Digitalization: Management tools and new curriculum management in education

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QUALITY MANAGEMENT RELATED TO THE MANAGEMENT OF LEARNING

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Abstract
Total Quality Management is a new concept applicable to any school institution in which all stakeholders are interested in attracting and using as many resources as possible (human, financial, material) for the school unit, in order to make the educational act better, according to the objectives and strategies proposed by the school organization to meet the current needs, requirements and interests of the beneficiaries of education.

Aim of this work was to identify the important elements that ensure the quality of our educational institutions, the main factor in achieving better results and promoting community school, the learning motivation in the current education system for teachers and students alike.

Keywords: "benchmarks", "benchmarking", quality management, learning management, learning motivation, Total Quality Management (TQM).

Quality assurance, in any school, is based on learning motivation of all those involved in the educational process, to achieve outstanding results and promote community school. The man, under appropriate conditions and with various resources, motivation to work and get performance out of a desire to realize their potential: to and value the knowledge, skills, behaviors and skills.

Quality management is certain management procedures that ensure quality, namely: "the definition, design, organization, implementation, evaluation and review of systems and procedures for quality assurance." Learning management involves self-regulation (English. Self-regulation) knowledge, strategies and metacognitive skills, and motivational elements by each person (students, adult) of their learning (Schraw and Brooks, 1999).

Starting from the production of goods and services, it also imposed a new concept in education, namely the "benchmark" (example of "best practice") and, by association, the activity of "benchmarking". For our school, located in rural area (Tomești), examples of "benchmarks" in the last 5 years are: 100% students admitted to national exams, 100% students admitted to high schools (theoretical and technological) from Iasi, 50% secondary school pupils included in a county educational project, higher number of pupils enrolled in our school unit (4 preparatory classes in the 2017-2018 school year compared to 2 grades in the previous years), improvement of the material base (computers, laptops, printers, tablets, smart board, full furniture for a classroom through the POSDRU Regional Project "Appropriate Education in Support of a Good and Dignified Life"), additional funding through local projects for school projects, strategic partnership (2016-2018) to support the exchange of best practices in the school field "Say. Write. Show. Developing students' and teachers' communication skills, funded by the European Union through the Erasmus + program.

This concept of "benchmark" can be linked to the concept of total quality management, through the quality assurance model, TQM (Total Quality Management), also applicable in our school, which refers to: school curriculum, diversification annual selection of options, organization and participation in various regional, international projects and the development of school partnerships, teacher training through teaching and continuous training programs. All
this contributes to creating a culture of quality, which leads to continuous improvement of teaching, improvement of education and constantly adapting the educational offer to the needs and requirements of students and local community towards education.

In order to ensure quality at our school level, the content of the curriculum must be appropriate to the peculiarities of the pupil's age and intellectual level, the pupils should be centered on the learner, the priority being his or her needs and interests, the entire educational approach to be focused on the formation and development eight key competences, pupils should be motivated to learn through the use of effective teaching-learning-evaluation strategies and, in particular, the school to take responsibility for the beneficiaries of education in all curricula. Total quality in education at our institution, means and experience, training and pedagogical skills of teachers: planning, managing and coordinating teaching-learning-assessment; use of modern teaching materials and technologies and varied; application of modern teaching strategies, learning and assessment; management students and groups; monitoring and evaluation of rhythm learning; collaborating with colleagues and parents.

In the quality assurance model, TQM, customers (students and their parents) want the best and the highest quality in a school. Quality (at our school level) means for pupils and teachers: performance (high yield, very good results, special achievements), competence (well informed staff, special skills and attributions) and conduct (steadiness in behavior and moral skills, irreproachable conduct, behavior and attitude in school and society). But all these are based on motivation (student and teacher), motivation that will lead to learning, understanding, improvement, deepening, self-knowledge, perseverance, and ultimately quality assurance. Starting from the three notions, the question arises "Why does the student come to school ?" And the answers are varied from different perspectives: from the pupil's perspective (to learn, to have a better future, to communicate and socialize with colleagues, to teach students to learn, to think logically, to learn to search for and to find information and the connections between them) from the perspective of the school institution (building a system of authentic values, building a (to play, to learn, to make friends, to become clever, better, more obedient, hard-working).

Human resource is the foundation of any educational institution, so the manager must know the potential of students and teachers, what motivates them to come to school, they want all participants to an institution that provides education and what could boost for a high school performance. Performances, the competences, conduct acquired knowledge and skills acquired, which ensures the quality of education are the result motivation of these people, so the result across schools, will increase personal satisfaction, increased quality of education and prestige school organization.

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DIDACTIC CAPITALIZATIONS OF MORPHO-FUNCTIONAL AND PSYCHIC PECULIARITIES OF GYMNASIUM STUDENTS

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Abstract
It has been exactly 23 years since the last official dating of a national study on biomotric potential, so that there is a clear need to update data on motric and somatic growth and development of the population. Things are not good either globally. The World Summits of the International Council for Sport Science and Physical Education (ISSSPE / CIPESS) did not discuss the sport but the movement for all, during a lifetime, the importance of physical education in school and the messages addressed to the Sports / Youth Ministers have included recommendations for this subject in matter.

Key words: morpho-functional peculiarities, physical education lessons, physical exercises

Introduction
The structural transformations that take place at the structure of the whole modern society determine the analysis upon new positions of the role of the educational process in physical education as a basic link in the formation of the pupils' personality, in full agreement with the ever more varied requirements of the educational ideal. Rapid adaptation to frequent changes, accelerating the pace of life, have led to a reconsideration of the importance of physical education in schools as a fundamental aspect of general education. The fulfillment of the parameters of the model of physical education in the gymnasium cycle has turned into an objective necessity.

Reflection of the topic in the literature
Achieving the teaching process on the scientific basis in physical education lessons associated with the puberty period requires in-depth notions about the age characteristics of pupils. The vertical approach (from one stage of course to the other) and horizontally (at the same stage) emphasizes the individualization of the processes of growth and maturation. (Marolicaru M, 1996). Because the teenager is a miniature adult, preadolescence is considered to be an identifying stage with emotional and intellectual development, forming moral, spiritual and social characteristics, shaping the pattern of the adult future. The selection of the delivered content is conditioned by the particularities of this stage, so controversial in the opinion of the various specialists. It is stated that only the knowledge of the extremely varied aspects of the corresponding may allow a correct programming of the elements of the curriculum, implicitly those related to the motric skills. During this time, the growth is influenced, being characterized by burst and growth and oscillations in antithesis with the homogenous development that occurs in the primary cycle. The phenomenon of physical growth, doubled by the development (one qualitative aspect and direct effect of physical exercises), takes on various aspects depending on the stages of the ontogenetic evolution. The development, an objective of physical education, aims at "functional improvement of body apparatus and its systems". The differences are also manifested in the evolution of different segments and systems of the body. Psychological specialists define the puberty as the stage of preadolescence and it manifests itself more visibly in boys between 12 and 14 years, its evolution being strictly individualized. The comparative analysis of young people's evolution at puberty has led to the conclusion that
current generations have superior somatic parameters to previous generations, a phenomenon called biological acceleration. One may notice values about 10 cm higher in height and 5 kg in terms of body mass. (Epuran, M., 1975).

**Somatic and functional parameters**

Middle school age has been divided by many specialists in well-rounded stages, with a distinct specificity regarding body transformations (Epuran, M., 1975): pre-teenage puberty - the antepubertary stage (10-11-12 years); the proper puberty (12-14 years); post-puberty (14-15 years). The pubertal period is characterized by the disharmony of the bodily appearance, generated by the uneven growth of different segments. The increase in the thorax and basin is disadvantaged by that of the limbs, the gain in height being between 5-10 cm / year. The increase in length is not supported by an increase in diameters and perimeters. The basal metabolism is 2% higher than that of the adults. Ossification intensifies and muscular mass increases from 27% of body weight at the age of 8, to 33% at the age of 14-15. The articular mobility is increased. (Chiriac I, 1989). Although spatial-temporal orientation and motion coordination are close to the quality of adult movement, disharmonies in segmental growth lead to unreliable and exaggerated movements regarding the intensity of muscular contraction. Physical exercises cannot compensate for hereditary dowry, the genetic factor being the determinant one. The quality of the movements also depends on the vestibular and moving analyzers that develop at 12-13 years, with the maturation of the cortical sector of the moving analyzer (Dragan, I. 1978). There is an explosion in girls' development compared to boys, the maturation, and even some performances (at speed demonstration in particular), which may be in their favour. Yet, after the age of 14, the boys get the best performances. It is the right time to initiate them into the sporting technique, and motric skills can be rapidly assimilated due to the plasticity of the cerebral cortex. (Beloiu, M. 1972). Regarding the respiratory act, there is a constant and substantial improvement in the oxygenation of the irrigated tissues during physical exercise due to the increase in respiratory indices.

**Intellectual development**

The volume of the brain increases slightly, but the cortical cells are constantly differentiating and refining, which allows the rapid processing of information. Intellectual development is experiencing spectacular leaps, thinking operations are developing, the critical spirit becomes more pronounced at the age of 13-14, and also learning is a more elaborate complex process, including besides the cognitive side and the affective dimension. (Epuran M., 1976). The affirmation of the ego begins to be noticed, the desire to achieve a high status, the awareness of the importance and responsibility of his actions. Appealing interests, are developing the tendency to patch through behavior and originality and creativity manifests itself heavily. Various tasks will influence the intellectual development of pupils who participate consciously and actively in the teaching process. (Vrabie D. 2002). All of the accumulations are the premises for a favorable evolution, to which the educational environment (implicitly physical education) contributes. Somatic and functional development is not matched by the same evolution of psycho-social maturity. The conduct of the students does not manifest through constancy when discipline becomes too severe. There are states of reverie, autonomy, entire non-fulfillment of the attributions at school and in the family. Any brutal sanctioning of these manifestations will be exaggerated and viewed with hostility, possibly generating conflicts that may influence their behavior. The leading of the teaching process requires tact and craftsmanship so that students' involvement in the lesson is active. (Mazilu V. 1983)
Capitalizations of morpho-functional and psychic peculiarities

An effective management of physical education in secondary school requires strict adherence to all known didactic requirements: establishing the themes, the training objectives and the operational objectives, choosing the most correct content elements, specifying the necessary time for the realization of the links, ensuring a high motric density and function, the design of the lesson as an inseparable element of a cycle (system of lessons), ensuring a close connection between education and training, etc. Moreover, the need for a correct dosage of physical effort is added, the difficulty being much more evident in the lessons where motric themes are approached, they usually provide the highest curves of physical effort and demand pedagogical mastery in its correct dosing. Scholastic physical education is called upon to provide a broad foundation in their education, which is a prerequisite for achieving further performance in work. In this way, a more complex motric baggage is created, resulting in the various contents of the curriculum. The complex and difficult process of developing motric skills must be anchored in the notion of “competition”, which is considered to be the defining feature of this age stage, having during the lesson a rapid engagement role/function with results upon pupils. The use of competitions and games is necessary for students to be able to compare themselves with others, to test their latent potential, to capitalize on their qualities. The importance of movement in puberty is decisive for maintaining relations with the natural and social environment, for the subsequent evolution of the future adult. (Farcas V., 1984)

Conclusions

It is enough to look at our families, friends, social groups of any kind to convince us of what it is and it is called "akinesia", with its corollary of psychosomatic dysfunctions. It can be said that this is a grim picture, that many people do not exercise and feel really good, but the statistics of the sanitary institutions contradict this statement. As a result, there is a clear need to practice physical exercises systematically at a demanding level which has adaptive effects over a longer period of time. The biomotric potential of secondary school students has fallen steadily over the last few years with many underlying factors of this phenomenon. It is obvious that an in-depth study is needed to determine the causes that have led to a decrease in the biomotrical potential and in particular, to identify the pathways in order to attract again the children towards movement.

