addressed, against the background of political sensitivity, determined by the correlation between public institutions of the state (political power) and private institutions. It is thus noticed the retention of responsibility in the allocation of funding in this new field at the level of the European institutions created in the post-war period.

Therefore, the three European organizations governed by the same institutions, known as the European Communities, namely the European Coal and Steel Community, the European Atomic Energy Community and the European Economic Community, have been the first pillar in the creation of the European Union in 1993.

The initial objective of creating the European Community as laid down in the 1957 Treaty was the establishment of a common market rather than a redistribution system between Member States under Article 2 of the Treaty where the notion of redistribution is not mentioned. The notion of redistribution is associated only with the allocation of funds and Articles 1957 of the Treaty establishing the "Agricultural Guidance and Guarantee Fund" (Article 40) and the "European Social Fund" (Article 123).

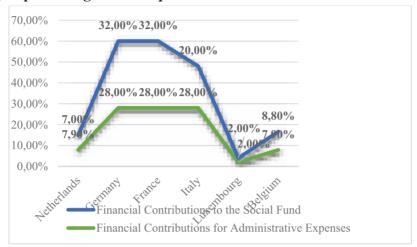**1.2. Establishment of the first European funds**

By establishing the European Economic Community, all six founding states have agreed the 1957 Treaty, with facilities for each Member State. Thus, it was expected market liberalization so as to lead to benefits for export-oriented Member States, such as Germany, while for countries such as France or Italy, characterized by internally-oriented economies, they would be disadvantaged. Therefore, the funds set up by the Treaty of Rome have been used for compensatory purposes. In this way, Italian workers were to be helped through the Social Fund to overcome structural problems in the industrialization process of previously predominantly agrarian countries. At the same time, French farmers were to be subsidized through agricultural guidance and guarantee funds. This demonstrates that fund intervention is rational to offset the integration of the governments of Italy and France. From the very beginning of the formation of the Common Market, funds were the only way to reach the expected benefits for all stakeholders. Flat payments, unlike the allocated funds, had to be negotiated annually, thus not as secure as the allocated funds (Folkers 1995).

The two funds were part of the Treaty of Rome and were not unilaterally concluded and cannot be changed by a unanimous decision. They have become part of the communitarian acquis. The term „communitarian acquis" means all acts which state the European Union, designating the obligations, but also the rights deriving from the status of a Member State, being binding on all the Member States of the European Union. A persistent form of redistribution through the funds has been created since the start of the creation of the European Economic Community. This phenomenon is the consequence of the impossibility of unanimously waiving a fund, which is directly concerned by one of the Member States, without providing any other form of compensation for the replacement of the fund. From this perspective, there have also been criticisms of the allocation of funds, although in practice of using the mechanisms created, the consistent effectiveness of the effects of constitutional constitutions contained in the Treaty of Rome has been proven.

Since the application of the provisions of the Treaty of Rome from 1957, the budget has been divided into the following categories:

• the administrative budget, which allocated funds to the Commission's administrative expenditure, the Council and the European Court of Justice;

• the agricultural budget allocated to farmers' grants through guidance and guarantee funds;

• social budget, distributed for training and reintegration of workers facing structural changes.

Chart no. 1 - The financial contribution of the Member States of the European Economic Community to the administrative budget and the Social Fund, in percentages for the period 1957-1970
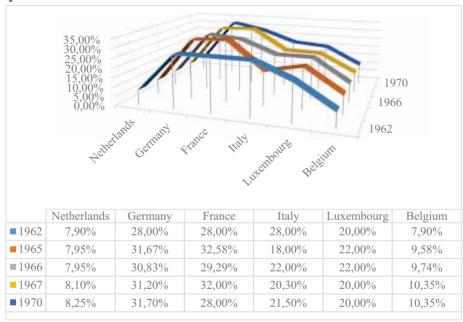

Source: own data processing as stated in the Treaty of Rome, art. two hundred

The present study is based on the Peffekoven (1994) peer review of the European Union budget, at which the budget rules and the applied methods are highlighted.

The Treaty of Rome, by article 200, established that the budget revenues for the administrative budget and for the Social Fund include the financial revenues in proportional proportions by contributions from the Member States, as shown above. As noted in the graphical representation, for both budgets the largest countries in the Community, namely France, Germany and Italy, had to contribute to the highest proportions. It is worth mentioning the individual contribution of each member state of 28% to the administrative budget and 32% for the Social Fund, but it has been established that Italy contributes only 20% to the budget for the Social Fund, against the background of the social needs it faces during the 1950s and 1960s, and the other countries had to contribute up to 9%, aggregating together only 16 percentage points for the contribution to each budget. According to par. 3, art. 200 of the Treaty of Rome, the changes could only be made unanimously. **The trend followed by the objective of building and developing the role of the Structural Funds has been a solid one over the years, although it has progressively evolved and has retained its constancy to achieve the final results, with the use of similar instruments, by balancing**

between funding and co-financing. Thus, according to the provisions of the Treaty of Rome, the co-financing obligation (a process preserved along the evolution of the structural funds, at various intensities, depending on the stages in the evolution of the European integration process) was established, through which the national governments had to ensure subsidizing EU funds with national spending of the same size. However, the contributions with which each Member State had to contribute to the agricultural fund was not predominated and it was negotiated at the Council on a regular basis.

Chart no. 2 - Financial contribution of the Member States of the European Economic Community to the Agricultural Fund in percentages for the period 1962-1970

	Netherlands	Germany	France	Italy	Luxembourg	Belgium
■ 1962	7,90%	28,00%	28,00%	28,00%	20,00%	7,90%
■ 1965	7,95%	31,67%	32,58%	18,00%	22,00%	9,58%
■ 1966	7,95%	30,83%	29,29%	22,00%	22,00%	9,74%
■ 1967	8,10%	31,20%	32,00%	20,30%	20,00%	10,35%
■ 1970	8,25%	31,70%	28,00%	21,50%	20,00%	10,35%

Sursa: prelucrare proprie a datelor conform mențiunilor din Tratatul de la Roma și renegocierilor de la nivelul Comunității Europene

The formation of the European Community in 1956 was based on the formation and management of the three budgets, where the Agricultural Fund was the most flexible and constituted the main resource through which the Member States sought to increase their national benefits. The administrative budget was concentrated at the level of the Community's central institutions, while the Social Fund budget was set at predetermined percentages and with strict rules in its administration. Thus, since its inception, the Agricultural Fund budget

has been characterized by high allocation flexibility, contributions from Member States through frequent negotiations and full financing of project value. The development of the Agricultural Fund since 1957 has so far been different from the Structural Funds and is based on different regulations.

During the analyzed period, the lowest contribution to the formation of the Agricultural Fund budget was observed, with Holland moving between 7.90% in 1962 and 8.25% in 1970, followed by Belgium, whose contribution started in 1962 a level equivalent to the Dutch contribution, reaching up to a contribution of 10.35% in 1970. The contributions of Germany, France and Italy to the budget of the Agricultural Fund for 1970 were 28% for each of these Member States, knowing oscillating developments, depending on the contribution capacity and the degree of development and necessity. Italy, one of the most affected states at European level since the post-war period, has seen a decline in contribution to 1970 and 21.5 percent respectively. At the same time, states such as Germany and France have continuously supported the budget of the Agricultural Fund, with contributions increasing up to 31.70% for Germany in 1970 and 32% for France in 1967, returning to a 28% contribution in the year 1970. Luxemburg's contribution to the creation and support of the Agricultural Fund budget is predominantly linear, ranging around 20%.

Between 1957 and 1970, the predominant funding from France and Germany for the three founding funds, characterized by pre-defined regulations for the administrative and social fund, as well as negotiations leading to controversies among Member States, in the case of the Agricultural Fund. These early years of existence of the European Community have been characterized by the threat of the outflow of one of the influential Member States, the purpose of which has not been materialized in the light of the existence of relatively low relative interest factors, without affecting the evolution of the Community. Against the background of a lack of a predetermined legal framework, the French government under the leadership of President Charles de Gaulle in autumn 1965 made proposals on the use of the Agricultural Fund which were rejected by the governments of the other Member States. Due to the fact that the influence and scope of the interests in the European Community were still incipient, the French Government did not resort to the option of leaving the Community, it has still made use of this opportunity to threaten the existence of the European Community. In order to overcome this moment of pressure, a common compromise was reached in Luxembourg in 1966, through which the Agricultural Fund was expanded under the threat of France leaving the European Community.

This has led to an increase in agricultural spending since 1965, as well as an increase in redistributions through the Agricultural Fund.

The establishment by the Treaty of Rome of two funds to support the development of the European Union, the Social Fund - for the provision of support for the human resources of the Member States, with a budget regulated by art. 200 of the Treaty, together with an Agricultural Fund - to provide support to the agricultural sector of the Member States, with a budget established through negotiations between Member States, was the first step towards the creation of European funding instruments. The analysis for the period 1956-1970 reveals the different development of the two types of funds in the early context of the formation of the regulated European framework, against the backdrop of some opposite regulations under the Treaty. Against this background, the entire remaining responsibility for the European Council applying the Rome Treaty clause on the qualified majority rule, expecting the formation of qualified majority to boost the increase in Fund transfers in the context of the percentage reduction in the contribution. However, the pressures exerted by France on the European Community in the context of the threat of leaving the alliance have shown the opposite, namely the uncertainty of the future of the Community, against the background of political and strategic importance, and of France's contribution to the Community budget.

1.3. Regional issues in the European space

At the beginning of the establishment of a new association, little attention has been paid to regional policy. Between the marked points of the beginning of regional politics, we recall the existence of the regional problem highlighted in the Messina Convention of 1955 and the participation of Italy in the foundation of the European Community in 1957, which in the post-war period remained with some affected and underdeveloped regions. Since signing the treaty, narrowing the gap between the constituent states' regions has been one of the objectives set out in the preamble to the Treaty. It was intended that the disparities would be improved by a "harmonious development of economic activities" and "a continuous and balanced expansion", according to Article 2 of the Treaty of Rome. It was structured by addressing transport, agriculture, import / export, trade and state aid issues, indirectly addressing regional policy. Thus, with a very low attention and the creation of a single regional policy support instrument, namely the attributions of the European Investment Bank for granting credits to finance projects in less developed regions.

At the time of the historic creation of the European Community, according to Balassa B. (1961), economic orthodoxy had a decision-making role that did not support the creation of a comprehensive regional policy at Community level. Consequently, emphasis was placed on coordinating regional policy at national level. The vision of the founders of the European Community was at that optimistic moment, considering that integration contributes to the improvement of disparities through the promotion of inter-regional trade (according to Vanhove L. and Klassen L.H., 1987).

At the same time, the World Bank was founded during the same period, and the period was assimilated to very high expectations on the capacity of the Public Investment Banks to activate growth in the context of post-war economic recovery. The role of the European Investment Bank in redressing discrepancies in Europe was based on the literature that assimilated the inadequacy of financial capital as a first barrier to infrastructure and industrial development and hence to development (Rostow W., 1960).

Therefore, in the initial stage of the European Union's formation, various approaches to dealing with the issue have highlighted an approach correlated with the experience of each member, with the historical moment, with the concentration of Member States' national power for the management of cohesion policy, and not centralized, with the use of an intergovernmental body - the European Investment Bank, as an instrument for lending to finance admissible investments. Another form of preserving the autonomy of the Member States in supporting their poorly developed areas was the exemptions granted through state aids for the development of the regions within the competition policy promoted in Europe.

Consequently, in the first stage of the formation of the European Union, the Treaty of Rome (1956) showed a national and not central / unit approach of cohesion policy through the European Investment Bank as a body managed by the Member States, by awarding grants to finance projects deemed acceptable at national level by the European Investment Bank, as can be seen in Chart 1 (detailed value representation) and 2 (synthesized percentage representation). Thus, as a result of the negative effects of the war and previous regimes, it requested the largest financing from the European Investment Bank between 1959 and 1965 to Italy, with a total project credit amount of 344,260,000.00 Euro. Thus, Italy was the country that needed the highest funding, namely a number of 67 projects were funded, of which 4 projects for the Energy sector, 5 projects for the Transport sector and 1 project for the Telecommunications sector, the highest
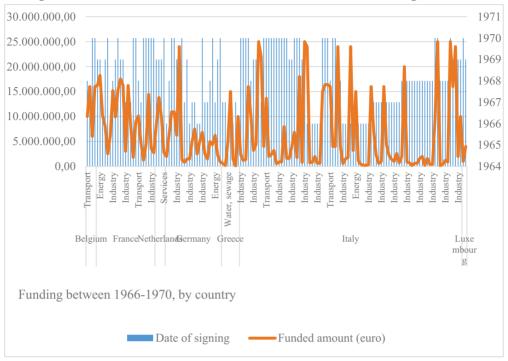
share the largest being the financing of 57 projects in the Industry sector during the analysed period. Also, the next country as the amount of funding received is France, receiving funding to finance for 13 projects worth 79,900,791.16 Euro, of which mainly financed the Industry sector with 6 projects, followed by financing of the following sectors: Energy, Transport and Water, Sewerage, each with 2 projects and one project in the Agriculture, Fisheries and Forestry sectors. The funding received by Germany and Greece from the European Investment Bank was very close, namely 36,130,952.38 Euros for Germany - which funded 5 projects, 2 of which were allocated to the Energy and Industry sector and one for the Transport sector and 36,800,000 Euro for Greece where 8 projects were financed: 4 in the Transport sector, 2 in the Industry sector, and one in the Energy and Water Sewerage sectors. The countries that received the lowest funding for only one project are Belgium with 4.800.000,00 Euro, for the Industry sector, and Luxembourg with a project value of 4,000,000.00 Euro, in the Energy sector.