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THE MODERATOR FUNCTION AND THE ROLE OF TECHNOLOGY ASSISTANCE IN THE INSTRUCTIONAL-EDUCATIONAL SYSTEM

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Abstract

The subject presents the results, the stages and the methods used by a teacher in the instructive-educational process during interdisciplinary classes. The aim of the paper is to highlight the skills and talents of the subjects involved. Also, the proposed theme emphasizes the improvement of the quality of the instructive-educational process, promotes cooperative learning and stimulates the initiative.

Key words: education, communication, development, studying in Romania

Introduction

The topic addressed is a modern element by applying the notions taught with the help of technology of any kind. "Virtual online education provides useful skills for young people in the process of learning. Interactive learning through specialized formulas of e-learning is a necessary variable in the plan contemporary education valorisation. Contemporary education centered on digital technology is directed in both directions. There is a new learning paradigm through which the pupil or the student is no longer a passive spectator, a receiver that assimilates information by not making a proper feed-back, this actually representing the basis of an effective educational process. Today, through new technologies, there is a diversification of means of access to information. "An eloquent example is EDMODO, BLABBERIZE and FLICKR. These modern techniques help students, motivate them in their work, cause them to socialize, evaluate them and even makes them responsible.

I wanted to experiment in interdisciplinary classes (Romanian-English-Religion-Arts) and found that among the strong points it was noted that in the virtual environment some students are shy and become quick and able to solve tasks, more than both EDMODO application (learning environment) stimulates quick and efficient thinking, students can directly comment on a proposed text, the teacher can work on groups. Also students can enjoy because the test can be corrected immediately, finding out the long-awaited result. As regards modern methods of instructive-educational teaching, and especially the use of INTERNET, it was concluded that in high percentage students consider useful the integration of modern methods.

Another innovative, modern application is Blabberize. Through it, students can demonstrate their creativity in home lessons or projects. I have applied in an optional classroom 5th. Students have had a "speaker" project done. More specifically, I gave them some clues from the theme of Natural Colors. Students combined the theoretical and the audio-video. So some of them selected the images, while others thought of the sounds. First of all, they demonstrated creativity, team spirit, concentration, perseverance and imagination. He made a point that emphasized the importance of nature conservation, the love of nature in art and literature as well as the poet's relationship -creator.

The Flickr program is a "software" that allows the use of on-line publications for both teachers and students in presenting photos. I have formed a team of students from the 7th and 8th grades. Students have been looking for opportunities to promote the image of the school among those in the European countries. They had the opportunity to share photos with photo
agents, bloggers, and other creative minds that are looking for original content. Thus, at first they were receptive because they were told that there is a great way to make money in this "game" of the photos. They also thought of some meaningful motto: "One of the things that should not be missing from any luggage is the camera", "It does not matter if you are an expert or not, it is important to immortalize the beautiful moments of the holidays country with school or abroad and to stay with the memory of some experiences that you may not soon see! ".

Focusing on the student, his / her needs, aspirations and interests is at present an important didactic experience, an approach to be achieved. Teaching strategies are a concept characterized by semantic diversity. To demonstrate this, a short quote, a definition, will be analyzed. The didactic strategy is: "a set of actions and deliberately structured or programmed teaching and learning operations, oriented towards the maximum effectiveness of the predetermined objectives" (Cerghit, 2002, 276). The role of the teacher remains an important one, but abandoning old rigid educational practices, he becomes the organizer of a learning environment tailored to the peculiarities and needs of the beneficiaries, facilitating the learning process and developing skills. The science of education is in a century of constructivism, and it proposes a paradigm shift - the transition from a normative model to an interpretative one.

Conclusions

The role of the mentor, the teacher will always remain in the foreground in the context of student personality training. Although the influence of other factors in the education process has increased, the mentor retains many prerogatives in this area. He remains the main model of the pupils' personality, from the imprinting of external conduct to the formulation of their aspirations and life ideals. Modern technologies and education focused on the needs, desires and possibilities of the learner, require various, engaging activities to be carried out by level groups. Thus, the actors can go through the proposed material at their own pace. They have to think logically, to know modern methods of operation. Within activity, self-awareness and desire to succeed develop. He will investigate, motivate and become a self-educating being. Creativity develops when trained in a project.

BIBLIOGRAPHY


THE SUBVERSIVE LITERATURA BETWEEN MYTH AND REALITY

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ABSTRACT

The study refers to three types of modalities: the allocutive modality, which implies both the locutor and the alocutor, is oriented towards the latter, and “it expresses the way in which the alocutor imposes to the locutor his/her position and will, the elocutive modality, focused on the locutor, and the delocutive modality, which is oriented towards the message, disregarding the distinction locutor / alocutor.

We propose the discussion on the discursive aspects of the alterity by having in view its allocutive register and delocutive register. The allocutive register corresponds to the dialogue, to the direct discourse. In this case the other takes the form (role) of “you”. The delocutive register is the indirect discourse, where the other is presented as “that “.

Key words: subversive, journal, prohibited manuscris, the writer, story

CHAPTER I – INTRODUCING

The literatura is defined as the art of the means word is the write expressia. In these sens, all write creations in one language or in majory, has esthetical value. In a restricted sens, more in the technical formulation, the presentation of all work is published in a area, the bibliography neceser of the most probleme. Bénédéttó Crócè distinguish four types of literary espressions: sentimental / direct, poetics, prosas and orathorica. The literature has an equilibrium of expressions, being considered to be the essentials. The texts can be differ, from these perspective, in the literary or belletteristic and the nonfictional or utility. The complexity of this phenomenon is based, after the discovery of eel, of culture and civilization, is the object of a science, whose fundamental branch is theoria.

CHAPTER II - THE SUBVERSIVE LITERATURA

The subversive literatura is a part of a literary critique that has continued since 1989, with regard to the evasive textbook, subversiv of manuscripts care, failing for official ideology, once published, would be threating profession and even writers life. It is the task of the difference in every type of litterary (from which the part of the Journal of happyness, Nicolae Steinhhardt) is that it would be called "drawer", in which the symbolic sense of the worddisapear, by word "in" he noun „drawer„, beeing a common circumstantial, so is nothing else more unpublished opera or - worse - still unfinished, bad, never publishable.

In his introducing about theses delicates thematics approuch, the critic and theacher Paul Cernat has been used the next formulation "A genre or a specia, files literatura, who is a part of archives cultural and intangible information in the broad sens that will be said."
The critic contends that the appeal at the expense of politycal police: "is a auxiliary needfull from all that studies cultural hystoria, literay hystoria of the last six, seven decades."

The theme of "subversive literatura", both longed, and which, after December 1989, has seen it as co-ordination. "Drawer", which not only a few suspected him full of prohibited manuscripts, The difference we make is that we do not have anywhere from anywhere in the world to jurnalism, and we have a different story in the same way as the autographs have lurked around the world, thinking that once the light of the print came to you even this is the case - and has published a journalistic report after 22 December 1989.

Before to 1989, in sundries intereses groups the writer in Romania was fight subsersive ending. The turn to the "stroll of the streets" and the turn of the party to the size of the party functioned as a sign of the typography. It is a great fact that so few authors have, how many names do they deny a hand.

The first subversive literary, which is said to be true, is the Journal of Nicolae Steinhardt. I am thinking, at Valérian Anania, at Aléxandru Paloelogu, Constantin Noica, Emil Cioran, Mircea Eliade, and a few autographers who have been clogged in prison since 1946 until the amnesty of political prisoners in 1964, al who saw the light of the printing only after 1989 (Petre Țuțea and AliceVoinescu,).

In this period, she remembers, they are still mournful, and they have the courage and the cries who have had the courage that they do not keep anything out of what they have been looking for, and that they are still alive. It has been more mediated in this era than Paul Goma.

The 1989 revolution did not mean that it was clear that it was exequatur, that it was the case, that the Letter of Duty, has been ruled out, and that it is now the case that they give rise.

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Abstract
The present paper presents new and interesting teaching methods which help young students to improve their critical thinking and creativity. Genrich Altshuller developed The General Theory of Powerful Thinking based on Creative Problem Solving Theory which empowers teachers to optimize students’ research abilities and creative problem solving. Students gain transversal skills which transcend a certain field and strengthen the professional competences, lifelong learning and social adaptability.

Key words: OTSM-TRIZ, creativity, problem solving, riddle, adaptability

Introduction - OTSM-TRIZ and Creativity
„What is more appealing than discovering the nature of talent and conversing the creative thinking moments or the occasional sparkles of the human mind into an uncontrolled and powerful flow of new knowledge!” (Genrich Altshuller – father of TRIZ theory) [1,27]

In a knowledge based society, teachers, as true professionals, need to pursue optimizing in their students the research abilities as well as the creative thinking and problem solving ones. In order to achieve this precious goal, within the last two decays, the Russian school developed OTSM-TRIZ theories out of which emerged some learning and creative problem solving techniques that have been enthusiastically praised by both teachers and young learners, once they were applied in the regular classrooms.

OTSM-TRIZ means The General Theory of Powerful Thinking based on Creative Problem Solving Theory – a complicated name that is however meant to simplify our life so much.

The Creative Problem Solving Theory (TRIZ – the Russian acronym) is the science that unveils the thinking mechanisms used by gifted people in solving problems or dealing with cutting edge situations.

Using TRIZ, by means of clearly stated and objective algorithms, quick solving of complex problems can be at anyone’s hand. According to TRIZ researchers, finding a solution to a problem means, first of all, recognizing and solving the contradiction that lies at its basis. For this, there have been created applications and thinking exercises that help, step by step, to constantly redefine the problem, to establish the necessary resources to solve it and, finally, to discover a useful and sudden solution. [1,54]

Frequent application of TRIZ techniques makes one think creatively, flexibly and systematically. TRIZ can turn the ability to solve problems into a profession. Therefore, it is successfully used all over the world, in important business corporations, in marketing and advertising.

Today, TRIZ grows into The General Theory of Powerful Thinking (OTSM-TRIZ) – an applied science that can be successfully used in the educational field in order to develop creative thinking in all the students. [4,3] That is why, as a major consequence of using OTSM-
TRIZ techniques, teachers will no longer feel happy to have enhanced some special abilities or unique talents in only a few of their students but in most of them due to turning this process of problem solving into one more easily taught and more productive.

My first contact with OSTM-TRIZ techniques

I had the opportunity to follow an in-service training course entitled „Developing creativity and key competences for the 3-10 year old students based on OTSM-TRIZ”, organized in Latvia, Riga. All along the workshops organized within the in service training, I learnt about theoretical aspects of this theory as well as practice the main techniques. I found this practical part of the workshops really useful as I had to apply these techniques, methods and exercises to my own educational contexts.

Taking part in this course offered me the chance to enrich my range of teaching methods and techniques that were to be applied to the Romanian educational environment with a view to support students with difficulties in learning and adaptation problems so that they could easily and creatively solve problems.

The most attractive examples of good practice: The Riddles

Applying OTSM-TRIZ in the classroom needs a lot of patience and huge time resources in the 1st year of study, but the abilities and the techniques once acquired by the students lead to excellent results and regaining the intellectual potential that was once lost or maybe just forgotten.

Our mission as teachers is to ease our students’ way to knowledge and to use those methods and techniques meant to help them efficiently solve complex situations or various problems they face as preparatory grade students. It may seem out of line to believe that the little children’s problems are similar to the adults’ ones. However, it is enough to remind ourselves our own childhood’s experiences. Teaching our students how to solve problems means not only to prepare them for their future adult life but also to build their confidence in their present capabilities as well. [2,34-35]

Why OTSM-TRIZ for children? Because the techniques proposed are useful, innovative and attractive.