Chart no. 3 - Value representation of investment financing through the European Investment Bank between 1959 and 1965 in Europe
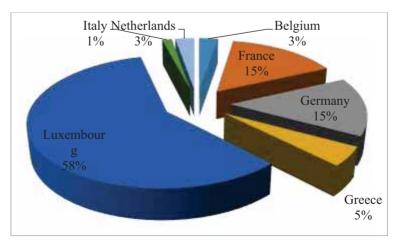

Source: European Investment Bank (http://www.eib.europa.eu), data processed by the author, accessed on 02.09.2017

Chart no. 4 - Value representation of investment financing through the European Investment Bank between 1966 and 1970 in Europe
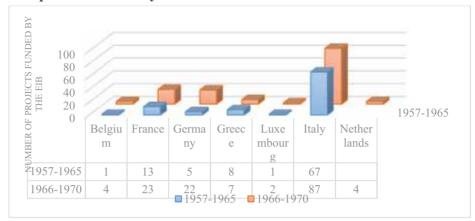

Source: European Investment Bank (http://www.eib.europa.eu), data processed by the author, accessed on 02.04.2017

Chart no. 5 - Percentage representation of investment financing through the European Investment Bank between 1966 and 1970

Source: European Investment Bank (http://www.eib.europa.eu), data processed by the author, accessed on 02.09.2017

Cart no. 6 - Representation of the number of projects funded by the European Investment Bank between 1957 and 1970 for the Member States of the European Community

	Belgium	France	Germany	Greece	Luxembourg	Italy	Netherlands
1957-1965	1	13	5	8	1	67	
1966-1970	4	23	22	7	2	87	4

Source: European Investment Bank (http://www.eib.europa.eu), data processed by the author, accessed on 02.04.2017

The European Union's training process was characterized, especially in its early years, in a continuous process of analysis, regulation, identification of best practices and methods for identifying the most appropriate and unitary measures and tools to support all Member States.

Therefore, the European Investment Bank's funding, as well as the growing national needs of the Member States, have highlighted the inadequacy of the decisions taken under the Treaty of Rome on regional policy. Subsequently, there was a lack of a legal basis without clear regulations for the establishment of regional policy. Thus, all the duties remained with the European Commission, which in 1961 organized the first "Regional Economy Conference", bringing together experts and representatives of the Member States. The main outcome was the start of a regional analysis process, working groups to compare different methods, techniques and experiences, as well as fostering exchanges of practices between Member State governments. The results of this process, materialized mainly in the continuing need to coordinate regional issues, and the uniform treatment of regional imbalances, was recognized in 1964 as part of the first medium-term program on the economic policy of the Commission of Europe which underpinned the first Communication or Memorandum) of the Commission on Regional Policy in 1965 (Vanhove and Klassen 1987). The document supported the creation of a comprehensive regional policy, based on the coordination of national initiatives based on regional development programs

through common approaches and promoted through joint participation. During this period, the Commission has strengthened its direct contact with local and regional administrations through series of meetings and dissemination of information.

All these efforts, together with resolutions issued by the European Parliament (Birckelbach Resolution 1964 and Van Campen 1959 Resolution), have put pressure on the institutionalization of the European Commission's Regional Policy only at a later stage between the late 1960s and the beginning 1970s. Thus, in 1968, a Special Directorate General for Regional Policy was created as a significant step in the consolidation of the interest for ensuring the necessary regulations at the regional level, following the reorganizations at the level of the European Commission. The year 1969 was marked by the recommendations made by the Second European Commission Memorandum, highlighting the strategic vision for the Community Regional Policy, including the first proposal with a compensatory approach, representing the official decision of the Council. The reason behind the Regional Policy proposal was to lay down its main objective for the harmonization of regional structures at Community level, reiterating on the one hand the opening of internal borders and the avoidance of the negative effects generated by them, and on the other hand the adoption common policies, as well as the strengthening of external economies in each region.

Thus, the difficult steps made in the resolutions during the 1960s were supported by the Assembly (today's European Parliament), being materialized in the establishment of the main measures and instruments, namely: establishing the Regional Development Fund for the granting of guarantees and interest subsidies; preparing the regional development plan for the Commission and the Member States; creation of the Regional Development Committee; as well as setting up a regional development campaign to act as an information centre for public and private European investors. Despite these efforts, the proposals were not immediately adopted by the Council, increasing the interest for regional policy and regional financing needs.

First of all, a major role was played by the general economic situation that took place in Europe in the 1960s and 1970s. During this time, Europe was under the influence of the economic crises that have taken hold in different countries in Europe during this period, generating social problems, being at the forefront of the European Commission's debates and drawing attention to the links between industrial decline and certain territories. By finding these gaps between different

territories, the "regional" issue has become larger and was no longer seen as an exclusive problem in southern Italy. Analysis of the demographic situation, the labour market and sectoral changes have begun to be recognized in all regions of the European Union, but under various forms of intensity.

Secondly, a significant factor for the formation of a Community regional policy was the deepening of the debates on the Economic and Monetary Union that began in the late 1960s. The documents that imposed the need for a regional policy were represented by the document Barre and the Werner Plan. The first one brought the issue of regional policy to the European Community agenda, and the second one, being very detailed, led to monetary integration, emphasizing the link between monetary integration and the need for regional development intervention.

Thus, we can conclude that the Roma Territory has led to a national approach to cohesion policy through the European Investment Bank, managed by the Member States, through grants.

1.4. The beginnings of the European Regional Development Fund

In the early 1970s, Regional Policy was an important topic in the European Community agenda. As a result of the extent of regional issues in the context of agricultural policy reform, the policy initiation phase was endorsed by the Paris resolution of 1972 at the Conference of Heads of State. At that time, the Member States agreed to give priority to improving the structural and regional disparities with a view to achieving the Economic and Monetary Union. This was the highlight of the start of the creation of the **Regional Development Fund**, as a structural fund, having previously produced a report analysing the regional problems by the European Commission.

The first enlargement of the European Union took place in 1972, through the integration of Ireland, Great Britain and Denmark. Significant events alongside the objectives of Economic and Monetary Union led to the decision in October 1972 to create the Regional Development Fund.

As a result of these actions, the Commission's reform proposal was made by the May 1973 "Europe Expansion Report", also known as the "Thomson Report" named after British Commissioner for Regional Policy, respectively George Thomson. Thus, the need to establish a Regional Policy and to establish the necessary instruments was highlighted. The report argued that the reduction of existing disparities between the different regions and the regions whose development was outdated is of major importance. Regional policy has therefore

been perceived as an essential tool for a European model of society, as well as for the legitimacy and viability of the progress of political integration. Even from this stage of starting progress, a direct connection with the European Monetary Union is being realized, meaning that no European State has to provide economic or monetary help within the Monetary and Economic Union, except in the context of joint support and, implicitly, the efficient use of such instruments.
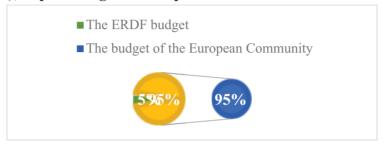
Facilities have been created for a specific European framework to support Regional Policy as a tool used to build and maintain a model of society, equity and support for the political integration process by solidarity support of each Member State. By the Thomson Report from May 1973, the Regional Policy objective was defined in economic terms for regions suffering from regional imbalances by providing the means to recover and become more competitive. Regional imbalances have been defined as characterized by the lack of modern economic activities up to the specific agricultural or declining industries. Also at the level of the Europe Enlargement Report, the Regional Development Fund's objective was to lead to the sustainability of the growth of less developed regions in Member States that are sustained in the medium or long term. The specialized literature (Lienemeyer 2002), as well as the practice of the European Union's policy guidelines, lead to the conclusion on the preservation of the originally formulated objective, which has been tarnished since the beginning of its existence for both Regional Policy and the instrument used to implement Regional Policy or the European Development Fund, in the form presented or in similar forms, determined by the historical context of the evolution of integration in the European Union over the last 40 years since their establishment, contributing substantially to the development of the regions lagging behind and the elimination regional disparities and economic growth.

The establishment of the European Development Fund was achieved through a series of legislative proposals submitted by the European Commission in July 1973, followed by negotiations leading to conflicts between the Member States and the European Commission. The lengthy process of regulating and establishing the legal framework for financial matters and for the entry into force of the European Development Fund was established only after two years from the initiation process of regulation of EEC in 1975, based on the decisions adopted at the Summit from December 1975.

Unlike the way the budget of the Social Fund and the Agricultural Fund was established under the Treaty of Rome, the European Regional Development Fund budget was distributed on intergovernmental priorities, in which the

Member States had direct control over its management and implementation. As a consequence, these actions have not characterized the establishment of an inclusive and fair regional policy based on the same criteria for all members of the European Community.

Chart no. 7 - Budget of the European Regional Development Fund (ERDF), in percentages for the period 1975-1978

Source: European Union (http://eur-lex.europa.eu/budget/www/index-en.htm), data processed by the author, accessed on 08.05.2017

In the period 1975-1958, the European Regional Development Fund budget accounted for 5% of the European Community budget, as can be seen in the charter number seven. As with the two funds already set up, a distribution of resources for the Member States was established on the basis of a national quota system, which sets the percentage quota allocated to each Member State. Allocations were largely based on interstate negotiations, based on net budgetary balances, but did not have a direct and explicit link with the Community's regional development needs. Similarly, geographical eligibility was to be established on the basis of the areas covered by Member States' own regional policies, while project applications were to be channelled through central governments (and essentially approved by them) without a role significant for the Commission, acting as sub-national actors. Finally, the planning system set up by the Regulation to enable the Commission to play a coordinating role among the Member States' regional policies has been applied freely and with limited effect. Member States' regional development plans were submitted late, lacking rigor and limited impact on selected projects.

In conclusion, the regional policy of the Community and its decisional dynamics were, at this stage, the governments of the Member States which dominated all aspects of the process (McAleavey 1992). The institutionalization of truly European regional policy has therefore been difficult to achieve.

Conclusions

In the first years of existence of the European Union between 1956 and 1975, major changes have been noted in the move towards unification of budgetary instruments, progress towards the Community's financial autonomy, the development of common policies, the search for a balance between institutions in exercising their powers over the budget, as well as the first enlargement of the European Community.

Uncertainty has often led supporters of the Cohesion Policy to underline its positive impact associated with the qualitative "added value" generated by the implementation of its objectives, according to Mairate A. (2006) and Bachtler J. and Taylor S. (2003). The requirements of multi-annual planning are demonstrated to have encouraged the strategic and long-term approaches to economic development at the level of the various European Union governments. A number of monitoring, evaluation, control and targeting conditionality's have contributed to improving the cultural and public administration processes. Also, the regulations on the involvement of different categories of partners in the architecture and program implementation have substantially contributed to an inclusive policy and led to the introduction of a decentralization trend in Europe. From a financial point of view, the additional resources provided for economic development have led to additional conditions and additional requirements to provide funding. Generally, it is argued that funding provided through the Cohesion Policy has helped to channel national preferences to EU-level objectives through a continuous process of transformation of national institutions into European institutions and a transfer of European values from central to national and regional levels. At the same time, although specialized critics question the contribution of the Structural Funds to these elements, showing the variability of the impact in time and space, together with the possibility to achieve similar objectives in terms of operating costs and lower bureaucratic means.

Cohesion policy is now inclusive, being reformed, with both critics and supporters, who previously agreed to the FP7 (2007-2013) funding period and the current period (2014-2020), the need for modernization of the policy, taking into account the weaknesses encountered to date, as well as the emerging challenges to the European economy and society of the broad integration process in 2007, as well as the experience gained during the integration of the emerging countries, and in particular of the one acquired during the period 2007-2013.

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RELEVANCE OF COPING AND VOCATIONAL PERSONALITY STRUCTURE AS A DETERMINING FACTOR IN THE DECISION-MAKING PROCESS OF CHOOSING A CAREER

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Abstract

The actual study is made within Craiova University and is part of various studies developed at the level of the institution, whose aim is to pay the educational offer. According to the statistical analysis, the emotional competence is twice more important than the technical or intellectual skills.

The research is focused on emphasizing the importance of the connection between the coping strategy and the professional path (skills, knowledge, motivation).

The results of the study show that an optimum coping strategy correlates positively with the right choices in career on a mature vocational personality structure.

The research methodology is a quantitative one and as work tools, there were used: a scale of strategic approach of the SACS coping (CAS- Cognitrom Assesment System) and a test of professional interests, type Holland (CEI- CAS- Cognitrom Assesment System) applied on a sample of at least 30 respondents, students of Craiova University and students from the south west of Oltenia, the dates being processed with the help of the SPSS program.

The development of the adaptation degree and the optimal response to the stressful problems as we have the career choices among the pupils and students is a desideratum of professional counselling and guidance.

Keywords: Coping Strategies, Vocational Personality, Career, Labour Market

During its whole evolutionary process, the human individual develops its own strategies and mechanisms of adaptation and relation to the external environment, compatible with the specific needs of development and organisation to the external environment, compatible with the specific needs of development and building. In the specialty literature, following some laborious studies of this phenomenon-of protection and adaptation of the human individual to the external

stimuli-it was readjusted the coping term as an answer measure to external situations and events, potential stress generators. For the young generation, in full and active formative and educative process, is significantly outlined the need to identify and find real solutions, applicable to the new experiences from the professional environment (school/job) thus developing own ways of coping, cantered on the solving of problems.

The main problems young people are coping (here we refer to the pupils from terminal classes and the students in state university education aim, presently) the typology of choices these are forced to take at the decisive moments of their own educative formative path, choices that can allow them on the way and especially in the future, assumed and responsible decisions. The state of development of one's own personality as well as school education represent, for the younger generation which is in the full process of education and training, a decisive factor in the choices they make in terms of their evolution and development as responsible individuals capable of to assume both the conceptual and the practical implications and consequences of their own decisions.

In this respect, a general, justified, study and analysis tendency is outlined regarding the definition and management of the main coping mechanisms and strategies in order to identify and apply real solutions to the main problems faced by young people (students and students) in the school / professional life. During the development of skills and competencies that are taken into account, can be mentioned: the ability to face the problems identified, being responsible; self-control; the ability to be aware of the necessity and acceptance of social support and not only; developing a problem-solving strategy in term, depending on the type of problem identified, etc.

This research was conducted on 30 subjects, high school students and students from various faculties within the University of Craiova, as part of an event to promote the institution among the two above-mentioned categories of beneficiaries. I have tracked existing relationships between choosing occupational interests (preferences for certain areas of knowledge or activity) and the way in which subjects react, in general, when faced with a stressful problem, as is often the way to professional and personal success.

The study is based on the interpretation and analysis of the subjects' results in two CAS-Cognitrom Assesment System platform tests, applied in computerized form.

I will now describe the two tools used, as follows:

1. The first test: Questionnaire for the evaluation of interests (IEC)

Test Description: This questionnaire evaluates occupational interests (preferences for certain areas of knowledge or activity).

An important element in the career and professional counselling activity is the establishment of the occupational, aptitude, value, motivational and other particularities of each individual, the success of such a process, and the correctness of the decisions taken being a function of all these. Apart from the external resources or obstacles (family of belonging, social or professional, formal or informal groups) with which the subject is confronted, the emphasis is primarily cantered on motivational aspects and increasing self-knowledge.

From this point of view, inventors of interest proposed by American psychologist John L. Holland can offer the counsellor the opportunity to quickly and with a valuable informational cumulative diagnosis of an individual's "vocational personality" and the professional environment or environments that will allow it to make the most of its resources in remarkable performances (Holland, 1997).

Questionnaire for the evaluation of interests (IEC) of the CAS-Cognitrom platform proposes a hexagonal pattern of interests folded on the Holland model described above, a model that is particularly useful and applicable in professional counselling sessions.
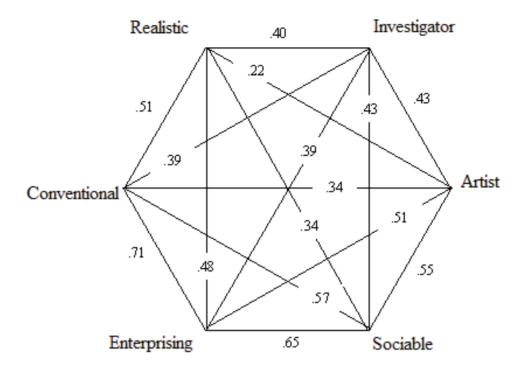
Holland's theory (1997) is an example of a feature theory. This is based on several assertions:

• Personality of the individual is the primary factor in choosing the profession;

• Profile of interests reflects personality;

• Individuals develop stereotypical views about occupations (eg, we consider an accountant to be punctual, relatively introvert, non-attached, etc.). These opinions shape our view of occupations and play a fundamental role in choosing the occupation;

• Everyone is looking for an occupation that is congruent with his personality and that allows him to exercise his attitudes and capitalize on his qualities. Good match leads to success and satisfaction.

In the author's opinion, personality is the result of the interaction between the inherited characteristics, which are essential for the development of specific interests and activities to which an individual is exposed. Holland recognizes that interaction ultimately leads to the formation of personality.

Holland claims that most people can be classified into six pure types: realistic, investigator, artist, sociable, enterprising and conventional.

Personality types can be structured according to a consistent pattern. This pattern is called the hexagonal pattern.

Source: Holland, J. L. (1994). *Self-Directed Search: Technical Manual*. Odessa: Psychological Assessement Resources.

The test result translates into the type of vocational personality obtained by the subject, using the inventory of interests. Depending on the extent to which interests are more or less crystallized, one person, two or more types of personality will be matched to a test person. The more a person finds himself in fewer interests, the more determined he is to pursue a professional career, or even where he intends to arrive. In the case of students, and even more in the case of pupils, their interests are still at the level of testing, trying to make a choice, all the more so since a choice automatically involves a waiver.

The first three types of interests obtained by hierarchy are taken into account. These three are called subtypes and give the code under which the evaluation and intervention is carried out. The code consists of three letters (three areas of interest) and it is based on the premise that the chance of professional success is even greater as the areas of interest are on the same side of the hexagon.

The code is also translated by four indicators, including: the congruence (referring to the extent to which a person's code overlaps the code of that craft as it is captured in the occupational profiles), the consistency (given the joining of

the hexagon sides - for example Realistic Investigative Artistic - RIA or Conventional Social Conduct - SAC), the differentiation (translated by the difference between scores from the scores obtained by each type - the bigger the difference, the greater the chance that the first or the first options significantly different from the others is to be successful) and identity (translated by confirming and supporting the subjects of occupational interest after completing the test).

1. I also used a scale for evaluating emotions and behaviours within the same CAS-Cognitrom test platform, namely the SACS. This questionnaire evaluates how behavioural people generally react when faced with a stressful situation / situation.

The scale proposes 9 subscales as coping modalities, described as follows:
• Assertive action;
• Social networking;
• Looking for social support;
• Prudent action;
• Instinctive action;
• Avoid;
• Indirect action;
• Antisocial action;
• Aggressive action;

The subjects participating in the study are both high school students (43.3%) and university students from Craiova (56.7%). The weight is roughly equal. They all have their residence either definitively or temporarily in the city of Craiova and are at key moments of their professional career.

Graphic 1 - Level: High school / college

Level: High school / University				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School Level	13	43,3	43,3	43,3
	University level	17	56,7	56,7	100,0
	Total	30	100,0	100,0	

Figure 1- Level: High school / college

Of the participants in the study, 30% are in the 11th grade, age at which is the moment of a decision for a fundamental field of study - maybe one of the most important options they must do, an option which will give them direction for at least the next 5-10 years, so all of them want to be as correct as possible.

A percentage of 17% are students in the 12th grade, who will take the baccalaureate exam in at most two months from the moment that they have been tested. They already have an established option and now need more than confirmation and support in the steps they have to follow, so that they will be successful.

Of the students participating in the study, they are 31.0% in the third and fourth year (final year) and 23.3% in the second year of study of university studies. This sample are heading towards the labour market in the areas of activity they are studying and in which they want to practice.

Graphic 2 - Class / Year of study

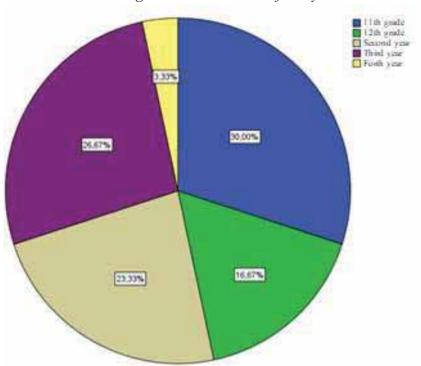| Class / Year of study				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11th grade	9	30,0	30,0	30,0
	12th grade	5	16,7	16,7	46,7
	Second year	7	23,3	23,3	70,0
	Third year	8	26,7	26,7	96,7
	Forth year	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

Figure 2- Class / Year of study

The study profile at the high school level of the students participating in the research is sampled as follows: 33.3% - socio-human profile, while a lower percentage follows a real profile - 16,7%. As far as students are concerned, they are almost equal to the socio-human and technical study fields (26.7% and 23.3% respectively).

Graphic 3 - Profile of college high school

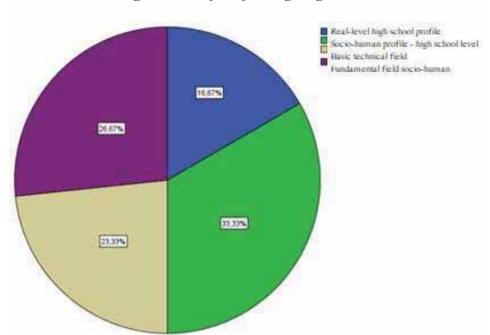| Profile					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Real-level high school profile	5	16,7	16,7	16,7
	Socio-human profile - high school level	10	33,3	33,3	50,0
	Basic technical field	7	23,3	23,3	73,3
	Fundamental field socio-human	8	26,7	26,7	100,0
	Total	30	100,0	100,0	

Figure 3 - Profile of college high school

Distribution by gender is a significantly equal one, with 53.3% male and 46.7% female. This distribution underscores a unified need for self-knowledge and professional counseling, regardless of gender, age or educational status (student / student) of the participants. At the same time, their pursuit of a socio-human or real-technical profile is not correlated with their genre, which contrasts with some gender stereotypes (girls only follow human profiles successfully, while boys are mainly found in real field).

Graphic 4- Distribution by gender

Distribution by gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	16	53,3	53,3	53,3
	Female	14	46,7	46,7	100,0
	Total	30	100,0	100,0	

I will further describe the choices of the first three areas of interest, according to the scores obtained by the participants, as follows:
- The first area of interest in which most of the participants are found is the Social field. The significant percentage of 40% of students and students who have this

option as the first option describe people who prefer to get in touch with others, socialize and give their support and help to others. They seek social interaction in the educational, professional and social environment. They are sociable, cheerful, with sense of responsibility, who are successful and like to say. The social type emphasizes social competences. It encourages people to cooperate and deal with problems with understanding and without prejudices. It gives rewards to those who prove they appreciation for social values. Instead, it manifests the tendency to dominate and manipulate other people. The most suitable areas for career development are in marketing, sales, education and training, counselling, medicine, etc.
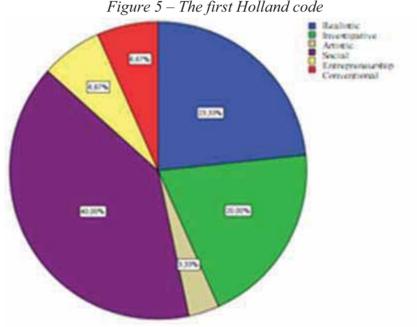
Figure 5 – The first Holland code
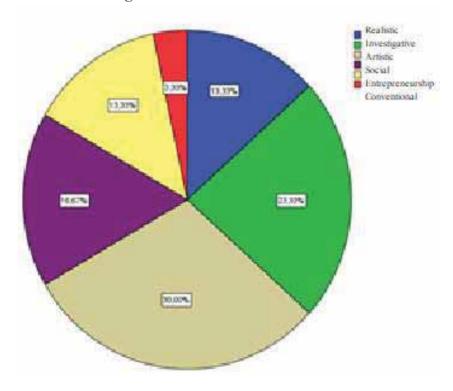

Graphic 5 - The first Holland code

The first Holland test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Realistic	7	23,3	23,3	23,3
	Investigative	6	20,0	20,0	43,3
	Artistic	1	3,3	3,3	46,7
	Social	12	40,0	40,0	86,7
	Entrepreneurship	2	6,7	6,7	93,3
	Conventional	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

- The second area of interest towards students and students is the artistic field in the percentage of 30%. The choice is not accidental, being justified by the age and interests of the participants. Artistic people face the environment using art forms and products. They are based on subjective impressions, are unsociable, feminine, subjected, sensitive, impulsive, and introspective. They prefer musical professions, dramatic arts and do not like masculine activities and roles involving physical work.