If for an adult it is relatively easy to learn and apply a creative thinking pattern, for children, the creative learning process needs to be attractive, exciting and adequately planned so as not to allow breaks to occur in their creative mind flow.

Riddles – although as old as centuries, they never go old-fashioned – are classical games that are useful in perfecting creativity, favoured by both adults and children.

Alla Nesterenko, OTSM-TRIZ theoretician and educator, proposes the use of riddles as a creative problem solving patterns.

The use of riddles as a means of developing students’ creative thinking will eventually form the following capabilities in the young children:

- the capacity to generalize and switch from concrete to abstract and the other way round;
- the capacity to find similarities between different objects, to make analogies and work with them in difficult situations;
- the capacity of using both classical and paradoxical thinking;
- the capacity to transfer a real situation to an imaginary one and the other way round;
- the capacity to organize themselves very well;
- the capacity to work in teams. [4,21-24; 5]
If finding the solution to a problem is interesting and exciting, creating their own riddle is an even more exciting process especially when there are children involved.

In order to teach the young children how to build their own riddles, we could invite them on a journey to the Mysterious Features City. We open the Magic Cupboard of the Mysterious King where they could find a lot of images: a light bulb, a candle, an egg, an orange, a ping-pong ball etc. Students are asked to take the Magic Wand and touch the image of their favourite object. Right away, the object will turn into a riddle. [4,34-42; 5]

Let us suppose the children choose a ping pong ball for starters. The ball is placed on the magnetic board and learning questions are being asked whose answers will guide the students’ creative thinking in building their own riddle:

<table>
<thead>
<tr>
<th>Learning questions</th>
<th>Expected answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the ping pong ball look like?</td>
<td>... like a pearl</td>
</tr>
<tr>
<td>How is it different from a pearl?</td>
<td>... it is cheaper.</td>
</tr>
<tr>
<td>What else does it look like?</td>
<td>... like a bead.</td>
</tr>
<tr>
<td>How is it different from a bead?</td>
<td>... it is bigger.</td>
</tr>
<tr>
<td>What other object does it look like?</td>
<td>... an egg.</td>
</tr>
<tr>
<td>How is it different from the egg?</td>
<td>... it does not break.</td>
</tr>
</tbody>
</table>

After these questions and answers, it will be very easy for children to state a first riddle about the ping pong ball:

Riddle no.1

*I could say it is a pearl, but it is cheaper,*
*I could say it is a bead but it is bigger,*
*I could say it is an egg but it does not break.*

*What is the object I am thinking about?*

For the same object another riddle could be created, this time, based on comparisons:

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Compared object</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is as round as ...</td>
<td>... the sun.</td>
</tr>
<tr>
<td>It is as light as ...</td>
<td>... a feather.</td>
</tr>
<tr>
<td>It is as white as ...</td>
<td>... snow.</td>
</tr>
</tbody>
</table>

Here is the new riddle:
Riddle no.2

*Round as the sun,/ Light as the feather,/ White as snow./ Guess what it is.*

Another pattern for creating a riddle is that based on actions:

<table>
<thead>
<tr>
<th>Action</th>
<th>Another object/person that does the same action</th>
</tr>
</thead>
<tbody>
<tr>
<td>What flies like the ball?</td>
<td>... a bird.</td>
</tr>
<tr>
<td>What jumps like a ball?</td>
<td>... a rabbit.</td>
</tr>
<tr>
<td>What beats like a ball?</td>
<td>... the heart.</td>
</tr>
</tbody>
</table>

And the riddle is:
Riddle no.3

*It flies but it is not a bird,*
*It jumps but it is not a rabbit,*
*It beats but it is not the heart.*

*What can it be?*
We continue our journey through the Magic Cupboard of the Mysterious King and we touch with the Magic Wand the card having the image of an egg. Students are being asked to name the parts of an egg and a riddle is being created starting from this.

<table>
<thead>
<tr>
<th>Component parts of an egg</th>
<th>Objects similar to the components of an egg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egg shell</td>
<td>Looks like a shell</td>
</tr>
<tr>
<td>The white</td>
<td>Looks like a meringue</td>
</tr>
<tr>
<td>The yolk</td>
<td>Looks like the sun</td>
</tr>
</tbody>
</table>

In order to create the riddle, we recombine the component parts by using the similar objects instead of them:
*The sun is in the meringue,/ The meringue is in the shell,/Guess what I had in mind.*

If time does not allow us to tackle the riddles technique during a class, we could turn to simple didactic games which do not last more than 15 minutes. [3,72-75; 5]

Example: The game *How can you make a polar bear disappear?*

**Task 1** – Colour all the words that describe a polar bear in the table below:
*red, yellow, brown, white, soft, tough, strong, weak, smart, furious, big, small, hard, easy, friendly, dangerous, happy, nice, tall, short, fat, furry, thin*

**Task 2** – Fill in the table:

<table>
<thead>
<tr>
<th>The bear is ...</th>
<th>Like ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Task 3** – Now write your own riddle, hiding the word „Bear“:
It is ..... , but it is not ...
It is ..... , but it is not ...
It is ..... , but it is not ...
What can it be?

Expected answer:
*It is white but it is not a swan,
It is strong but it is not a lion,
It is dangerous but it is not a snake
What can it be?*

Older students can be taught to create riddles based on contradictions:

<table>
<thead>
<tr>
<th>One object is chosen</th>
<th>Pen-street sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two opposing features are to be found for the same object, features that create a certain contradiction. (Ex. An object cannot be both small and big)</td>
<td>Long-short</td>
</tr>
<tr>
<td>Totally opposing features that the object possesses are to be described so as the contradiction is clearly stated.</td>
<td>The pen and the street sign sometimes need to be short so as to be easily held during handwriting and sometimes long to be able to indicate certain objects from a distance.</td>
</tr>
<tr>
<td>The name of the object is hidden in order to obtain a riddle. The answer to the riddle consists in the logical motivation of the presence of the two opposing features in the same object.</td>
<td>What object is sometimes short and writes and sometimes long and indicates the route.</td>
</tr>
</tbody>
</table>

Likewise, we could teach our students to create their own metaphors and use them in their daily speech: „Yesterday, I woke up at 7. I washed the lights of my face (the eyes) and I went to the kitchen to drink the twilight of the day (cocoa).” Or, we could ask the students to reinvent new names for the daily used objects: „the ink eater” (the proof reader paste), „the dreams killer” (the alarm clock).

In order to improve the motivation and attractiveness of the lesson, the riddles creation can be turned into a competition and for a higher degree of difficulty, they could try to create rhyming riddles.

**Conclusion**

More often than not, we have a tendency to correct the children’s wild ideas in our attempt to integrate them into the regular standards of our society. It is in those moments that we forget that the most important feature of the human mind is spontaneous creativity. Therefore, it is vitally important to let our children think freely, develop their imagination and allow them to cross frontiers that our restrictive mind can no longer cross.

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THE EFFICIENCY OF MODERN METHODS AND TECHNIQUES IN TEACHING HISTORY – PEDAGOGICAL RESEARCH

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Abstract

The 3rd millennium brought important transformations from a political, economical, informational, socio-cultural point of view. These had a great impact on the educational system as well. The History lesson is also subjected to some innovative tendencies, in which the History teacher is revaluated and the teacher-student relations are rethought. The modern methods and techniques in teaching History constitute essential elements. The History lesson must be adapted to the new educational requests, according to which the teacher becomes the moderator of free speech debates, he motivates and stimulates the students, he encourages them to participate in activities and he transforms himself into a guide who guides the student to use his competences and skills.

Keywords: pedagogical research, didactical methods in teaching history, History, methods and techniques of teaching History, case study.

Introduction

The next article is a synthesis of a pedagogical research regarding the efficiency of using modern methods and techniques in teaching History. The research was carried on a period of 8 months, between 1st October 2014 and 1st June 2015, on two samples:

The control sample: 8th A grade, Școala Gimnazială Nr. 1 Poienarii de Muscel, composed of 17 students;

The experimental sample: 8th B grade, Școala Gimnazială Nr. 1 Poienarii de Muscel, composed of 16 students.

During the research period of the two samples three identical tests were given: at the beginning of the school year, at the end of the first semester and at the end of the school year, whose results were analysed and interpreted.

The experimental/determinative stage

It had the role to establish the existing level at the beginning of the psycho-pedagogical experiment, both experimental sample and control sample.

The given test had items which especially aimed the selection of some historical information, the interpretation of some sources and historical sources.
From the interpretation of the results and of the obtained information after applying the test, from the systematic observation of the students, I was able to observe that there aren’t major differences between the two samples, as can be observed in the next diagram, but the level of the two classes is relatively low, as the class average of the two initial test reflects: 5,69 the control sample – 8th A grade and 5,74 the experimental sample - 8th B grade.

<table>
<thead>
<tr>
<th>Current no</th>
<th>Students no.</th>
<th>Class</th>
<th>Grading interv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>8th A</td>
<td>&lt; 5</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>8th A</td>
<td>5-6,99</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>8th A</td>
<td>7-8.99</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>8th A</td>
<td>&gt; 9</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>8th B</td>
<td>&lt; 5</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>8th B</td>
<td>5-6,99</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>8th B</td>
<td>7-8.99</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>8th B</td>
<td>&gt; 9</td>
</tr>
</tbody>
</table>

Chart1. The structure of the grades from the initial tests.
(Source: Created by the author based on initial test results)

Figure 1. The comparative structure of the grades from the initial tests on intervals.
(Source: Created by the author based on initial test results)

The experimental stage/ the stage of the formative experiment

For the experimental sample I considered, along this stage, the use of modern strategies (brainstorming, the comparison method, academic debate, Phillips 66 debate, Venn diagram, the cube method, case study, etc.).

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For the control sample, the manner was a general one, traditional strategies were used more.

I also gave a summative test to the two groups, at the end of the first semester, which marked out noticeable better results obtained by the students of the experimental group, as can be seen in the above diagrams and charts. A level raise of the results is also seen for both the classes: 6.08 for the control sample (8th A grade) and 6.54 for the experimental sample (8th B grade) and a decrease of the number of students who obtained smaller grades than 5.

![Chart 1](chart1.png)

**Chart 1. Results on grading intervals - summative test**

(Source: Created by the author based on summative test results)

<table>
<thead>
<tr>
<th>Current no</th>
<th>Students no.</th>
<th>Grading interv.</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>&lt; 5</td>
<td>8th A</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>5-6,99</td>
<td>8th A</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>7-8.99</td>
<td>8th A</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>&gt; 9</td>
<td>8th A</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>&lt; 5</td>
<td>8th B</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>5-6,99</td>
<td>8th B</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>7-8.99</td>
<td>8th B</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>&gt; 9</td>
<td>8th B</td>
</tr>
</tbody>
</table>

![Figure 1](figure1.png)

**Figure 1. The comparative structure of the grades of the two classes on grading intervals – summative test.**

(Source: Created by the author based on summative test results)
The experimental/final stage

The experimental stage of the research consisted in giving a final evaluation, identical for the two groups: experimental and of control.

I compared the results from these tests to those from the initial evaluation. I compared both the results of each class and the results between the two classes, by using charts, comparison diagrams, and structure diagrams.

So, even if both the samples showed a positive evolution of the results, the results of the experimental sample were better. If the control sample had a raise of the class average from 5,69 to 6,45, the experimental sample had a raise from 5,74 to 7,01. Better results of the control sample can also be seen if we compare the number of students who obtained grades bigger than nine. If the control sample had two students with grades bigger than 9 at the initial test, and the experimental sample just one, the situation is inverted in the final test. The control sample remained with 2 students and the experimental sample increased their numbers to 3. Both samples had decreased the number of the students with grades under 5, in the final test the number of students being the same for both the samples – 2.