Graphic 6 – The second Holland code

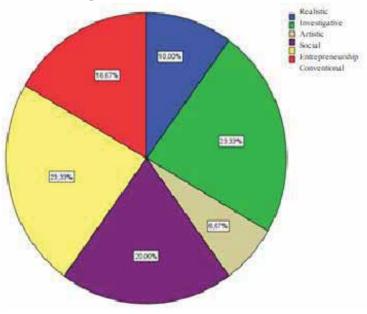| The second Holland test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Realistic	4	13,3	13,3	13,3
	Investigative	7	23,3	23,3	36,7
	Artistic	9	30,0	30,0	66,7
	Social	5	16,7	16,7	83,3
	Entrepreneurship	4	13,3	13,3	96,7
	Conventional	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

Figure 6 – The second Holland code

- For the third option, there are two areas selected by study participants, including investigative and entrepreneurial. Investigators react to the environment using intelligence, manipulating ideas, words and symbols. Prefers scientific, theoretical tasks (eg reading, algebra, object collection) and creative activities such as sculpture, painting, music. He prefers to work in an academic or scientific environment.

Entrepreneurs persons have a spirit of adventure, are dominant and impulsive. They are persuasive, talkative, extraverted, confident, aggressive and exhibitionist. They prefer sales and management jobs where they can dominate others. They need power and the recognition of qualities by others.

Graphic 7 – Test third Holland code

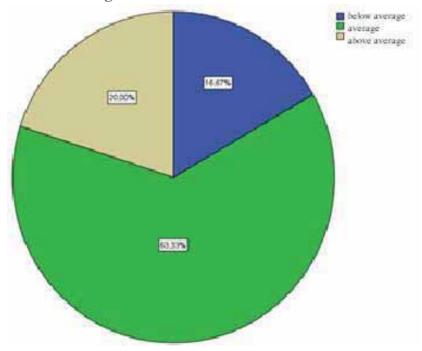| The third Holland test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Realistic	3	10,0	10,0	10,0
	Investigative	7	23,3	23,3	33,3
	Artistic	2	6,7	6,7	40,0
	Social	6	20,0	20,0	60,0
	Entrepreneurship	7	23,3	23,3	83,3
	Conventional	5	16,7	16,7	100,0
	Total	30	100,0	100,0	

Figure 7 - Test third Holland code

Next, we will describe the scores obtained by participants in the Strategic Coping Approach Scale (SCAS), depending on the 9 sub-scales proposed by the test, as follows:

- Assertive action as a way of coping is used by the majority of participants, 63.3%. This result describes pupils and students as people who can defend their interests and express them easily.

Graphic 8 - SCAS- Assertive action

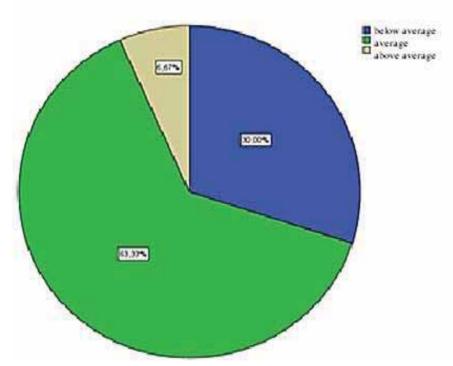| Assertive action					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	5	16,7	16,7	16,7
	average	19	63,3	63,3	80,0
	above average	6	20,0	20,0	100,0
	Total	30	100,0	100,0	

Figure 8 - SCAS - Assertive Action

- The social networking sub-scale as a way of coping is also in the average of the population, with a percentage of 63.3%. Communication and inter-relationship with others are defining both their age and the choices they have to make for their professional future.

Graphic 9- SCAS- The social networking sub-scale

The social networking sub-scale				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	9	30,0	30,0	30,0
	average	19	63,3	63,3	93,3
	above average	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

Figure 9 - SCAS- The social networking sub-scale

- The search for social support as a way of coping is in the average of the population. This describes the participants as people seeking the support of others and relying on it in solving the problems they are facing.

Graphic 10 - SCAS- The search for social support

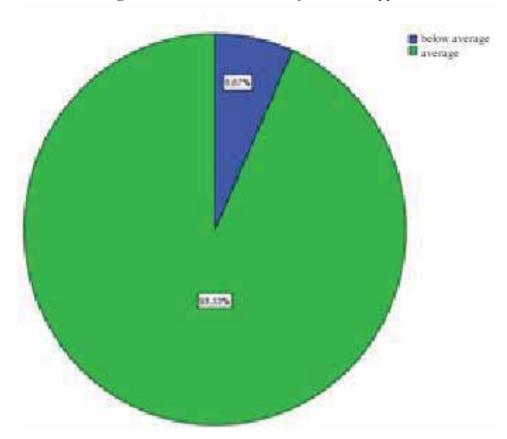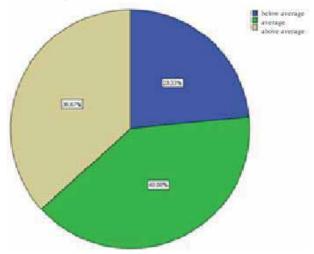| The search for social support				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	2	6,7	6,7	6,7
	average	28	93,3	93,3	100,0
	Total	30	100,0	100,0	

Figure 10 - SCAS- The search for social support

- Prudent action as a way of coping is used by 40% of the participants in the average of the population, and 36.7% of them use it above average. These scores describe the participants as people who carefully analyze their options, and then make a decision that can be of great help to them during their educational and professional life.

Graphic 11 - SCAS- Prudent action

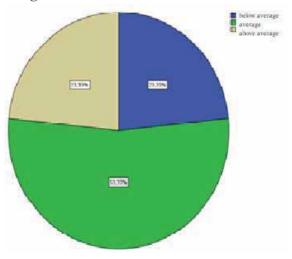| Prudent action					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	7	23,3	23,3	23,3
	average	12	40,0	40,0	63,3
	above average	11	36,7	36,7	100,0
	Total	30	100,0	100,0	

Figure 11 - SCAS- Prudent action

- The instinctive action as a way of coping is in the average of the population, with a percentage of 53.3%. Thus, apart from prudent analysis of options, participants also rely heavily on their own intuition.

Graphic 12 - SCAS- The instinctive action

The instinctive action					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	7	23,3	23,3	23,3
	average	16	53,3	53,3	76,7
	above average	7	23,3	23,3	100,0
	Total	30	100,0	100,0	

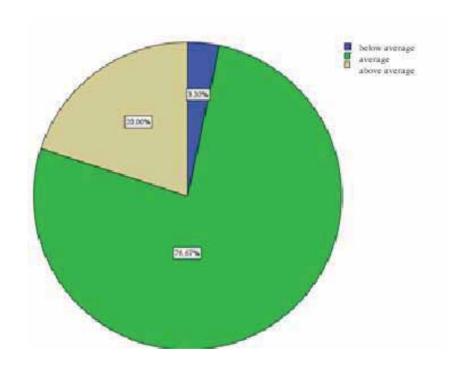*Figure 12 - SCAS- The instinctive action*

- Avoidance as a means of coping is in the average of the population, in a percentage of 76.7%. The persons from the sample chose a very high percentage to deal with the stressful situations they face and not to take responsibility for their actions and decisions.

Graphic 13 - SCAS- Avoidance

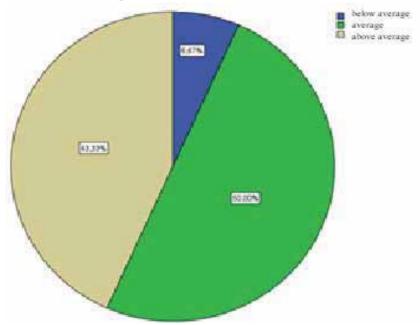| Avoidance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	1	3,3	3,3	3,3
	average	23	76,7	76,7	80,0
	above average	6	20,0	20,0	100,0
	Total	30	100,0	100,0	

Figure 13 - SCAS- Avoidance

- Indirect action as a way of coping is chosen by 50% of the participants in the average of the population, while 43.3% of them are a choice above the average. These percentages describe pupils and students as people who still need a mediator to solve all their problems.

Graphic 14 - SCAS- Indirect action

Indirect action				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	2	6,7	6,7	6,7
	average	15	50,0	50,0	56,7
	above average	13	43,3	43,3	100,0
	Total	30	100,0	100,0	

Figure 14 - SCAS- Indirect action

- Anti-social action as a way of coping is chosen by the majority of participants in the average of the population, with 80%. So, while prioritizing their own needs, young people would not want their actions to have negative effects on others.

Graphic 15 - SCAS- Anti-social action

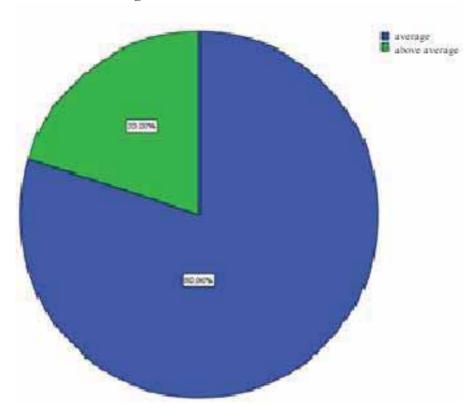| Anti-social action				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	average	24	80,0	80,0	80,0
	above average	6	20,0	20,0	100,0
	Total	30	100,0	100,0	

Figure 15 - SCAS- Anti-social action

- Aggressive action as a way of coping is in the average of the population, which tells young people that they are not willing to act by any means to achieve their goals.

Graphic 16 - SCAS- Aggressive action

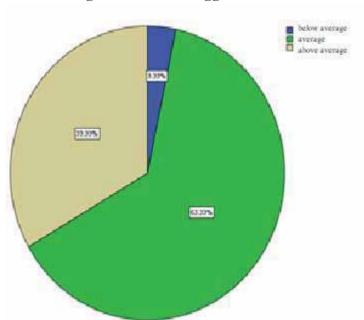| Aggressive action					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below average	1	3,3	3,3	3,3
	average	19	63,3	63,3	66,7
	above average	10	33,3	33,3	100,0
	Total	30	100,0	100,0	

Figure 16 - SCAS- Aggressive action

Conclusions

Thus, the vocational profile of the young participants in the study was given by the Social, Artistic and Entrepreneurial / Investigative domains. This common profile describes them as successful people on the labor market in areas such as: Social services, artistic activities, management, sales activities, etc. and professors, psychologist, nurse, physician, human resources consultant, dancer, philosopher, professor of literature / music / fine arts, director, actor, journalist, artist, advertising manager, writer, economist, anthropologist, researcher, mathematician.

There is a wide range of professional activities that pupils and students can access and where they can be successfully accomplished, which can easily be achieved through the optimal coping strategies they have. Young people rely on communication and inter-relationship, seek the support of others, make decisions in consultation with other support people, but also on their own intuition and do not initiate actions to harm others.

It has already been established, as a result of specific studies, that stress is currently the determining factor in the development of problematic states at the level of each individual, independent of the environment of origin, the level of development or education, a factor that may condition subsequent consequences and implications fundamental for personal, professional, social, cultural, etc. of each person.

The main cause of age-related stress was identified at the level of the younger generation active in the educational process (17-18 year-olds, high school students, 18-21,22-year-old students) issues related to the ability to make responsible choices, on identifying and developing their own formative-educational path, which will later give them personal and professional satisfaction. The low decision-making capacity of young people (pupils and students) has effects and consequences with a decisive impact in limiting further personal and professional development. In this respect, we bring into discussion the main problems faced by the Romanian educational system and not only absenteeism and abandonment, whether it is regarding school or university, phenomena based on the lack of educational strategies and policies, which should be more focused on enabling them to develop skills and competences, such as: logical spirit, making the right decisions, accountability, assuming effects and consequences, etc.

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LEARNING THROUGH PLAY – A FUNDAMENTAL ACTIVITY IN EARLY EDUCATION

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Abstract

Playing is the most simple and efficient way to achieve learning in toddlers and young children. Playing is a transposition of real life based on the transfiguration of reality, the processing of the child's aspirations, tendencies, wishes. Playing is a dominant activity at this age, which is seen in how it polarizes the other activities in the child's life, in it duration and weight, in its efficiency, as playing is the activity that causes the most significant changes in a child's psychology.

The purpose of this paper is to provide information on the concepts of learning and play, as well as the ratio between them.

This study aims at analysing how children's games become an efficient learning solution in toddlers and young children. The observation method lay at the basis of the research, resulting in the analysis of the behaviours of twenty children, aged 3-4 years old, from the Casuta Fermecata Kindergarten, in terms of their play.

Keywords: play, learning, teaching-oriented play, adults' role in playing, stimulating learning through play.

Introduction

The research undertaken by Jean Piaget and Gaston Bachelard in psychology and genetic epistemology lay at the basis of the development of theories related to children's learning. Through his investigations, Jean Piaget put the foundations of a functional model in terms of intelligence development. He reached the conclusion that one cannot talk of knowledge resulting from a mere registration and storage of observations, without considering a structure to be assigned to the subject's activities.

Piaget's theory revealed two fundamental aspects related to intelligence

development: the stages of a child's development and the construction of knowledge through the subject's interaction with the environment.

Learning in toddlers and young children is closely related to development and does not refer only to the act of learning in teaching activity, but also to the child's acquisitions in all the phases of his/her development.

In young ages, a child's fundamental activity is playing, which is the most natural means through which children learn about the environment and develop properly. Moreover, playing is a way to express emotions and feelings.

"Playing is a basic activity in kindergartens and includes all areas of activity, undertaking the learning process in an attractive, engaging manner, that is easily assimilated by the child" (Bocos, 2002; our translation). Playing is an open school, with a programme as rich as life. By playing, future is anticipated and prepared. Playing is even thought to fulfil, in the life of a 3-8 year-old child, the same part as work for adults. It is a child's specific way to assimilate his/her work and develop. There is a mutual relationship between play and work, as "play is the natural path leading to work, to discipline, to group activities" (Schiopu, 1970; our translation). Only those who are aware of play in a child's life may easily understand how efficient it is to use it in the educational process.

In pre-school children, learning (acquiring new knowledge, as well as developing skills and abilities) mainly deals with the attractiveness, the pleasant nature of the activity. For this very reason, learning and play elements should be combined at this age, which is done through a specific form of pre-school activity – didactic play. This activity combined play and the children's serious work. Playing fulfils a range of functions, such as: the knowledge function – by playing, a child learns the features of the environment; the formative-educational function – playing helps educate a range of features of the child's character, skills, abilities and attitudes, as well as social life; the entertaining function – play provides the child with a pleasant way to learn and spend spare time; the movement function – playing contributes to a proper development of the body (Cretu, 2001).

As any activity, play includes various components, which proves its formative nature: the purpose of playing is given by the objectives envisaged in the educational activity; the content of the play refers to the skills and abilities children need to fulfil their tasks; the task is the child's effective action in the development of the game, so as to result in the fulfilment of the envisaged goal. In other words, the task is a problem children must solve by means of their knowledge and skills; playing rules are required, as they explain how children should play (Verza, 2000).

Learning is an activity that aims at changing the children's behaviour, with a view to integrating them in social life. From a teaching-oriented point of view, learning is defined as the acquisition of experience or gain of knowledge, the development of abilities, skills, competences and behaviours.

In pre-school children, learning is intermediated and simplified by the presence of play. The following elements must be taken into account in order to ensure a pleasant atmosphere: the child's experience and needs to play, the children's social relations, the respect for the child's identity and personality, as well as providing a favourable climate for the activity to be developed.

Work is a form of activity implying the existence of a clearly stated goal, a minimum effort for the young child, which culminates in the attainment of results. As for young children, work is simple and accessible, according to the particularities of the age.

The types of play of children are closely related to their cognitive development phases, according to Piaget's theory. Thus, until 2 years old, most types of play are manipulative, from 2 to 7 years play is mostly symbolic, while games with rules correspond to concrete operations from 7 years old (Vrajmas, 2006).

Depending on who initiates the play, two types of symbolic plays can be distinguished:

Free play is the play used by a child along a day. Irrespective of the objects s/he uses and the movements s/he makes during playing, these actions are agreeable to him/her and no one imposes them. Thus, s/he learns many things on the environment, on the effects of his/her actions, on what is allowed and not allowed.

Teaching-oriented play is play resulting in the performance of learning goals and tasks, using an accessible content, attractive and recreational means of organisation and development.

Teaching-oriented play aims at reaching educational goals, and it is only initiated by adults. It combines instructive and formative elements with entertainment and may be used in teaching various subjects. Teaching-oriented play may be sensorial, logical and mathematical, for orientation, creation, role plays, motor skills-oriented, etc. It helps "use the recreational adaptive goals of human activity, in general, in terms of education, at certain moments of its ontogenetic evolution in particular" (Cristea, 1998).

Games with rules may be established both by children and by adults. At an early age, games with rules are frequently invented by children, and they are mostly based on competition in the case of young children.

Construction games are games through which a child practises skills and

capacities resulting in cognitive and muscle development. By means of construction games, children perform sorting, grouping, association, matching and correlation-based activities. Children build with the help of various materials: wooden cubes, lego, clay, stone. By means of these games, children establish causal relations between objects (small-big, light-heavy, thick-thin).

Movement games are based on certain rules, aiming at reinforcing motor skills such as walking, running, throwing, jumping, balancing, catching and climbing. In choosing games, the allocated time, the relevant age, the requirements have to be taken into account. Likewise, movement games may also take place outdoors.

Play, learning and activities are highly important in the development of psychological processes, as well as in the development of toddlers' and young children's personality.

In childhood, games occupy a central part in the children's life. Thus, games are the most satisfactory way in which they manifest their need for activity.

By means of games, children accumulate a lot of knowledge on the environment. At the same time, their psychological processes of reality reflection are highly developed: representation, imagination, perceptions, memory, language and thinking. By manipulating objects during playing, a child may distinguish notions such as size, colour, shape, weight.

Games also are a means to develop emotions and social-moral feelings. Feelings such as solidarity and friendship develop by taking part in collective games. "As a whole, the entire psychological life of a child is involved in a game, resulting in his/her humanisation and socialisation, in his/her proper psychological and physical development" (Mitrofan & Ene, 2010).

In the case of games, the educative influence of education is more efficient than in other teaching activities. Games may be a dominant strategy in young children.

Henri Wallon said that "games are a child's specific activity", that, actually, "games overlap his/her entire activity as long as they remain spontaneous and educational disciplines do not impose objectives". According to Ch. Buhler, "games would a step in the total evolution of a child, decomposed, in turn, in successive periods" (Cretu, 2001).

Research assumption:

If play is used in teaching activities, we exert a positive influence on the young children's interest in curricular activities and, implicitly, we improve their outcomes through an integrated approach of learning activities, resulting in an enhanced educational output of young children.

Methodology

The sample
The research sample includes 20 toddlers from the 3-4 years group of the Casuta Fermecata Kindergarten in Craiova. The research was undertaken during 4 months, September 20, 2016 – January 20, 2017.

Methods
In order to achieve our goal, we have used the following research methods: the observation method, pedagogical experiment, the test method, the product analysis method.

Outcomes of the research
The children's progress is visibly significant between the initial and the final phase. Teaching-oriented play provides the teacher with the opportunity of reaching significant goals related to both the formative and the informative aspects in the development of young children's personalities.

The contribution of teaching-oriented play is clear, as well as the importance of using interactive methods in developing communication skills, memory, imagination and logical thinking, which is very important at an early age.

Every child is born with a specific adaptive equipment which develops and improves under the influence of environmental stimuli, provided that the influences of the factors involved in a child's evolution are unitary and continuous.

Teachers at various levels of education must be aware of the quality of the processed product, so that specific educational activities favour the child's adaptation and integration in the new environment, with no major difficulties.

Step I: pre-test

All investigated subjects were subject to a pre-test, consisting of:

Measuring their mental age by applying the Goodenough test. The tool was applied in order to equalize the two groups (the experimental group and the control group).

Testing language development by applying the Verbal Scale of the Wechsler Intelligence Scales for Children III, including the following sub-tests: information, similarities, arithmetic, vocabulary, comprehension.

In order to establish the influence of play on the formative properties of learning, docimological tests were applied for language and mathematical

education. The following conditions were observed when drawing up items for the early education level: a (low) number of items; items suitable to the children's level in terms of difficulty; items matching the requirements of the pre-school educational curriculum; items dealing with the children's capacity of applying certain contents in a different context; establishing the method to quantify and assess results.

Step II – intervention – consisted of a systematic application of teaching-oriented play for various integrated activities within the experimental group, for 12 weeks (during December, January, February, March), while the control group undertook activities without applying this systematic learning method.

In step III – post-test – we no longer applied the Goodenough test, as it acted to equalize the used groups at the pre-test. For language development testing we applied the same trial as during the pre-test. For docimological trials, parallel forms of the tests applied during pre-testing were used, with a view to cancelling the test learning effect.

In our study, we presented play as a central element in educational strategy in terms of integrated curriculum. We proved that it is a learning tool in early ages, which helps stimulate relational life, accept and valorise differences between individuals and, especially, develop the child's personality through integrated activities.

The outcomes achieved by the children confirm the assumption. We assessed that the pre-schoolers' cognitive capacities are developed in all kindergarten-specific types of activities.

The assumption of this work was a starting point. We underlined both the children's right to play, and how we act. We adapted, chose and alternated play time and space, play types and we organised suitable environments for the deployment of every game.

We attempted for any new notion we studied or analysed by "playing" not to seem unapproachable; on the contrary, everything was accessible due to play.

Teaching-oriented play may help build the foundation of a child's personality, who becomes capable for social and school integration.

Along the presented games, we involved the children in various experiences of action, representations, relations, integrated in various contents. The action includes organised teaching activity, plays, assessment and social interaction.

Each phase in an individual's development corresponds to states of maximum receptiveness for certain fields.

Teachers must identify the contents and issues with a major impact on the development of a young child's personality.

The presented ideas are not new, and the issue of integrated curriculum, of integrated curricular activities remains open; this is also seen in the large number of proposed theories, which mutually support or oppose one another.

In Piaget's point of view, a dynamic balance between the assimilation of school requirements and the accommodation thereto cannot be structured before the child's access to the 1st grade.

Following the trails of the daily system, of the evolution process, it is our belief that, by approaching activities in an integrated manner, a teacher organises learning as a director, a moderator, helping the children understand, accept and incentivize personal opinions, emotions, feelings, become partners in learning. Thus, the teacher acquires various competences, such as: counsellor, mediator, coordinator, co-assessor, animator, partner in learning.

Activities specific to integrated curriculum help develop critical thinking, the qualitative side of training, positive feedback. The intertwining in a coherent scenario of contents corresponding to the involved experiential fields results in integration. In the manner of integrated activities, the entire programme of a day is a whole, with contents being organised and structured so as to remove the border between learning fields.

Hence, the integrated approach is an intertwining of content in an attractive, flexible form, that leads the child's activity towards investigation, documentation, research and practical application of what s/he has learned through play. Once more we seen the prevalent part of ludic activities in a child's life, especially since they must be used frequently both in curricular and extra-curricular activities.

The interpretation of results confirmed the assumption and the development of the children's personalities from several points of view: cognitively, it improved their cultural horizon, presenting events from their daily existence; from an educational standpoint, it provided examples of moral conduct which stimulated reflection to distinguish good from bad and follow good; in terms of formation, it developed their thinking, imagination and communication capacity.

The proposed assessment aimed at proving the main qualities of play at an early age, and we attempted at finding new solutions, modern work methods, providing for a complex training at a group level, as well as at the children's individual level, for an easier integration in school activities.

In the approach of this experimental study, we believed that the use of

interactive and entertaining games would stimulate the children's independent activity, so that they may acquire contents on experimental fields and use suitable methods, corroborated with methods such as: problematisation, learning through discovery and algorithmisation.

Another method is the method of analysis and synthesis in task solving, which develops the thinking and logical reasoning of young children.

The use of teaching play results in the development of clear representations, lying at the basis of an understanding of complex notions, acquiring knowledge with interdisciplinary content and developing skills, so as to set the foundations for logical reasoning and logical thinking development.