<table>
<thead>
<tr>
<th>Current no.</th>
<th>Students number</th>
<th>Grading interval</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>&lt; 5</td>
<td>8th A</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>5-6,99</td>
<td>8th A</td>
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<tr>
<td>3</td>
<td>5</td>
<td>7-8,99</td>
<td>8th A</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>&gt; 9</td>
<td>8th A</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>&lt; 5</td>
<td>8th B</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>5-6,99</td>
<td>8th B</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>7-8,99</td>
<td>8th B</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>&gt; 9</td>
<td>8th B</td>
</tr>
</tbody>
</table>

Chart2. The results on grading intervals-final test
(Source: Created by the author based on final test results)
Figure 2. The comparative structure of the two samples – final evaluation test
(Source: Created by the author based on initial, summative and final test results)

Figure 3. The comparative evolution of the two samples average in the tests
(Source: Created by the author based on initial, summative and final test results)
Conclusions

The analysis of the test results lead to the conclusion that the use of the active-participative and interactive methods during History lessons, creating a permissive work atmosphere will determine the development of the oral and written deliverance, the education of the creative and original capacities in finding solutions for the given tasks, the involvement of the students in free, open, creative talking as well as the development of the cognitive superior mechanisms: thinking, memory, imagination.

This aspect can prove to be beneficial to other subjects matter, to develop positive traits and the student’s personality formation.

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ESSENTIAL CHARACTERISTICS OF MODERN EDUCATIONAL MANAGEMENT

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Abstract

Studies show that the current society is experiencing profound changes that affect the leadership of each institution as well. Educational management considers "the theory and practice, the science and the art of designing, organizing, coordinating, evaluating and regulating the elements and resources of the educational activity". The aim of the paper is to outline the new trends of the educational management and to improve the managerial activity. The importance of this activity is not limited to unity itself but reflects on the whole of society.

Key words: educational management, decision-making, change, society, school unit.

Introduction

Nowadays, the accelerated development of science and technology requires a radical shift in the role that education has in providing society with the needs of scientists, workers, but especially qualified staff for new areas. These changes are also reflected in the educational management act, the representatives in the field are increasingly interested in the implementation and updating of the modern methods and techniques in order to make progress in the educational act and to meet the needs of the present society.

Body of the article

In order to ensure a good quality of the educational act and to stimulate the activity, the education managers must observe the basic rules, including:

- Initial establishment of rules that exceed the requirements of the strictest regulations. After implementation, these standards will reach the standards required in the future through innovative activity, thus ensuring a particular competitive advantage;
- A proper staffing policy. Qualified personnel is required for quality education, the imposition of requirements and the careful selection of each employee is a priority in the field, and after the creation of the right team, the continuous training of each employee and the training of the staff in the spirit of seeking the competitive advantage;
- The other institutions should be treated as a motivational source. The school unit must always compare with the best educational institutions.

The overall goal is to raise senior management, and in particular, educational management is now a true industry. Each manager must take into account the new guidelines, respect the attributes of modern management. The main attributes - to be respected by the manager - of a school institution are:
• School units are dynamic and flexible organizational arrangements that have the necessary efforts to achieve innovation, to be permanently open to new challenges and external challenges;
• In order to ensure the required objectives, control is the natural act to be integrated in the management process;
• The managerial act must respect the formative stake, continuous and formative evaluations must be carried out in order to regulate and self-regulate the educational act;
• Each institution must develop the strategic priorities, they must be realistic and ensure that each objective is met;
• The decision-making process must take into account interactive leadership, relations with all members must respect certain standards, each employee should be integrated into the decision-making process;
• Psychosocial interactions and intellectual exchanges between all members of the institution should be encouraged;
• Managerial documents should be done in accordance with the strictest rules and the entire management team, collaboration with the institution's structures must be a priority;
• The attitude towards the collective must present a high degree of common values of the collectivity;
• Every manager must have an open horizon, positive attitude towards the change, managerial functions must be performed fluently and coherently;

**Conclusion:**

As the society is in a constant evolution and the educational establishments must keep up with these requirements and changes, each unit must meet the highest standards in order to achieve special results at the end. Each manager must look for and use the most effective methods and means to overcome and control resistance to change. It is known that not always change means progress, therefore the manifestation of resistance to change may be necessary. The school organization must show a positive, responsible, proactive, active and projective attitude so as to anticipate change and show flexibility in the actions taken.

**Bibliography:**

Abstract

In an organization, the change process requires the manager and the personnel to undergo a series of challenges such as: self-assessment, self-respect, identifying support from the right people and other resources. Every manager sees change as a blessing and wishes to be actively involved in the process of change thinking it’s for his/her own benefit as well as for the good of the company since organizations must be frictionless, in order to function. In everyday life, things are a bit different. Personal objectives are not always aligned with the objectives of the organization the individual is part of. Cooperation is not a naturally occurring process, just because a group of people work together in the same context. The group’s involvement and attachment to a cause can manifest itself differently, depending on each individual’s personal understanding of change. Even if change is seen as a necessity, it is not accepted in the same way and it does not depend on the same coordinates for everyone involved. Hence, the implicit existence of conflict.

Keywords: learning, conflict, educational management, didactic efficiency

Introduction

In education, the management of the school and of the class encompasses both didactic and psychosocial perspectives, as well as dimensional structures (ergonomic, psychological, normative, relational, operational and creative). All of these aspects are being applied to facilitate the intervention of the educational personnel in cases of micro-educational crisis, such as indiscipline, violence, nonimplication and so on and to avoid their negative consequences through the exercise of educational decisions. Grades, the didactic efficiency of the professor and the pupils’ behaviour are therefore dependent on the management processes of the class and of the school.

Conflict in the Context of Learning

Various authors note that neither competition, nor cooperation are “pure”, since the very structure of competition includes “traces” of cooperation and cooperation itself is defined as a competitional area (Dobridor, I. N., Pănişoară, I. O., The Science of Learning, 2005, p. 183).

Most of the times in learning situations, cultivating an atmosphere based on cooperation or negotiation arguments reflects reality more accurately. The Creative Controversy, also known as the Structured or Academic Controversy, represents a way of making use of the advantages of traditional debate techniques, as well as the compromise technique which provides examples of real-life situations. Just like other common techniques, such as the Decisional Controversy Technique, the Debate Technique, the Focus-Group Technique, Creative Controversy is based on conflictual situations. The supporters of this technique (Johnson and Johnson, 1995) claim that creative controversy can trigger positive outcomes for participants:

- High quality reasoning;
- Problem solving and decision making;
- Development of creativity and involvement in resolving tasks;
- Determines an extended, qualitative interrelationship between participants;
- Increased self-esteem for participants;
- Social competence and the ability to control stress and confrontation.

The model elaborated in 1992 by Johnson, Johnson and Holubec follows 7 steps:
1. The teacher states the problem/issue;
2. Students are grouped in pairs to research the issue;
3. The teams meet from an opposing stand-point, offering arguments, debating the pros and cons;
4. The teams invert their roles, attempting to support the opposed point of view as convincingly as possible;
5. The teams abandon their advocate roles and must create a written report based on compromise;
6. Each person involved in the structured controversy is given a written test based on the previously discussed material and gets bonus points if all the members in the team which built the compromise have similar goals to the given criteria;
7. The teams have a couple of minutes to put together an oral report in which they have to present the compromise reached by all the whole group.

The Decisional Controversy Technique focuses on the development of steps of a collaborative nature and follows 6 steps:
1. Establishing the cooperation context using a metaphor;
2. Identifying and defining the problem and the differences between the way in which the things are done in the present and how they should be done;
3. Diagnosing and defining the nature of the problem, which aspects of the problem should be included in the discussion;
4. Identifying and analysing the alternative courses of action in order to resolve the problem and to ensure the correct and equal evaluation of each proposed solution;
5. Making a decision regarding the best course of action needed to resolve the problem;
6. Implementing the chosen solution and evaluating its success in solving the problem.

The Decisional Controversy determines groups to understand the problem they are facing in depth and pushes them to make an educated decision based on the objectives of the group as a whole.

Conclusions
Conflict must not be seen as a negative phenomenon, a major issue of human interactions, but as a natural phenomenon associated with a complex society. The problem is not the occurrence of conflict, which inevitably appears in the context of human relationships, but the bad management of this social interaction and the way in which everyone of us responds to it. Conflict must not be considered a win-lose contest. We must always do our best to find creative solutions which enable win-win outcomes.

In schools, just like in any other medium in which people face each other, conflicts arise amongst pupils, amongst teachers and between teachers and students. Conflicts amongst pupils are quite frequent and can appear in various situations, such as competitions, but also when pupils cooperate on a project, especially if the tasks were not equally divided. Another situation when a conflict can arise is when students are working on achieving a common goal, or when there is prestige involved. Generated by everyday situations, school conflicts are unexpected,
momentary, more or less violent and can go quiet just as quickly as they were started. Amongst pupils from primary school, the conflict may not always be as evident, but as children grow, the conflicts become more complex and can escalate in hateful slurs, bullying or even physical altercations.

What is the role of the teacher in the management of school conflicts, what actions is the teacher to take if a conflict reaches a dangerously critical point (something that is more often than not, quite frequent)? The first step in diagnosing school conflicts is to always assess the seriousness of the conflict. The teacher must differentiate between a minor conflict, that has no major effects and the conflicts which point towards character deviation or a pattern of anti-social tendencies. The professor's quick response to conflict requires in depth knowledge of the causes from which conflict situation stem, eliminating these causes and, if possible, quick action meant to find the best win-win solution.

Didactic activity is built upon the professor-pupil relationship and the communication between the two parties. If the relationship between teacher and pupil is open, the pupils will start adopting the same communication patterns and problem solving strategies amongst themselves. The teacher's communication style has a direct influence on the behaviour of the pupils inside and outside of the scholastic context. The way in which a teacher approaches a pupil can determine the evolution and development of a generation.

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THE LEADER AND THE LEADERSHIP

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Abstract

Nowadays, the world is dominated by the presence of multiple businesses, companies and institutions, the most important role for them being played by the company's general manager or leader, the person who leads the organization and its personnel in terms of legal activity. The aim of this work is to present the role, the attributions and qualities of a leader, to explain the concept of leadership, providing pathways to be followed in order to become a successful leader.

Keywords: leader, leadership, manager, management, involvement, people

Introduction

Leadership, management or educational training represent current concepts, created to satisfy some needs and expectations of an organization. The view over the development of a school is changing due to the needs and requirements of the society of the 21st century. The fact that an educational organization works, does not necessarily mean that it is a successful one. What is more essential is the way in which an educational unit is headed, the principles and values which are reflected in practice. The new vision strategy and approach to leadership focuses on human resources and not on "task orientation" (Tony Bush, 2003). The main difficulty in terms of the leadership of a school is the complexity of the variables involved: students, teachers, curricula, educational technology, partnership relations with other State and private institutions, etc.

Content of the article

Currently, the phenomenon of leadership is viewed as a complex process of group dynamics, which implies the understanding of the relationships established between the ruler and the ruled, and how these relationships evolve. Leadership is that process by which a leader persuades, through the use of interpersonal relationships, one or more persons to act in order to achieve the settled objectives, based on a strong and attractive vision, specific to the institution and on the institution's behalf. Management represents a dynamic process of organizing and coordinating a group in an organizational context in order to achieve specific tasks or purposes. The phenomenon of leadership is obviously in a relation with proceeding influence and power. Leadership is an influencing process between the leader and the team members, in order to achieve common goals.

As a leader you must understand very well who you are, what you know and what you can do and, the most important, we must not forget that those who you lead are the ones that actually decide whether or not you are a good leader. If they trust you, they will feel inspired by your example. To be a leader means to convince others that your example deserves to be followed, that you are a suitable person to lead them.

Leaders are pleasant, charismatic people, with good communication and understanding skills and great ability to influence people and human groups. A leader is a person who has achieved notable results with proven effectiveness in any field, regardless of the obstacles and always paying attention to the people around. Leaders are confident on their own forces and generate trust. Around the real leaders, employees feel more competent and find work more interesting. Leadership is in direct relation with the ability to influence people's behavior.
Among various qualities of good leaders, we may also refer to:

- a good familiarity with the sector and the group which he leads
- a positive and successful reputation in his work
- proper skills and competences according with the area in which the leader operates
- personal qualities: integrity, honesty, respect, etc.
- professional ethics
- a strong wish to succeed
- creativity, solution proposal

P. Koestenbaum proposes a model of leadership in four corners:

- the vision, which requires a broad thinking, constant care for the further actions, vigilance and sharpen clarity;
- realism means not to distort reality and to be in contact with the outside world;
- ethics means to take the others into account, to give importance to morals and honesty. Moral people deeply understand human beings, they understand the others like themselves;
- courage implies the acceptance of the risk, to act with a constant initiative.

The essence of leadership stays in the ability to create a vision, a reason and expansion in a group of people. Almost all the time, leadership involves initiating and expanding the change. The leader is committed to encouraging the initiative and creativity of the people in his organization, he is the first to propose something new, he innovates, creates and generates their own ideas about the culture and processes inside the organization.

At the base of leadership there is the team spirit defined as the condition which reflects the people’s desire to think, to feel and to behave in a deep harmony in order to achieve the common purpose. James Scouller states that "Leadership is a process that involves: setting of purpose and a direction which inspires people to combine and work towards willingly; paying attention to the means, peace and quality of progress towards the aim; and group unity and upholding individual effectiveness throughout." (James Scouller, 2011).

**Conclusions**

An organization evolves when its leaders succeed to transmit their values and these are accepted and assimilated by the other employees as being the right way of thinking and acting. It is important that between the leaders and their followers to make sincere and trusting relations based on a multitude values that are mutually accepted.

The cooperation between the leader and its partners leads to leadership in which the leading person succeeds in building up the vision that motivates and accepts their own ideas, to accept and to support them.

The leader's task is to lead his people from where they are to places they have never been before. (Henry Kissinger)
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THE PRINCIPAL OF THE SCHOOL - A MIX OF MANAGER, EXECUTIVE AND LEADER

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Abstract

In the context of the legislative, economic and mentality changes of the Romanian society, it is increasingly difficult to define the ideal school principal. Local community, parents, teachers and, last but not least, students, are the ones who criticize, assess, and endorse the work of a school principal. Under these circumstances, you must have a good reason when deciding to become a school principal, to have a precise purpose, to know what you want, to have the conviction and the power given by your own example.

Keywords: changes, the ideal school principal, a well-founded reason, the power given by their own example.

Introduction

I will present, in the following paragraphs, some considerations from my perspective as a new principal. I will make a comparison between what I thought before assuming the position of director and what I understood, by myself, in this position. I chose this subject because it seemed to me that education was regarded with superficiality, sometimes even by the teachers. Through this, I want to highlight the importance of education in society, in the life of an individual, but also the importance of the type of school principal who gives the tone and direction of student development through everything they do.

What the theorists say

Currently, the school principal is associated with the manager's name, but the roles he performs are part of a wide range of responsibilities. Educational management is different because it focuses particularly on the human component of the process and places it at the center and base of the "educational company" (Mike Pedler, John Burgoyne and Tom Boydell). So, according to the authors, "educational management must be more art than science, because it is not only a service to people, it enters into their inner being, causing a change of their psycho-intellectual being."

According to Henry Mintzberg's research, it was found that managers spend much of their communication time and that they have certain responsibilities that are not necessarily part of the managerial functions. Thus, it was established that managers have three categories of roles divided into subroutines: interpersonal roles (representative, leader, connector),
decision making roles (entrepreneur, mediator, resource distributor, negotiator), information roles (monitor, disseminator, spokesman).

"Leadership is a commitment to an idea, to a dream, and to a vision of what can be.(Benazir Bhutto, Speech at Harvard University (1989), as quoted in "Born leader who lived and died by her unfailing conviction" in The Scotsman (28 December 2007).

My ideas about being a school principal

I admired the attitude, the authority, the way of being a principal since I was a student. Years passed, and when I became a teacher and I had to work in a school, then I met school leaders who shattered my conception of what the school principal was. From the person taking care of everything, I came to meet school principals who had nothing to do with what their duties implied. I met principals who rarely came to the school they were running, others who were not diplomats, others who did not meet the needs of the pupils or did not communicate at all with their parents, others who were either too harsh or too permissive with the teachers.

So, what should a good principal be like? By making a comparison among what I thought, what I saw and what I wanted for my school, I decided that if I wanted things to go well, I had to do it myself. But, as Gustave Le Bon said, "competence without authority is as helpless as authority without competence."

I'd worked hard for years for my school; I had tried to help it develop, to make it prestigious, to maintain it, to have good results, to open up new horizons. And I managed, for the most part. I was competent, but I did not have authority. But in order for things to go even better, I needed authority, in addition to competence. After several years of wondering why things are not changing, why all school principals are appointed, with a delegation, through political interventions, a miracle happened. At the Ministry of Education came a technocrat minister, who organized the contest for the positions of school principals. The procedure was rather cumbersome - the uploading of a set of documents on a platform was required for enrollment. After validating the portfolio, a written exam consisting of items designed by Educational Science specialists and psychologists followed the assessment of cognitive skills and managerial skills. After announcing the score and the admitted / rejected classification, an interview was given in front of a committee formed not only by teachers ans supervisors, but also by representatives of local authority or trade union or parents, if they had wanted to take part in the process.

My greatest achievement was that I managed to pass the contest and become the headmistress of the school. Not to any school, but to the school where I had been a student, and where, years later, I had come to work, to dedicate myself to the education of the children in my home village. There is no greater satisfaction than this!
I started to do my job seriously. But I was struck by the helplessness created by the lack of funds. When you want great achievements, you also need money. Because you cannot do anything out of nothing.

The economic, cultural and social level, together with an incompetent political class, makes all the great leadership desires of leaders have huge hindrances.

I wanted to renovate schools, develop them, and equip them with modern equipment. There are special funds for this. Unfortunately, schools cannot access them. The only one that can do that is the local public authority, which is busy with other things and does not consider it important for students to benefit from modern buildings and facilities.

So, I thought that we should manage and preserve what we already had. But the buildings were very old and degraded. The courtyards of the school were not well organized, there were no alleys and pavements, but only ground mud and. So, what was to be done? In the school budget, which is always insufficient, there is a chapter on investments and repairs. But the money should come from the local budget, which never allocates funds for that. If the material basis cannot be developed by those who must do it, then we must focus our attention on pupils' achievements, on offering them the skills and abilities necessary to integrate into society and succeed in life. Unfortunately, there is also the question of the teacher's tendency to laziness. Most only do their scheduled classes, then hurry home. It's only seldom that you can see one more hard-working who remains after classes to correct the tests, to prepare for the next day, to make additional training with the pupils or do extracurricular activities.

Conclusions

Besides the personal and familial problems and cares, a principal has, in addition, another thousand responsibilities. Why? Because everything depends on them: the future of all children; the efficiency of teachers' work, the interest and active involvement of parents, the material basis of the school or the wages of teachers. If someone asked for my opinion, how easy it is to be a principal, I would tell them not to risk it if they do not love what they're doing. One has to like to do what they do, to want to evolve and then they will certainly succeed, no matter how hard it is.

Bibliography

Abstract

The purpose of this paper is practical, to help me broaden my repertoire of techniques, so that I can enable my students to develop their cognitive abilities in order to achieve strong cognitive functions. The discussion is directed mainly towards two teaching methods: Mediated Learning and Instrumental Enrichment. Accordingly, the main focus of the paper is on the development of these two ways to learn: direct learning experience and mediated learning. While the first one refers to the individual’s directed interaction with the enviroment, the second one is deliberated and focuses on helping the individual to understand what has happened, what is the meaning of an object and how to deal with an event. In the light of preceding arguments we can conclude that Mediated Learning and Instrumental Enrichment enable to transfer the lessons learned from experience to rules and methods to use in another situation.

Key Words: educational opportunities, instrumental enrichment, learning process, mediated learning, structural cognitive modifiability.

Learning has long ceased to be a simple educational activity restricted to school as the environment, the social status, educational opportunities that one might have, as well as parents and teachers play an important role in shaping an individual’s personality and cognitive abilities. The sole direct encounter with the world of stimuli is not enough for the individual to develop strong cognitive functions. The human has to be mediated into the learning experience (Feuerstein, R. & Feuerstein, S., 1991, p. 3-51), as advocated by Israeli clinical, developmental, cognitive psychologist, Reuven Feuerstein, otherwise, he will not be able to use this exposure to the world of objects and events in order to fully interact, understand and construct experience.

According to professor Feuerstein, the theoretician of Structural Cognitive Modiﬁability and Mediated Learning Experience, there are two ways to learn and that is through direct learning experience and mediated learning. While the former obviously refers to the individual’s direct interaction with the environment, the later is a deliberated and complex process focusing on helping the individual to understand what has happened, what the meaning of something is/what an object is and serves for and how to deal with an event.
The professor's interest in developing this new learning theory and the instruments to support it came from observing the difficulties experienced by immigrant students coping with an unfamiliar learning environment that he saw as culturally "deprived." He describes culturally “different” children as children who receive an adequate amount and type of Mediated Learning Experience in their native culture and who face the challenges of adapting to a new culture. These children are expected to have good learning potential, still, on the contrary, culturally “deprived” are those children who, for one reason or another, were deprived of MLE in their native culture or children who show a reduction in learning potential (Vygotsky, L.S., 1978). The learning process is greatly influenced by three factors (Feuerstein, R., Feuerstein, S., Falik, I. & Rand, Y., 2002), namely: the individuals’ involvement in the learning process, the process of forming insights and mental associations that may or may not lead to behavior changes, relating new information to previously learned information and it is most likely to occur when an individual can associate and organize new learning with previous knowledge. The theoretician stressed the need for the learners to become aware of their own cognitive functions that make the process of learning possible. The learner should be supported and demanded to reflect on his own abilities and learn to heighten and control them. A relevant example showing the danger of such lack of self-cognitive control and self-awareness is collective reasoning which is characteristic to many cultures. The individuals are simply incapable to understand why they have a certain point of view, thus having a certain position just because the majority around them has the same standpoint. Consequently, they are liable to manipulations and misconduct. Relative to the mediated learning process, practitioners advised in favor of approaching the learner, especially if he is a child, as “a guest from the Moon”, smart but incapable to understand anything about our world. All the symbols and their role need to be explained, demonstrated, mediated in a creative and adapted manner so as so meet the needs and the profile of the learner. In examining the approach of the learner in a problem solving situation, it is helpful for the mediator to develop a mental image of the steps learners take in successful problem solving and predict what can go wrong. The programme motivates pupils, yet it does not encourage competition. Mediators claim that Instrumental Enrichment, which can stretch over a period of 2 or 3 years according to the learners’ needs, enhances academic success and success in life altogether and reduces behaviour problems. Moreover, it can be used in classroom or for individual tuition and proves to be useful for remediating cognitive functions as well as for enhancing such capabilities.
In the light of the preceding arguments, we can conclude that Mediated Learning and Instrumental Enrichment enable the transfer of the lessons learned from one experience, be it grounded in a formal education environment or not, to rules and methods to use in another situation. Indeed, this is what learning should be about, for if a person does not generalize from experience, that person does not gain years of experience, but simply repeats one year several times.

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RULES FOR AN EFFICIENT CLASSROOM MANAGEMENT

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Abstract

Classroom management is defined like the ability of a teacher to plan and organize classroom activities so that a favorable climate for learning is ensured. A good classroom management implies setting rules, which besides their pragmatic role have also an important part in establishing attitudes and mentalities.