Curricular activities aimed at developing skills and abilities of independent work, concretised in the development of capacities specific to differentiated learning, which help develop elementary intellectual work skills and develop logical thinking, able to meet the requirements of early age.

Pursuant to the analysis of assessment sheets, we remarked the children's capacity to classify objects, to present their attributes, to solve the indicated task and verbalise the undertaken action, in suitable terms. Children think logically, memorise fast, have steady attention, a suitable language, they easily expressed themselves in simple and complex sentences.

By systematically applying interactive methods and techniques in curricular and extra-curricular activities, we found improvements in the development of the children's oral expression, in the activisation and nuancing of their vocabulary, the relation between the teachers and the children grew into a modern and democratic one, as pre-schoolers enjoyed freedom and cooperation, collaboration and mutual help-based communication.

The children's initiatives in activities was stimulated and they were encouraged to ask questions, with no fear of being wrong; in time, the pupils got acquainted with the methods and their names, understood their efficiency and the steps to be undertaken to deploy them.

By using creativity stimulation methods and techniques, both individually, frontally and in groups, we found the following: children acquire new knowledge more easily; they are increasingly confident that they can decode and understand contents both individually and in groups; they want to get involved in learning and they show no fatigue as they engage in a conscious, willing manner, learning actively and logically; children improved and nuanced their vocabulary for reasons such as: teaching-oriented play, quintet, quadrants, cluster; linguistic intelligence, rhetorical, poetical expression were capitalised;

children showed real progress in drawing up dialogue, showing creative imagination, originality, fluency, flexible expression.

According to the curriculum for early education, instructive and educational activities took place, aiming at the operationalization of goals, selecting efficient methods and procedures to create prevalently formative education. Active-participative and interactive group methods were used, ensuring the children's conscious engagement in the learning and teaching process, with a significant focus on the differentiated treatment of children, both within joint activities and free and creative games.

Discussions

The research confirms and proves the importance of play in the preschoolers' life and instructive and educational activities. It is essential to understand that playing is a part of ourselves, that playing is both a need and something that makes us happy. Being aware of it, we, teachers, must recognize the notable character of play and we should use it as often as possible in options which may provide, besides entertainment, the possibility to learn new things.

Play is the activity that provides children with the opportunity to acquire knowledge on the surrounding world, it stimulates memory, concentration, reaction speed, it develops creativity and the vocabulary.

It is well-known that, by means of play, children reinforce themselves physically, as play creates the wish for performance, as well as team work to achieve a common goal. Likewise, play contributes to intellectual and moral development, as previously argued.

Used in instructive and educational activities, playing acquires significant psychological and pedagogical functions and ensures the active engagement of pre-schoolers, enhancing their wish to become acquainted with the presented content.

Play should be organized and its presentation should follow a certain logic, so as to represent a training method. In this case, the main function of play is not to create entertainment, but the function of education, which prepares it for the next step.

As a teaching-oriented activity, play has the following functions: entertainment, creativity, modelling, developing the pre-schoolers' personalities.

Teaching-oriented play, as a form of transition from playing to learning, has a decisive part in terms of assimilation, reinforcement and consolidation of knowledge, and its mostly formative nature exercises strong influences in

developing a pre-schooler's personality. Teaching-oriented play is a strong ally of teaching staff, a significant means for intellectual education.

Teaching may improve significantly through the teaching staff's interest, as they select and present attractive content, as they complete their educational activities with plays that may raise the pre-schoolers' curiosity, creativity, wish to learn as much information as possible and to become involved in the activity.

In conclusion, play and learning are concepts which, even though they may be used separately, combine and intertwine so as to generate extraordinary effects for pre-schoolers.

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*** Curriculum pentru educaţia timpurie a copiilor de la 3 la 6/7 ani [Curriculum for the early education of children aged from 3 to 6/7 years] – Ministry of Education, Research and Youth – Pre-University Education Project Management Unit.

THE PHENOMENON OF RE-MIGRATION AMONG DOLJ COUNTY STUDENTS

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Abstract

Identified as a major problem, specific to the social and economical environment we live in, re-migration aims, mainly, at the readaptation of students to social and educational life.

The study is centered on the situation of Dolj county children who suffered a failure, on one hand due to migration and on the other hand, due to a poor social and economical background. According to statistical data, in less than a school year, 200 students had received certificates for studies equalization. Out of these, 102 are girls and 98 boys, most of them re-migrating from countries like Spain (30) and Italy (134). The phenomenon of children's re-migration and its consequences justify specific measures both from their families and the children's social environment, and also from schools and social services. There is a need for an adequate information of parents who intend to return to their home country together with their children or they just send home their children alone.

Important aspects concerning the direct intervention on children are the individual, family and community factors which imply the correction of any aggressive behaviour, the immediate solving of conflicts during classes, the stimulation of learning motivation, the development of self-esteem and resistance against disruptive factors, the protection of emotional attitude, the improvement of peer and student-teacher relationships, the encouragement of group integration, the redefinition of relationships inside the family.

Keywords: re-migration, motivation, self-esteem, redefinition of family.

I. Problem description

To be better understood the subject of this study, we will consider the situation of the children in Dolj who suffered failed experience, on the one hand

the emigration and on the other hand a socio-economical condition of natural family life. Based on statistics provided by the commission equivalence studies for the School Inspectorate of Dolj County, site of the County Council and the research conducted by the Social Alternative Iasi will identify major sutuations which have a negative influential regarding the integration and the reintegration of the children in the Romanian educational system. *In this presentation the phrase „the re emigrated child" refers to a child who was returned to Romania after moved to/with emigrant parents in a foreign country in order to be brought up, educated and cared for by them*.

Because of the massive migration that happened in the 90s and especially after 2007, when Romania joined the European Union, we have identified a complex problem regarding re-emigration of the Romanian children. Freedom of movement in Europe in the world, the possibilty to work in another country, the Romanians could benefit it after 1989 and especially after 2007. There is a right of an extraordinary value, and yet (ASA 2012). Migration as a phenomenon has brought changes in the values and in the cultural perceptions (Anghel 2009), becoming a major economical alternative not beeing for the person aware of the situations of inadequacy, of no integrating and wear psychological those who believe that leaving the country is a solution to financial problems. The reverse of this phenomenon, re-emigrat ionis often a bigger problem than the initial one which is identified leaving the country. If at some point the major problem was the economic status of a family and was relocarea in a third foreign country if identified problems can be much more difficult. We propose to determine the causes of the adaptation/rehabilitation problems, impediments and determine expectations.

II. The appearance of the re-emigration

The consequences of freedom of the free movement in Dolj we also identify the phenomenon of the re-emigrtion children, with all the sentimental problems jams A major change in socio-political generated a new social problem, unknown until then, that the society as a whole, we need to pay more attention. The available statistics clearly show that children in Dolj County the phenomenon of the re-emigration becomes a major problem. As a social phenomenon, is part of a broader issue, the rights of the child in this case, the rights of the „Doljan" child ,an migration to and from Europe and beyond it .

To be better understood this phenomenon identified in the Dolj county is required a diagnosis and a cognition of the quantitative data regarding the number

and the ethnic composition of the population in general school population in particular, the economy, the social services and the education.

Dolj County is the largest area in South-West Oltenia and one of the most important in Romania (eighth place). Population density is over the regional and national averages. Our county faces a greater reduction of the population compared to regional and national average, losing about 100,000 people in the last 25 years. Population decline is due to both the negative natural increase and the internal migration and especially the external.

Regarding the number of inhabitants in the 2011 census, Dolj County include:

1. a very large city: Craiova (between 200,000 and 300,000);
2. four towns (10 to 20,000 inhabitants): Calafat Băileşti Filiaşi and Dăbuleni;
3. two very small cities (under 10,000 inhabitants): Segarcea and Bechet;
4. two villages (over 7,000 people): Poiana Mare Sadova;
5. 9 large villages (5000-7000 inhabitants): Moțăței, Podari, Daneți, Calaraşi, Valea Stanciului, Amărăştii de Jos,Cetate ,Ciupercenii Noi and Ostroveni;
6. 33 medium villages (3000-5000 inhabitants);
7. 49 small communities (1500-3000 inhabitants);
8. 11 very small villages (under 1,500 inhabitants): Gogoşu, Botosesti-Paia, Seaca de Camp, Tălpaş Maceşu de Jos Secu, Verbita, Măceşu de Sus Radovan Plesoi (Portal CJ Dolj 2017).
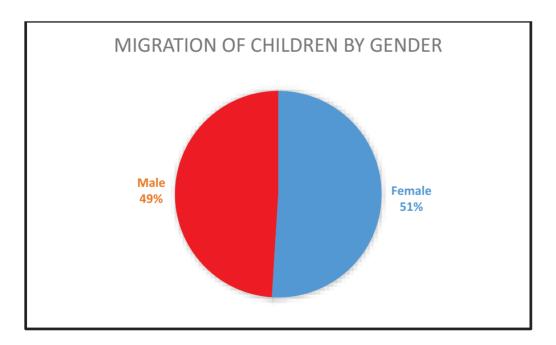
About 25% of the county population live in poverty, a share that has increased in recently, especially during the economic crisis. The most exposed settlements to risk of poverty are those with a large population such as RRoms and in the west, south and east villages of the county, with poor accessibility and aging population. In Dolj county there is a large number of persons receiving social benefits (first place nationally in terms of number of beneficiaries of the guaranteed minimum income).

Although the census of 2011 only 4.5% of the county population was declared Rroms in fact the number is much bigger. The most important Rroma communities are in: Catane (43.8% of the resident population) Negoi (40.8%), Salcuta (35.7%), Cerat (34.1%), Lipovu (33.8%), Bechet (32.6%), Caraula (30.5%) Cotofenii din Fața (27.8%), Vârtop (27.5%), Amărăştii de Jos (22.2%) Urzicuța (22.1%), Bârca (20.4%), Calopăr (18.3%), Sadova (17.6%), Cetate (17.1%) and Bistreț (16.1%) (www. cjdolj.ro). Regarding the demographic

situation in the last two decades, it is expected that Rrom population becomes the majority in some of these places until 2020. These communities are exposed to risk of poverty and social exclusion, which led to migration due to the economic problems. Also among these communities we often meet the phenomenon of the re-emigrated children, the consequences being from maladjustment to leaving the school.
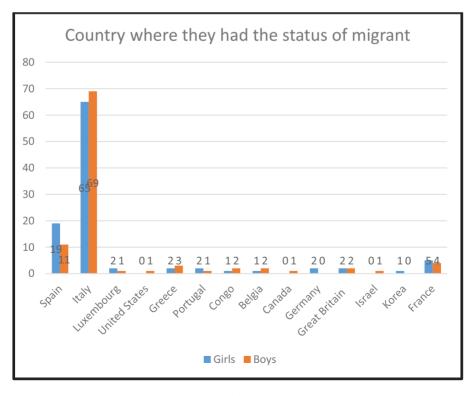
Since 01.10.2015 entered into force O.M.E.C.Ş. no. 5268 approved the methodology for the validation by School county institutions and I.Ş.M.B periods of studing abroad and at educational organisations, these one carry out educational activities in Romania appropriate an educational system in another country, ARACIP entered in the register and approval certificate of equivalence studies abroad and in Romania. According to this order, the assessment and equivalence commission studies abroad within IŞJ Dolj issued in the period 10.01.2015 - 31.08.2016, a total of 200 certified. For the study we conducted statistics of the children's re–emigration according to the following criteria:
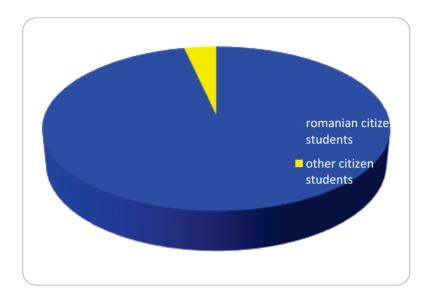
1. Sex
- Female – 102
- Male - 98

2. Country where they had the status of migrant

Nr. crt.	Country	Girls	Boys
1.	Spain	19	11
2.	Italy	65	69
3.	Luxembourg	2	1
4.	United States	0	1
5.	Greece	2	3
6.	Portugal	2	1
7.	Congo	1	2
8.	Belgia	1	2
9.	Canada	0	1
10.	Germany	2	0
11.	Great Britain	2	2
12.	Israel	0	1
13.	Korea	1	0
14.	France	5	4

As it can be seen in less than a school year (in the period up to 10.01.2016, equivalences were made by the committee from the ministry) have equivalent studies 200 children. Since the study by ASA Iasi for more than four years between 2008 to 2012, when there were 660 children re–emigrated children in the Dolj county, it can be concluded that the phenomenon becomes problem in terms of numbers, the average in the previous school year is higher. The magnitude of this phenomenon justifies the focus on providing the necessary support for the academic and social rehabilitation of re-emigrated children One thing is certain: annual the children who re emigrated be add to the list of those requiring prompt intervention from specialized psychological services, social and school because there is a major risk of difficulties and readjustment. These children live alone with one or both parents, and the psychological sheets of the tutor and the school counselors. Returned home, they do not think about the future, thery are not enthusiastic and have no life projects because they have already experienced failure with their emigrant family. Family rarely talk about afflictions, sorrows and their frustrations. The teachers and the students in the same classroom are strangers to one another. According to the information from the county Committee of the Dolj County School Inspectorate whose task is to equate the periods of studying abroad and at another organizations that provide the education, from the 200 students that were enrolled in the pre-university education in the period November – September 2016, 193 of them are Romanian and the rest of 7 have nationality of the country they have made their studies in until that moment of time. (Republic of Korea, Israel, Canada, Democratic Republic of Congo, U.S.A).