Key words: management, rules, transparency, positivity, relevance

Introduction

To be able to achieve an efficient classroom management KENNETH MOORE wrote the following:”Students need rules and they want rules”. They want to know what is expected from them and why.

Teachers who try to avoid establishing rules and structures will often discover that the result is chaos especially when they are, dealing with young learners. (1, p:27)

When establishing the rules that govern a normal situation in the classroom be them imposed or negotiated with the students, the teacher has to take into consideration that these need to fill the following criteria: relevance, transparency, positivity.

Content of the article

Relevance: In order to be relevant rules don’t need to be general so that they don’t fit real situations, nor specific so that every new lesson should require new rules, in conclusion extremes should be avoided. Relevance is supposed to follow a hierarchy of the rules and of compatibility between themselves, but also a flexibility within the hierarchy.

Transparency. Rules are accepted easier if negotiated, focusing on their importance.

Positivity: A positive form of the rules helps achieving the target making it efficient. A negative form of the rules is to be avoided. It’s more effective to say –“try” to walk slowly, by keeping order! rather than “stop running!”

Establishing rules means for the teachers to indentify together with the students problems that occur frequently in school.

A rule is obeyed if the pressure from the group exists to: obey it, as well as external pressure from teachers and parents. Discipline is a consequence of several factors like: clear rules as well as, well specified consequences, teachers influence of peers and influence from parents.

An effective classroom management implies setting clear rules avoiding the useless ones revising them periodically changing or modifying them when needed.
Some suggesting as far as establishing and obeying classroom rules, that the teacher should take into consideration. Rules should be:

- established together with the students
- formulated in positive terms
- simply stated
- not to be more than 6 or 7 in number
- to be listed somewhere easy to observe
- all the consequences of breaking any of the rules should be specified, in conformity with the behavior flaw and their applicability needs to be performed so as not to blame the student
- stated to parents

The teacher needs to include only the rules that are considered necessary and to focus on specific types of behavior. Along with these rules students rights and responsibilities need to be on display in clear view together with the teachers rights and responsibilities from Internal Order Regulations (ROI)

Example:

Expected behavior: Not to run in the classroom

Rule: Inside the classroom we walk slowly, keeping an order.

Consequence for students who don’t obey the rule: A separate discussion with the student or if it’s repeated, the student is reprimanded in front of the entire class.

The list of rules the teachers elaborate by negotiating with their students can cover various fields: entering the classroom, ways of addressing a person, moving during the class, using the phone etc.

Many of these rules become clear and obvious only after incidents take place. In a similar situation, the teacher needs to keep an authority in front of the students in order to strengthen the rule.

Conclusion

It is important to keep in mind the fact that it is to be avoided to establish rules which are hard to be imposed or followed, because they bring about negative implications, regarding teacher’s authority as well as regarding order and coherence.

Discipline inside the classroom is ensured not by the rules themselves, but in the way in which they are applied.

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Abstract

In my paper work I want to emphasize the importance of teaching grammar to students. The main keyword is ‘‘grammar’’ as sometimes is really difficult to be understood by the students especially when they are foreign English speakers.

In order to make students understand grammar we have to teach it in such a way so that they are able to communicate properly in their daily interactions. And to do that, the grammar instruction has to be relevant and not to focus on error correction as the students might feel ‘‘shy’’ and not willing to communicate in the language properly.

The other two important key words are ‘‘the overt grammar instruction’’, whose main focus is on the rules, explanations and instructions of different language forms, and the ‘‘relevance of grammar instruction’’ which is related to the Communicative Approach and it’s focused on the language functions.

Keywords: grammar, foreign English speakers

Introduction

Grammar is said to be one of the top issues when it comes to teaching and learning a foreign language and consequently an aspect which is difficult to be taught. We usually associate the word ‘grammar’ with a fixed set of rules whose usage is generally learnt by heart. The reason for which students must study grammar is definitely connected to making them aware of the language system, the typical constructions in a language as well as the way in which they should use the language forms. Grammar instruction is thus used in order to enable students to communicate properly. There are three implications that must be taken into consideration if we want students to reach this goal:

➢ overt instruction that links grammar points with larger communicative context is needed;
➢ only relevant aspects to the immediate communication task is needed and not every aspect of each grammar point;
➢ as far as error correction is concerned, it is not always the first responsibility of the instructor.

To conclude with, grammar is to be taught in such a way in which students are enabled to communicate properly, i.e., to use accurately a wide range of grammar structures in their daily interactions.

**Overt Grammar Instruction**

This is a technique whose main focus is on rules, explanations and instructions of different language forms that are given to the students. Acquiring grammatical competence by making the students follow the set of the target language rules is the main goal of this technique. Moreover, in order to attain accuracy, learners must follow this type of formal instruction. In this manner students are able to both understand and assimilate grammatical structures in a foreign language. Direct instruction is appreciated and beneficial to adult students by allowing them to apply critical thinking skills to learning a language. This is an advantage for the instructors as they can provide explanations that can lead students to a descriptive understanding (declarative knowledge) of each grammar point.

It is better:

➢ to teach grammar in the target language or the student’s first language or both if we want to facilitate the understanding of a grammar point.
➢ to take into consideration that the ability to sustain attention is limited (especially for lower level students), to limit the time for grammar explanations to 10 minutes.
➢ to present grammar points both in written and oral manners, if we want to meet the needs of the students with different learning styles.

Providing examples is a very important part of giving instructions. There are two basic principles around which we have to plan our examples:

➢ they have to appropriately present the language, be culturally appropriate for the setting they are used in, and also be to the point of the lesson;
➢ the examples should focus on a particular topic or theme so that students have contact with specific vocabulary and information.
Relevance of Grammar Instruction

Grammar instruction is related to the Communicative Approach, which is not focused on language as a set of rules but on language functions. The learner's ability to communicate, to produce and understand appropriate clauses for particular situations, is the centre around which these activities revolve. In this way, learning grammar means focusing on the language of which grammar is a part. It is not about learning and applying rules by heart, but it is about acquiring language structures which are particular to certain situations. According to the communication competence model, learning the language, of which grammar is a part, is the main purpose of studying grammar. Thus, instructors teach grammar forms and structures closely related to meaning and use of specific communication tasks that students have to complete.

Error correction

Learners of foreign languages produce language that is not exactly the same language used by native speakers-and this happens at all proficiency levels. The differences are either grammatical or in terms of vocabulary or mistakes related to the selection of appropriate language for different contexts. In this case, we need to be careful not to be too focused on error correction to the detriment of communication and building students' confidence. We need to let the student know when they make errors, so that they can improve those aspects, but we also need to determine students to build confidence in using the language and focus on the content of their communication rather than the grammatical form. Error correction is used to support language acquisition and we avoid using it in such a way as to undermine students' wish to communicate in the language by taking cues from content.

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DIDACTIC ACTIVITY ASSESSMENT, ESSENTIAL COMPONENT OF THE INSTRUCTIVE-EDUCATIONAL PROCESS

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Abstract

The assessment process is an integral part of the educational act, the starting point which ensures system self-adjustment, determining changes in the contents, activities and strategies used. Assessment is useful to the teacher, to the student, to the student’s family; it presupposes the existence of specific operations, of strategies which can be classified depending on certain criteria. For the assessment of school performance, both traditional methods and instruments and complementary (alternative) methods can be used.

Key-words: education, efficiency, assessment, methods and instruments, instructive-educational process.

Introduction

Both at the international and the domestic level, the issue of efficiency with respect to investment in education is raised. Investments in education must be correlated with its results and, therefore, methods are searched in order to make teaching and learning as efficient as possible. The teaching process must have a character as rational and rigorous as possible, by means of: the determination, as accurate as possible, of the objectives of education, the organization of contents according to the main characteristics of science and technique, the setting of teaching-learning strategies coordinated with the objectives targeted and the contents defined, the improvement of the result-assessment strategies and of the processes run.

The evaluative processes must cultivate and stimulate the pupils’ interest for study. At the beginning of school, the student learns because he wants to get a good grade and, often, because the parents insist on it. The assessment made by the primary school teacher gradually transforms in self-assessment, for the students. The education and correcting of the self-assessment capacity at a young school age constitutes the psychological grounds for the pupils’ success in education, for their attachment to school and to the class/peers. I am interested in finding educational processes which to develop the pupil’s trust in his own abilities, which to bring forth, based on the results obtained, the consideration and appreciation of those around him: colleagues, educators, parents.
Body of the article

Academic assessment, a useful educational instrument: To assess academic results means to establish the differences between the results expected, anticipates, planned and the real results obtained, to determine the extent to which the objectives of the teaching-development program have been achieved and the efficiency of the techniques used. Assessment is an operation without which collective and individual progress cannot be conceived; an adequate professional practice requires the teachers to make proper decisions regarding the assessment of the class and of each individual pupil. "In principle, assessment is a data collection, organization and interpretation activity regarding the direct, visible or invisible effects of the educator-pupil relationship, for the purpose of provoking them to (internal) continuous development and to increase the efficiency of the entire educational system, it is the process of obtaining information on the pupil, teacher or educational program and of capitalizing on this information in order to elaborate opinions following which a series of decisions will be made” (Albu, G. 2001). Assessment is for the teacher a barometer he always checks, in order to adjust his activity. Used at the beginning of the activity with a class, throughout the instructive-educational process (in order to know the progress registered), at the end of the year (to evaluate the results and establish future strategies), assessment reveals to the teacher the academic progress of each class and of each individual pupil, as well as the quality of his training, compared to his own expectations and to the requirements of the school curriculum. For the pupil, assessment is the means by which he realizes the manner in which he is perceived by the teacher and the manner in which the teacher evaluates his activity. Hence, a systematic, objective assessment stimulates the pupils, increases their self-confidence, has a beneficial influence on their psychological development, supports the process of willed development, increases affective tonus, develops motivation for action. For the family, assessment is the manner in which they find out what is the child’s attitude towards learning, towards his colleagues, towards himself, what are his perspectives for continuing academic training.

The main operations of assessment: Measurement is an operation of quantifying academic results, it pertains to the educator’s impersonal dimension, his action being similar to that of the assessment machine. Academic evaluation (the actual assessment) consists in issuing a value judgment on the result of the measurement, thus granting significance to a result based on a criterion or a scale of values. The decision represents the conclusions derived from the interpretation of the result assessment data, especially from diagnosing the activity which produced the results established, as well as the measures envisaged in order to eliminate the shortcomings, in order to improve activity in the following stage. The purpose of the assessment is not to occur on certain dates, but to improve the educational process. It does not consist only in establishing a judgment of value on academic efficiency, but also to establish precise actions in order to adapt the educational strategies to the particularities of the academic situation, to those of the pupils, to the existing economic and institutional conditions.
Assessment strategies: Depending on the quantity of information or the experience assimilated by the pupil, there is a **partial assessment**, within which are verified the sequential cognitive and behavioural elements (by means of current questioning, current practical tests, quizzes) and **global assessment**, within which the quantity of knowledge and competences is large (by means of exams, competitions). From temporal perspective, we can identify the **initial assessment** – at the beginning of the educational process, by means of docimological tests, competitions, **continuous assessment** – during the teaching sequence, by means of questioning, midterms, quizzes, and **final assessment** – at the end of a training period, by means of exams. There is also another classification, with respect to which I.T. Radu performs a comparative analysis, emphasizing both the advantages and the disadvantages: the **cumulative or summative assessment** (by means of partial verifications, random verifications of the pupils/subject taught, with opinions on the results – targets result assessment; the results are evaluated, by comparison to the general goals of the subject; it has a reduced effect on improving the process; it exercises the function of establishing results, classifying pupils; it generates stress, attitudes of restlessness among the pupils) and the **continuous or formative assessment** (by means of systematic verifications, throughout the program, per smaller units, the verification of all pupils and of the entire material, having as goal the amelioration of the process; it shortens the interval between the result assessment and the improvement of the activity; one starts from concrete operational objectives, determines teacher-pupils cooperation relations, cultivates the pupils’ capacity of assessment and self-assessment). For an efficient assessment, both assessment strategies must be used, in combination.