The adaptation of the 7 children was much more difficult, although one of their parents is a Romanian language speaker and was born or has ever lived in Romania. For the 193 Romanian students, the period they were considered unattached students was maximum 30 days, as the effectual legislation says.

romanian citizen students
■ other citizen students

Not the same thing can be said about the children with different nationalities, because, in their case, the period they were considered unattached students was longer, because they needed to learn the language first. Against the expectations, the easiest students to accommodate were the ones from the Democratic Republic of Congo, the enthusiasm for our education system, the wish they had to adapt which was easily seen in their behaviour, the speed of learning our language, being essential elements in their educational success.

In all of this special cases, where students equate their studies without being Romanian citizens, there are imposed some legislative changes, in the sense of the introduction of the compulsoriness of crossing a session of preparation to be easy for them to acquire the Romanian language in the pre-academic system, in merged system to reduce their period they were considered unattached students.

In order the students without Romanian nationality to obtain performances in studying Romanian language, it imposes the instruction and specialization of some teachers to complete this task. The comparison between the two categories of students emphasises different problems, different solutions, different specialized departments.

Until now, the weight is owned by the Romanian students, re-immigrants, that had a very big need of affective support because, in most of the times, they don't have near them both parents to help them, and they are left in care of their relatives and wear the burden of the fail of the immigration that that their family submitted them to.

III. Risks

Returning to Romania, the support of the child in his efforts of rehabilitation can be providing by both parents, one parent, that parent is more often the mother than the father, other relatives up to the fourth degree, but there are situations in which the child must cope alone with the reintegration difficulties.

The readjustment difficulties that some children feel are mainly due to the life abroad and forgotten the Romania lifestyle factors dependent on time spent abroad. Re-emigration a country with less developed Romanian community (compared with countries such as Italy and Spain) is a risky factor in the occurrence of a general negative affective states and should be considered when assessing the need for specialized support for the rehabilitation of a child who return to Romania (Iaşi ASA 2012). Life in the community school, the rules imposed by the Romanian education system, the lack of involvement in decision-making regarding the emigration or out-migrate with their families, they are risky factors in the rehabilitation of the children returned home alone, with one parent or both parents. A major risk for children for the re-emigration children is that they have difficulties in identifying their strengths and develop prosocial behavior type, requiring specialized intervention.

1. The emergence of difficulties coping: emotional difficulties, behavioral problems, hyperactivity, attention deficit, difficulties in relationships.
2. The emergence of the school abandon and the crime.

IV. Intervention. Recommended actions

The extent and the consequences of the re-emigrated children justify specific interventions both from the family and social environment of the child and from schools and social services. First, it is necessary to adequately inform parents that take into account their return with the children or just children back in Romania. This information should refer to the events associated with psychosocial re-migration (how homecoming is subjectively experienced by the child) and the difficulties of readjustment. Taking into account the psychology of the age, the young schoolchildren are immature and dependent on their parents, so that a separation of these can lead to tragedies, generating in the subconscious of the child conflict zones (Augusto Cury 2007). Father will know the potential risk factors on rehabilitation, resource factors of the child and the practical application can facilitate reintegration of the child will be able to identify potential situations that need specialized support and the institutions that can address. It is necessary that each teacher involved to know the particularities of

the situation of the re-emigrated children, but also the responsibility of other institutions or other professionals. Schools and childcare institutions must consider specific actions carried out directly with the re-emigrated children beginning with the individual screening for early identification of potential risk on rehabilitation, to coherent strategies of child difficulties and facilitate the reintegration in school. The specialists from the public institutions should intervene there where the intervention requires a level of expertise that can not be reached by parents and teachers. The services to protect children and families, and schools should consider developing and providing parent education programs on intervention in cases of hardship rehabilitation of the child returned home, using particular methods for boosting resilience (ASA Iaşi 2012). It is very important to correct the aggressive behavior of the child to solve the immediate difficulties that arise in class, we show affection and intelligence, because only then can we heal the wounds of the soul of those who will be tempted to isolate both in schools and in the family. If you passed by the experience of the emigration does not mean that these children are already ready to explore the unknown, not afraid of failure, unfortunately they give up trying after a failure. Safety, peace and joy are concrete solutions in specialised intervention or not, underlying the success in the children's educational who have suffered of separation trauma from family or parental home at an early age, they have been integrated into the social, economic and cultural completeli different and not only gave them, ,,A SECOND HAND " life.

V. Clear action purposes

On a personal level:
- developing self-confidence of these children and the resistance to the disturbance;
- stimulation of learning motivation in order to lead to the formation of relatively stable in the field of behavioral skills;
- improving the relationship with parents and teachers;
- psychotherapy sessions for in-depth analysis and redefining family relations;
- acceptance of the migration failure, the acceptance of re-emigration;
- identify and develop their own value system.

The team of students:
- promoting integration and networking group with as many participants in the group;
- the potential of each child;
- additional activities of learning Romanian language;

- protecting the emotions of the children;
- the experience gained during migration activities to capitalize the strength and opportunities of such a challenge;
- involvement in extracurricular activities, projects and educational programs.

The local community:
- cooperating with the family doctor, school counselor and mediator;
- requiring a higher number of coaches and school counselors;
- involving children in activities in collaboration with the local community hall, library, police, foundations or NGOS;
- feedback received from community representatives regarding conduct, exchange of best practices on the relationship that had the foreign communities with our students.

VI. These factors influence positively the children's rehabilitation

- knowing the lifestyle of Romania, the cultural and the social space in which they began the growth and development;
- the agreement regarding the children about accepting failure and emigration;
- wellbeing offered by the presence of colleagues and friends who have gone through the same experience of life;
- re-establishing bonds of old friendship that had a strong emotional impact on them;
- involving teachers in social reintegration, not only in the school;
- specialized support provided by authorized institutions;
- full equivalence studies in a much faster due to the facilitation of this service, without repeating any classes, more times;
- permanent existence of at least one parent in his life when they emigrate;
- children rely on the community and on the extended family in the rehabilitation process, their main landmark being parents.

VII. Final results used in schools
1. Solving the crisis of identity and development of the prosocial behavior type;
2. Increase selfrespect, self-confidence of re-emigrated children
3. Continuing education path;
4. Integration in the collective and positive relationships with the classmates;
5. Collaboration in the tasks of the team;

6. Improving the situation of the family;

7. Develop fundamental characteristics of the children" personality

8. Educate children so emotional well-being provided by family migration does not represent a priority for him;

9. Finding real solution to this difficult situation such as school abandon and crime.

Regarding the resiliency factors (Ionescu, 2009, Grothberg, 1995) child's perception is that its success in terms of rehabilitation is mainly due to the individual factors (knowledge of life in Romania, self-confidence, ability to ask for help, courage, ability to make decisions by himself, responsibility, good luck), followed by family (care and support offered by family, including extended) and the community (colleagues, teachers, neighbors).

With ambition, confidence and desire Dolj can succeed in such an action becoming a real success.

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CONVERTING A SCHOOL MANAGER INTO A LEADER

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Abstract

The school manager, by complying with the adequate way of becoming a leader, has to adopt a new attitude in order to reach the basic objectives of his organization, related to time, performance and cost.

The results should be the beneficiaries' satisfaction and quality in education. The school manager has to take the responsibility of a leader, a role that becomes more and more complex due to the others' expectations related to decision making, strategic organization and improvement of educational process.

The speciality literature approaches, from the praxiological point of view, the management and leadership topic and we may notice some differences between the theoretical characteristics and the obvious and necessary practice as a solution inside a successful organization.

This study aims at analyzing the leader's capacity concerning intelligence as a form and attribute of behavioural organization, as an aptitude or capacity, as a process, as a real or potential fact, because the individual differences related to mental features and the development of analysis tools represent the bridge between manager and leader.

The raw material of a leader personality is intelligence, difficult to define but easy to identify.

The capacity to understand what is really essential, to solve problems based on the previous experience represent the attribute of an open-minded, skillful leader, relying on teamwork, with solutions for each *and every situation.*

Keywords: *teamwork, manager, leader, intelligence, successful organization.*

I. Introduction

Everyone knows what a school manager is but nobody can describe him/her exactly. There are many definitions throughout literature, which standardize the qualities of a manager, the ideal model, but these can or cannot

have an effect on the actors implied in the educational process, both from the position of leading, guiding or controlling and of implementing it.

We admit that there are compulsory competences that have to be achieved in order to work with people in an organizational context, that maximizing the results of a school becomes a compulsory mission of its manager, but the internal structure of a school manager's personality can turn him/her into a true leader.

II. Conceptual details

The school manager, in order to be a leader, has to adopt an other attitude in reaching the basic goals of the organization, in terms of time, performance and cost. The summary of these goals is to get beneficiaries' satisfaction and quality in education.

Thus, the object of the activity stays the same but the way of acting differs for the manager who takes the responsibility of becoming the leadership protagonist. A leader challenges and develops and does not accept the previous situation; he/she does not act the way he/she has to but he/she does the right thing. A leader does not imitate, he/she is original. A leader does not surrender in front of a hostile environment, he/she conquers it. A leader does not manage cold resources, he/she innovates, focuses on people and not on system and structure, he/she does not aim at getting control because his/her goal is to inspire trust.

A leader does not give up the short-term perspective in the favour of the long-term one, his/her goal is the horizon and not the low line and the essential questions are "what" and "why" and not "how" and "when" (Iosifescu, proda, Gavrilovici, 2004).

In other words, the manager becomes a leader when he/she has the strength to be himself/herself, to act naturally, involved and motivated, to achieve the perfect balance between the personal goals and the organizational ones.

According to the evolution of research and literature that approach the topic of management and leadership from the praxiologic point of view, we can notice a distance between the theoretical characteristics and the necessary and obvious practice as a solution inside a successful organization.

Taking into account the fact that during 2008 – 2016, the positions of leading, guiding and control in schools were taken by assignment of mission and this was done by the general school inspector – the hierarchically superior position.

The manager was imposed to the school staff and this is the reason for which he/she was task-oriented, neglecting the human relationships. Thus, in

90% of schools there was a "gap" in the organizational managerial communication, in decision-making, in problem solving and in reaching goals.

Because of a very long period during which the school managers were not evaluated according to a selection/exam, *de lege ferenda* they should attend some courses in the first two years of mandate in order to pass "calmly" from the rigid leader to a motivated one, with positive attitudes towards the organizational culture.

The leader competence results only from an applicative education, by the practice of concrete situations followed by feedback.

The courses should aim at identifying the abilities necessary for school leaders and also developing the competences for designing and deploying short-term, mid-term and long-term strategies, for evaluating and monitoring the organizational culture, for creating the optimal environment in order to achieve the strategic goals, for using as good as possible the human, material, financial and relational resources. An essential component of school leaders is the communicating competence. Statistics show that 70% of the leader's time is used to communicate, an important key for a successful leadership.

Moreover, the national standards for the positions of leading, guiding and control were elaborated starting from the competences of communicating and interlinking.

For this reason we propose the continuous training of the school leader in order for him/her to be able to elaborate a message and to find the favourable conditions for sending it, to rehearse a clear, logical and operational message, to clearly define the aim of the message and also the best conditions for a good communication, to be able to receive the message, to understand it and to process it and to give answers integrated in the managerial action.

The national exam for the positions as school leaders has not evaluated this essential component of communication, the written test measuring only the theoretical knowledge and the practical test – the interview- has just left the impression of evaluating the quality as a good communicator of the candidate.

We advocate this situation by explaining the fact that the interview was actually a lame monologue of each candidate and no member of the examination board was allowed to ask questions. Thus, each candidate presented a managerial offer or an improvement of it and many of them were not able to deliver a coherent speech.