Assessment methods: The assessment methods and instruments are classified in: **traditional methods** – oral tests, written tests, practical tests and **complementary (alternative) methods** - report, investigation, project, portfolio, systematic observation of the activity and behavior of pupils, self-assessment. The complementary nature of these methods is given by the fact that they complete the traditional instruments, and their alternative nature presupposes their use by functional combination with the traditional ones. The complementary assessment methods are suppler, compared to the traditional ones, they allow the teacher to gather more information on the running of his activity, they have a deep formative and creative character, but, without being standardized, the manner of design and application depends from one teacher to another (high degree of subjectivism).

Conclusions

In modern didactics, assessment is performed in order to determine the road traveled by the pupil, his position in relation to the teaching objectives, the student’s falling behind presupposing the use of re-learning working instruments, tools for bringing each pupil back to a level which allows the continuation of education within the group. In fact, this means the adjustment of the educational process.

The formation of the youngster with an adequate intellectual and affective-willing equipment can only be achieved by using active methods, which lead to learning through own
effort, independent or guided, to the formation of attitude of personal and active thinking, of thinking each thing through its essence, of thinking with multiple meanings.

Bibliography

INTERCULTURALITY AND INTERDISCIPLINARITY IN THE ROMANIAN EDUCATION – BARRIERS -

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Motto: "Tolerance gives it to any other human being every right you claim for yourself." (Robert Green Ingersoll)

Abstract

Intercultural education implies the transmission of content beyond the boundaries of a particular discipline, which is why strengthening its interdisciplinary approach is necessary and fundamental. Also, it can not be conceived only for schools, but also about family, social groups, institutions and communities and as well as their means of Mass Communication.

In addition, it is necessary to change the role of the teacher which shall exceed the classic reacher function of information and instructor in implementing programs, giving more attention to the spirit of initiative and creativity of the individual, beyond barriers and prejudices, focusing the whole action on the pupil and for his benefit.

The interdisciplinarity, a modern method of teaching-learning-evaluation, although it is an extremely popular practice in many countries in the world, in Romanian public schools is a rare, isolated phenomenon.

Keywords: interculturality, interdisciplinarity, education, school, family.

Introduction

"A culture is great not only in itself, in its own autoreproductive or self-contemplative mechanisms, but also in the" metabolism "of its growth and transformation, in the way it allows openings to reverberations from the outside. This is a specific dynamic between closure and opening, a pulsating relationship that generates cultural growth. This ratio between general and particular, between continuous and discontinuous, between assumption and denial needs to be updated in a specific way also at the school level. Experimentation difference must start from school and continue throughout life "(Cucoș C., Educația-dimensiuni culturale și interculturale, Editura Polirom, Iași, 2000).

Intercultural education is the connecting bridge between school and community, a bridge that can be created through respectively, tolerance, emphasis and acceptance of minority cultures and multiethnic schools.

It requires continuous efforts to sustain the harmonious combination of the culturals differences in education institutions, groups of students, and amending methods and teaching strategies in order to overcome possible barriers encountered in intercultural dialog.

These intercultural competences must be integrated into the daily operations of the school and community data, so that the children of different ethnic groups and their families are able
to find its place in the whole school, to be able to integrate into the collective to be accepted beyond differences, be swept any barriers, any discriminatory attitudes and misconceptions and benefit with other children the same opportunities for development.

**What needs to be done**

In order to achieve this, several imperatives are required:

- The improvement of the learning environment so as to stimulate the proper development of all pupils and involvement in their life regardless of their cultural environment.
- The use, if is necessary, the appropriate curricular adaptations for an intercultural communication and knowledge.
- The improving and adapting the methods used in teaching, learning and assessment so that teachers can recognize correctly and to capitalise in daily activities, cultural diversity, through an evaluation rational beyond ethnic and cultural differences, to mediate, to manage and to reap the benefits of in the teaching of the intercultural knowledge.
- The involvement in school of activities for each child without any discrimination.
- The training of teachers in order to acquire skills and the necessary strategies for establishing partnerships with parents and community.
- The ensure a balance between the different major aims of education, such as: cultural, professional, social integration, professional development goals.
- Ensuring an environment conducive to communication and cooperation, including between differentiated groups.
- Ensure of equal educational opportunities for all children, regardless of ethnicity, religion, membership.
- Reflection, in all types of curricula, of the various specific realities to the multicultural societies.
- Presentation from as many points of view of the information, in order to stimulate awareness of diversity and of the unit through diversity.

"From a social point of view, intercultural education encourages contacts, communication, exchanges that result in a reduction in" social distance ". The formation and development of the spirit of tolerance is a major desideratum of intercultural education. The role of the teacher is to value pupils' cultures of origin, sensitizing them to cultural diversity, overcoming prejudices and stereotypes and practicing non-discriminatory behavior "(L. Plugaru, M. Pavalache, "Intercultural Education", 107, Psihomedia 2007).

The education of children should be made in the sense of fully participating in the defense of democratic values by acquiring the necessary knowledge, skills, attitudes and abilities.

That means respect for the rights and identities of others, opening capacity, analytical skills, interpersonal skills. Our children must learn to live and interact positively in a complex society, with a multitude of challenges, accepting diversity and promoting intercultural awareness.

In recent years, thousands of refugees and migrants crossing towards protected regions of the world in their desperate attempt to avoid conflicts, fleeing poverty in search of a better life. In the migration, they are hindered in practice by the various barriers, discovering that they are not totally accepted in communities where they want to establish themselves and to develop, to build their families, and to integrate socially and professionally.

**Barriers to implementation**
This is due to barriers still existing, favored by the lack of intercultural education of human societies. Some of these barriers are:

1.) Stereotypes and prejudices because of these, still, we look with uncertainty and radicalitate life styles and behaviors different from ours

Difficult to accept certain characteristic and that we distinguish us from other peoples, such as language, religion, history of ancestors and port, which leads to the creation of a "solidarity of group" (A. Giddens, 2000, 233), which is often the basis of many social conflicts.

Generally, people have positive prejudices about groups of which they themselves are part and negative about others, which they do not understand and implicitly do not accept.

Therefore, the members of the minority groups tend to consider themselves different from the others, most often have been isolated socially.

Racism, is the prejudice based on physical distinctions significant, from the social point of view. A person racial is the one that thinks, some individuals are superior or inferior to others, as a result of their differences racial" (A. Giddens, 2000, 234).

"No exist breed only if there is a race consciousness anchored in a membership in the Community, which may lead to the actions of the type segregation, based not on the characteristics of heritable genetic damage, but Habitus" . (M. Weber, 2007, 82)

2.) Different perspectives of the concepts of culture and civilization.

When we talk about a civilization, whatever that is, we will talk about human behavior and styles of communication, religion, language, cultural evolution, etc. There is no one who knows everything about a specific culture or civilization but that, the knowledge of the characteristics of a civilization, would make it easier with more connections between people, avoiding can, in many cases, disputes.

Religion is a very important aspect that can be different from one state to another.

Everyone has the right to make the choice that he considers fit for him, just as each has the obligation to respect the choice of the other.

As regards the language, the most important international language is English but, any language known constitutes an advantage for the person able to make use of it, opening its access to new cultures.

There is a vicious circle of human behavior, a behavior that always highlights the titles of individuals, and the reactions of other individuals are influenced by their behaviors. A behavior that is normal in a society may be abnormal in another

That is why it is necessary to know not only our own culture but also that of other peoples, in order to live together in the best conditions, in peace and quiet, to eliminate misunderstandings and prejudices, to give our children the opportunity to be open to any challenges, without barriers of an ethnic, social, cultural nature.

"Encouraging intercultural attitudes opens the way for dialogue and communication between cultural groups, with beneficial consequences for understanding between them. By cultivating values such as respect for the other, tolerance towards diversity, complementarity between values, school is able to harness the potential wealth of multiculturalism without undoing the identity of any culture" L. Plugaru, M. Pavalache, "Intercultural Education", 16).

In accordance with Constantin Cucos, interdisciplinarity is a "way of organizing of learning content with implications for the whole curriculum design strategy that provides a unitary picture of the phenomena and processes studied in the various educational disciplines and facilitates the contextualization and application of school knowledge in different living situations".

The study about the interdisciplinarity is the same subject through the intertwining of several disciplines and plays a particularly important role in the formation and development of
certain key competencies to the children by encouraging their freedom of thought and flexibility in solving it, capacity to make correlations and judging phenomena in a broader context, understanding the logic of information and interpretation of subjects and issues from different points of view through different means.

There are a number of barriers to the interdisciplinary approach in Romanian education and I would recall here some of them:

- National curriculum is not oriented towards interdisciplinarity that meaning that each discipline is studied separately, both in the school program and manuals, browse curricula being the primary objective for the majority of the teachers (it's true, imposed by the law and methodology), and the national assessments measured only the knowledge of certain subjects and not the multilateral development of children.

- Teachers are not prepared for such an approach and, most often, there is interdisciplinary teaching motivated. In addition, if all teachers have the liberty to organize classroom activities how they want as long as the reach the objectives set out in the schedule some of them do not do it, having the knowledge or skills necessary to exceed the limits of the manual, others, most of the old, they remain anchored in a routine that they repeat year after year, from one class to another and, more than that, there are also teachers who are not motivated because of the little material satisfaction that their profession offers them.

- The school environment existing at this moment in the Romanian educational institutions is not oriented towards interdisciplinarity. Classes have a large number of students access to the latest technology generation is limited, the parents, not understanding the involves of interdisciplinarity, put pressure on teachers to obtain performance at olympics or exams they national, focusing only on distinct disciplines and, thus, the teachers end up being limited to classical teaching methods.

Conclusions:

In order to truly speak of interdisciplinary and interculturality in the Romanian school it is necessary to reform the curriculum, to provide support for teachers through training courses, materials and information, to modernize and adequately equip the classrooms as well as changing the way to think of teachers in the teaching-learning-evaluation process, changing mentality of loyal teachers to the monodisciplinary approach, more parents interested in notes than the skills and passions their children have, but also the community and society as a whole, to adapt their expectations from school to the reality of the world in which we all live.

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E-LEARNING IS THE BEST REASON TO GET BACK TO SCHOOL!

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E-learning is the concept that is present in all educational environments. E-learning is an active, dynamic learning pathway which involves the interaction between active and reflexive learning. The secret of learning is the correlation between the objectives of education, the learning activity and the feedback received, but in the case of e-learning, there is a need for a certain infrastructure with low costs at high benefits.

Students are deeply involved in digital technology, and this can be the best opportunity for learning. It has been found that there are positive implications for self-esteem in relation to increased interest and school performance. There has been a decrease in absenteeism among pupils since the introduction of the educational platform.

Keywords: e-learning, educational platform, internet

A lot of things have been written about e-learning, but we have to recognize the enormous benefits of it on education. The cyber revolution is coming to us with new and new discoveries designed to support every human effort and even tends to exceed expectations.

While the term "e-learning" has been debated quite a bit in recent years, however, some people do not know what it means and how it can help them achieve success in their professional and personal lives. This method, which is also a means of learning, makes the accumulation of knowledge much easier and actual. The interesting fact is that this method is extremely flexible, interactive. Essentially, e-learning is computer-based education as a tool or system that allows you to learn anywhere, anytime (“Introduction to the E-learning 101 e-book topics,” n.d.)