An other critical aspect relates to the fact that the candidates' strategies were not evaluated by specialized persons because the mixed composition of the

board (representatives of the local public administration, school inspectors) has proved poor competences of its members concerning strategic management.

This could be sufficient reasons to sustain the continuous training of school principals in their first two years of their mandate.

The school manager has to assume the role of a leader, who becomes more and more complex due to the others' expectations, related to decision making, strategic organization and optimizing the educational process. Inside the organization, the leader's influence depends very much on the type of authority he/she has on people.

An efficient leader has to use, for his advantage, the motivational aspects and the satisfaction of successful actions and, at the same time, to remove every aspect that brings insatisfaction and demotivation.

The triangle formed by competences, authority and managerial responsibility offers the capacity of leading to a person who exerts his position according to laws and regulations, benefitting from a suitable training. There are other attributes of leadership added to this triangle:

- the authority that offers the manager the concrete opportunity to influence and control the behaviour of his subordinates;
- the responsibility that represents what the manager owes to the organization.

The progress in the managerial field is a long process, taking place during the whole career and its ideal route would be a combination of the managerial styles, multidisciplinary group work, delegating attributions, vision on the organization as a whole.

But would any good teacher become the best manager? Obviously, in order to be a good school principal, you need much more than a good practice as a teacher. To teach children could be a vocation but not a sufficient one for leading an organization.

In order to adapt himself/herself to the latest educational reforms, to society requirements, to the technological progress and to the needs of the direct beneficiaries of the educational services, the school managers long for a special thing and that is the value and importance of human relationships. And only now we can say that a manager can turn into a leader.

By assuming the leader role, he/she becomes responsible, firstly, for himself/herself and then for the direct and indirect beneficiaries, for his

professions and for the organization. The moment when a manager becomes a leader could be easily identified due to some obvious aspects related to the others' behaviour towards him/her.

So, a leader is followed by his/her team because:

- has credibility, proving an extraordinary capacity of creating/ developing relationships;
- proves competence and integrity, respects the individual differences;
- appreciates people and the relationships with them;
- optimizes the material and human resources;
- commissions tasks;
- has high expectations by intending to maintain a tension favourable to movement.

Without analyzing the leaders' styles that are defined by the personality features of the actors implied, we have a look on their human side, which influences a lot the leadership act.

The ''raw material'' of a leader's personality is intelligence, difficult to be defined but easily identified. We may naturally ask:''What kind of leader has the potential for a continuous evolution and development so that he/she could solve any problem appeared in a school organization?''

The mature manager, who wants to become a leader, through his/her own efforts succeeds in overpassing every obstacle by combining the dynamism of his efforts with the most efficient forms of action. People should not expect wonders generated by their leader because they could easily become servile and lack criticism.

The main quality of a leader is the ability to influence the others. The strategies used by a leader to protect huimself/herself from unrealistic expectations and, implicitly, failure, are:

- inoculating trust in his/her own abilities to make the best decisions;
- maintaining a skeptical attitude, based on dialogue, by encouraging questions with open answers;
- using some structures of decision-making based on cooperation, fellowship, consensus, applied democracy and participation;
- giving up coercive measures and encouraging positive criticism.

In order to have an efficient school organization, the vision has to be simple but vibrating as image in the leader' s mind, it has to describe a future state of fact, credible and preferable to the current one, it has to be desirable enough to energise those who want to join the leader's team, it has to be presented everybody intelligently, at a certain emotional or spiritual level.

An efficient leader is like an orchestra conductor, who makes different people with different abilities and talents work together for a common goal.

The qualities of a leader are part of his/her intelligence that is the basis of his/her actions, of group activity, of decision-making, of problem solving. We present the most eloquent qualities of an intelligent leader:

- initiative and entrepreneurial motivation;
- "soft skills" in his/her activities, that is "soft aptitudes" or interpersonal competences that are usually associated to emotional intelligence and surpass the limit of professional aptitudes;
- charisma, the capacity of managing the respect in oder to motivate his team members; in literature, the term "charisma" is known as an extraordinary way of leadership;
- the concern for a cause – which consumes most part of leaders' life;
- determination and concentration in setting a clear mission, some SMART goals;
- directing each action towards a certain mission, the prioritization of activities such as more time should be spent for the most important results;
- ability of leading himself/herself before leading the others;
- leading through personal example;
- the ability to encourage and support his /her team members.

A true leader is aware of the fact that he/she cannot be a leader if he/she is followed by nobody on his/her way to success.

People are different and have their own personal points of view. There will always be people who have different opinions and perspectives and this leads to the divergence of intentions and, sometimes, of actions. Such people will not follow their leaders.

We reconsider the allegations already established about leaders from the psychologically point of view by relating them to the most human characteristic: INTELLIGENCE.

1. Each person has a leading potential but not every person has the necessary intelligence to get qualities specific to a leader. The art of leadership comprises the capacity of becoming conscious and understanding your own emotions and the others' feelings in order to manage and use them for positive results.
2. Leaders do not inspire, do not command, they allow and value, they do not restrict and do not disqualify. Intelligent leaders create and challenge, do not manipulate, they attract, persuade and do not put pressure.

3. The faults in a leader's activity have to be approached as a feedback for his/her actions and not as failures, thus emphasizing the ability to discern what is essential.
4. The leader solves new problems or situations based on his/her previous experience.
5. Leaders, powerful persons, have the tendency to forgive more often, have a larger margin of understanding and forgiveness (Pleșu, 2005). Weak leaders use forgiveness as a tool for controlling and dominate.

Taking into consideration the theory of the English psychologist Charles Sperman who, in 1900, investigated intelligence through a series of aptitudes and factors, we can transpose this theory in defining the essential psychological features of intelligent leaders:

- the leader with spatial skills who has the capacity to imagine objects tridimensionally;
- the leader with thinking skills has the capacity to solve logical problems, to make plans or previsions;
- the leader with numerical skills has the capacity to use very well figures and to solve quantitative problems;
- the leader with verbal fluidity has the capacity to use words rapidly and easily.

The skills and the abilities of a successful leader would not be complete without the development of the emotional intelligence that help him to understand and to manage the emotions for creating harmonious relationships with the ones around him. The leaders with a very complex emotional intelligence have these capabilities:

1. He aware the emotions and their effects to the behaviour, but the impact of these to the others too, has the capacity to estimate the problems about the personal and the professional life.
2. He determines the opportunities and the strong spots, but the limits in achieving a goal too.
3. He has the ability to resist efficiently to the stress and frustration.
4. He is flexible and has a huge willingness to adapt to the change.
5. He has a developed sense of self-evaluation and a huge belief in the abilities to resist the demands.
6. He motivates himself through the demand of personal realization and development.
7. He builds and maintain relationships.

8. Perseverance in front of the obstacles and, the taking over the control and sustaining his own position if necessary too.
9. He approaches cleverly the management of change.
10. He manages well the conflicts and prevents the negative influences of the emotional factors that affect the capacity of listening, he has the quality of calming down his employees, if making him to feel comfortable.

The benefits of emotional intelligence are: efficient management and leadership, better performances, better motivation, innovation in activity, self-belief and excellent team work. Being emotional intelligent, the leader remarks and fells the emotions, notices what the emotion transmit, being very easy for him to develop and follow a new objective.

The leaders that self-know emotionally, understand how the feelings influence their professional performances.

The abilities of an intelligent leader:
1. Emotional self-knowledge (knowledge of the limits and qualities);
2. Self-confidence;
3. Self-control;
4. Ambition which determines him to overcome his own results;
5. To be open-minded with his feelings, actions and convictions;
6. The optimism which makes him to believe that the obstacles are opportunities, not threats;
7. Initiative, creation and efficiency;
8. Continuously learning resulted from ambition, from high personal standards;
9. Ability to be open-minded to the others;
10. The empathy, which allows him to have a good relationship with different people;
11. Social knowledge which allows him to understand the basic values and unwritten rules that operate in different groups;
12. Oversees carefully the satisfaction of the direct and indirect beneficiaries of the educational services;
13. Formulates a common mission somehow to inspire the others, to follow it in a common scope, making the work more entertaining;
14. The indicators of the power of influence of the leader varies from finding the ideal approach for a listener, to knowing how to convince the key people and to find a network of supporters initiative;

15. Can offer constructive and timely opinions, is an innate mentor and adviser, teaches the others different abilities;
16. Sustains vehemently the change, even in front of adversities, making the arguments for the change to become the most important, knows to find practice modalities for crossing the barriers which oppose the change;
17. Solves very well the conflicts, is capable to separate the sides in a conflict, to understand every side's perspective, and then to find a common point of view accepted by everyone, brings to the surface the conflict, gets to know about every side's feelings and point of views and then redirects the energy to an common ideal;
18. Is a team player, is a very good mate and is himself a model of respect, mutual help and cooperation, wins the active and enthusiast devotement of the others for the good of the group and build the spirit and the identity of the group.

The intelligent leader is in accord with the values he guides after and can often infer the best deployment of the action, being capable to see the overview in a complex situation. He has a particular talent in identifying the aspects that he has to improve and accepts the feedback and the constructive critics.

The type of self-believing leader has a presence and a certitude which makes him to remark in a working group with well-defined objectives and precise tasks.

The leader that remains calm in maximum stress conditions or while being in a crisis situation wears the emblem of the self-control, being appreciated by his employees. He recognizes when he makes a mistake inappropriate gesture, he is modest in his relationships with the others.

A win belongs to the entire team, does not arrogate the victory. He is flexible and he adapts to a variety of challenges, changing his behaviour by the changes that appear and he proves to be flexible in his thinking when he has new information and events. He takes advantage of opportunities or creates them, instead waiting for them. This kind of leader does not hesitate to deviate from the rule when this action is necessary for influencing the future chances.

An optimistic leader sees the others in a positive light, waiting for the best from them, listens carefully and understands the point of view of the others.

The leader with a powerful social conscience is politically shrewd, capable of detecting the important social networks and to interpret the important

relationships of power. He masters the solicitude and this competence favours an emotional climate that permits to the ones who are in direct contact with the beneficiaries of the national services to maintain the relationships in good conditions.

The leader which is source of inspiration creates resonance and mobilizes the people offering them a convincing vision or a mutual mission, has the power of influence, is persuasive and charming when he addresses a group, he knows to recognize the necessity of a change when it is well argued.

A true builds the spirit and the emblem of the group. The ideal director is flexible, diplomatic, is a person that establishes optimum relationships of cooperation with the school workers, with the parents, students and another factor that contribute to the educational act, cooperate with others education institutes horizontally and vertically.

III. Conclusions

The leader, the director and the manager, any of them must develop a collective type of action for the entire managerial team, based on an unstopped cooperation.

This thing needs a democratic climate, knowledge, leaders with skills and abilities for solving the specific problems of the group phenomenon and being able to build efficient and performant teams of work.

Basic activities of a leader:
- shares tasks and responsibilities, according to the interests and knowledge of the group members
- facilities the communication of the participants from the working groups
- He ensures that the participants get involved equally, actively, flexibly, voluntarily, that there are not situations of exclusion from the groups because of the conflicts
- He prevents and mediates the conflicts from the group
- He consults and oversees permanently the members of his group
- He assumes the role of facilitator of the discussions

Communication is linked to the personal side of the leader, to his reputation and to his self-respect, to the ability to motivate the others in the current activity, to de abilities and techniques of transmitting the message he has, both written and oral, acquired through hard work and practice, bust we have to say that most of them are innate.

Whatever his daily activity is, a leader must manage his time to communicate because this is the only way the fundamental needs of effectiveness and efficiency from a school can be met: the need of knowledge, the need of understanding and the need of expression. Communication bases very much on the confidence a leader must win with ability from his employees and from his contributors.

A good leader must know to listen, and to get to the level of his employees, because anyone needs permanently to feel important.

Responsibility of the informational flow belongs mostly to the leader and is considering:

- His concern of informing the contributors in the decision work and to get informed correctly by them;
- His capacity to create good conditions for everyone to express himself freely.

The intelligent leader doesn't use the premature critics against a point of view that he doesn't agree, or he doesn't understand, on the contrary he gives the opportunity for a free discussion.

His work of leading in the collective act includes the capacity to permit controversies, to synthesize the opinions, to advise the opinions, to clarify everything, allowing the informational flow to himself and from himself.

The success of the leader and of the school organization leaded by him depends very much on the successful fulfilling of the communication act, an essential characteristic of the intelligence.

To understand what is very important in the act of leading, using the accumulated experience, finding the best solutions in activity, communicating efficiently in the group – represents the attribute of the clever leader, dignified to have a leading job in the actual context of the Romanian education.

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