At first glance, eLearning would seem different from traditional learning methods, but there are similarities such as curriculum content, teamwork, students' ideas presentations. However, e-learning has many advantages, which we do not find in the traditional one: efficient communication between pupil and teacher punctually, increased time for study, great openness to debates, much easier access to information, increasing students' motivation and responsibility, lower costs of the supplies (Pastore, 2002), (Peled and Rashty, 1999).

This concept of "distance learning" is not new, it appeared in the nineteenth century when education by correspondence emerged (Tait, 2003). Later, in 1920, American Sidney Pressey produced the first test machine, but it was not successful, it was called "The Automated Teacher" (Petrina, 2004). On-line training was devised for the academic community at the same time as the evolution of cybernetics at Illinois University in 1970. In the 1990s, many schools were providing courses only on the internet, due to time saving and financial advantages. Together with the expansion of the Internet network, eLearning started to boom, so since 2000, major companies have specialized their employees through this method.

The essence of learning is based on the aims of education, knowledge accumulation, but also on their evaluation, but the digital method requires a minimum endowment, relatively
accessible (Berge, 2002). Using this means, students can learn at their own pace, in a particular place, having a lot of resources and learning materials. They can read, speak, listen, write and think deeply using the means at their fingertips. By applying reflexive learning to e-learning, we appeal to cognitive capacities that are only beginning to be discovered (Harpe and Radloff, 1999). The student will assume responsibility for his / her own progress and will be less dependent on the teacher.

E-learning is a learning process that involves energy but also introspection. This way of learning gives more time to reflection, knowledge decantation and, of course, intrapersonal assimilation. Students approach practical issues by searching from multiple sources of information compared to traditional education that forces them to "swallow" intentionally directed theoretical foundations without being aware of the destination.

Educational platforms are all around the world, more and more diversified: Twitter, LearningON, Moodle, Iteach, eTwinning, Frog, Blackboard, Wikispaces, Atutor, Claroline, etc. There have also been a number of educational platforms in Romania such as EduApps, which comes with virtual stories, mathematical applications, 3D models ("Educational Resources and Programs for the School of the Future"), AeL that was introduced in almost all schools in Romania, Examenultau.ro, which offers advice to graduating students, etc.

In the "Bucovina" Forestry School, the Adservio educational management platform, created in 2008, was implemented in 2017. It facilitates the learning process and increases the quality of school results (Blogatu, 2017). It provides an online register accessible to teachers, students and parents, and also a library. Teachers can post work sheets, documentation sheets, homework, projects for students who can respond to requests in the same way. It is a "friendly" solution to the environment in terms of material resources, but, above all, time savings are achieved. Teachers can communicate on various topics or post their activities. The most interesting thing is that information about pupils and teachers with great results is posted on the first page.

This ingenious communication solution was implemented for 845 students and 70 teachers. There has been a decline in absenteeism by 7%, which is reflected in more effective communication with parents and accountability to the students. Absenteeism is a serious problem in all schools and can have negative effects on adolescents, even on their health (Kearney, 2008). Practice has shown that the family has an overwhelming role in reducing absenteeism, in the conditions of good communication, a positive feedback was observed (Sheldon and Epstein, 2004). The understanding of excessive absenteeism is important for improving the negative school results, but also for increasing the graduation to baccalaureate examinations. A study among 85 pupils on self-esteem, the number of absences and the school situation revealed the significant positive correlation between them for 80% of students.

The theoretical and practical learning activity has been improved by digitally distributing documentation and work sheets. Part of the practical work could be carried out through the educational platform by carrying out a wood assessment project. The biggest gain we have in the paper economy is 70 lei / class, without counting the printers, copiers and consumables.

We could say it would be the ideal solution for education, but this method may also have shortcomings. Among the reproaches that can be made of this type of learning is the fact that young people can isolate themselves, not socialize directly, no longer interact. There is a risk of compromising interpersonal relationships, which is why we must insist on teamwork.
When there is a chance for them to meet, they can change ideas, synthesize and evaluate what they have accumulated.

In conclusion, e-learning is an opportunity if we balance its advantages and disadvantages. It increases access to good quality education, reduces costs and becomes easy for almost anyone, almost anywhere. Adolescents are so accustomed to digital techniques that we can "bring them back" to school with the means that are available to them.

Bibliography


CO-TEACHING IN PRIMARY SCHOOL EDUCATION

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Abstract

Co-teaching is an important aspect of inclusive education that aims to increase the effectiveness of student-centered teaching. This paper aims at presenting the main means of achieving co-teaching in mainstream schools at the level of primary education, the advantages and disadvantages of using them. Each method will be illustrated with examples of good practice and useful tips for those who approach teaching in this creative and challenging manner.

Key words: co-teaching, team-teaching, alternative teaching, inclusive education, individualization

Introduction

Co-teaching used in primary school education is an important orientation of education, meant to address as effectively as possible to every student in the educational act. This strategy implies a creative and challenging orientation for every teacher.

• The paper will contain a brief description of the main methods, concrete examples of work, specifying the advantages and disadvantages of the use of each method of co-teaching presented;

• The subject is very important for the pre-university education environment. Presenting this theme, I will be able to provide examples of good practices, tips that will be able to create ideas for other teachers concerned to meet the needs of students, being an element of personal development as well;

• The theme is based on the present needs of centering the activities on the pupil, including pupils with disabilities, learning deficiencies, in the didactic activity and valorisation of their maximum potential, differentiation and individualization of the training.

What does co-teaching mean?

Co-teaching is an existing work strategy of inclusive education used in mass education as well as in special education as a response to the urgent need to meet students' needs, addressing them according to their psychological profile, at their cognitive development, in a flexible and deliberate manner. This implies that two or more teachers with equivalent levels of training and with different areas of expertise should at the same time conduct a certain didactic activity using the same physical space. They will work on a heterogeneous group of pupils that can include people with special needs, pupils with different learning difficulties.
Directions to achieve co-teaching

Co-teaching activities can be: unique demonstrative activities on the occasion of a pedagogical circle or a methodical committee, activities planned and carried out periodically, interventions or remedial activities.

The purpose of this collaborative teaching approach is that the two teachers, having different but complementary knowledge and skills, will use their strengths in a team and undertake teaching-learning situations that they can not do separately by organizing new activities in order for the pupils to gain knowledge. The strategy presupposes very good knowledge of the students, the design and the realization of the training according to each individuality participating in the didactic act.

Co-teaching is not easy to accomplish. It involves: a strong partnership between team members, a trust-based atmosphere, effective communication, negotiation and setting up rules, routines, resources, decisions, roles. Teachers' attitude should be proactive and reflective. "The efficiency of this strategy depends on how the collaboration was prepared" (Gherguţ, A., Neamţu, C., 2000)

Types of co-teaching

In specialized literature can be found six main ways of achieving team teaching: teaching-observation, teaching-assisting (supporting), teaching-teaching (parallel teaching), teaching in groups, team teaching, teaching alternative (Friend, Bursuck, 2009).

Teaching-observation implies that the second teacher should observe the instructive educational activity performed by the other. It will record the behaviors pursued by certain pupils (how they learn, how they behave or relate during their activity, the correctness of the tasks), giving references for the corrective activity, as well as aspects related to the observed didactic framework in order to improve their teaching.

Teaching-assisting requires the assistant to assist individual students with learning difficulties. The advantages of this way would be that students should receive immediate help, save time with material distribution; students remain focused on the task. Disadvantages would be: the responsibility of the teacher who designs and carries out the training, the other teacher has a secondary role and its skills are not used, it can create dependence or can be a disturbing factor.

Teaching-teaching implies the division of the team into two and the simultaneous development of activities on different levels of complexity. The advantages would be: common design, small group activity, comfort of the activity developed separately, the degree of participation and differentiation of the pupils will increase. Disadvantages would be: the existence of a level of noise to be kept under control, a common space used, a different working pace for the groups made.

Teaching in groups is a small group activity on two or more activities / learning groups. Both teachers run the activity at a fixed center and the students rotate. Students from the other group can work individually. The advantages would be: capitalizing on strengths of
teachers, approaching group-based content independently of each other, proximity to adult activity, a short time for a larger amount of information. Among the disadvantages could be: higher noise level, synchronization of activities, a group to work independently, requiring design, rigorous organization.

**Teaching team-teaching** presupposes that the persons involved in the educational act perform a collaborative teaching activity. The advantages would be: joint design and the active role of both teachers in organizing and managing the class, constructive collaboration, encouraging pupils’ communication. The disadvantage would be the need for a longer time for more rigorous design of each moment, of each action.

**Alternative teaching** gives the benefit of maximum individualisation of training and prompt intervention through remedial activities of those who are lacking or with learning difficulties. The disadvantage would be the need to manage the intervention groups to avoid labeling and segregation, the existence of a disruptive factor - the noise, the different perception of the roles of the teachers.

**Conclusions**

Co-teaching aims to improve the educational outcomes of pupils through appropriate, selected, well-designed and coordinated strategies. Teachers should adhere to these challenging manners because these approaches involve a beneficial collaboration for the student to be treated differentiated, individualized. The team engages in complementary teaching approaches that require more time, coordination, knowledge, and confidence in the skills of the other, but which come to support the student's interest in classroom work, eliminating routine, using the positive volumes of volunteering.

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Group interactive methods are modern ways to stimulate learning and personal development from early ages; they are teaching tools that favour interchange of ideas, of experiences, and of knowledge. The use of interactive teaching - learning methods in the didactic activity contributes to improving the quality of the educational – instructive process, having an active - participative character and a real active - formative value on the student’s personality.

Programmed training, curiosity, modern education, the didactic games, creativity,

Introduction

Motto: "People acquire knowledge in proportion to their curiosity" - Henry Beyle Stendhal

Educational methods are systematic working methods that teachers can use in the training activity and students in the learning one, being able to lead to the achievement of the proposed pedagogical objectives.

In the Mathematics and Natural Sciences curricular area, by using and by applying the educational methods based on action such as: Effective Action Methods / Simulated Action Methods / Programmed Training Methods, the teacher consolidates, specifies and even verifies the students' knowledge, he enriches their sphere of knowledge, he exploits and employs their creative capabilities.

For Physics and Chemistry disciplines, action-based training methods ensure the student's active participation in lessons, enhancing the interest in knowing about the content.

Chemistry is an exact, experimental science that applies algorithmic processes, but at the same time it provides sufficient space for the manifestation of creativity. As a result, the teacher has to provoke the student, to orient him so that he can participate with interest and pleasure in classes. Through creative learning in Chemistry, students are led to achieve success in learning based on their biological and psychological potential, on the one hand, and overcoming school failure, on the other. It is desirable for students to form an active attitude, motivated by curiosity, interest and exploratory spirit.

1. The formative and psychological aspects of the didactic game.
Stimulating the creative potential of students is one of the main priorities of education in the world. Formative interactive game-based learning: develops curiosity; develops interest in solving the task; develops students' operational capabilities to find a solution that is as logical and as accurate as possible; stimulates the students' desire to participate as actively as possible and to solve the problem quickly and correctly.

The psychological valences of the didactic game have the following effect: it is improving the student-student relationship, student-teacher, because the game is a collective activity; it creates conditions for the formation of positive cognitive motivation in the study of Chemistry; it is changing the emotional atmosphere; it eliminates fatigue;

2. Methods of stimulating creativity

Modernizing the process of studying Chemistry in school presupposes ... equipping the students with an "anchor" system of knowledge and skills, to ensure the development of superior thinking capabilities and to which experimental, practical activity is joined as much as possible. To direct the activity of the students to the discovery by their own forces of the scientific truths presupposes the recourse to heuristics (in Greek "heuristikein" means to discover, to find or to identify), respectively to heuristic methodological systems. (Naumescu, Pasca, 2010)

The students' intellectual profiles are rendered by linguistic, logical-mathematical, spatial-visual, musical, kinaesthetic, naturalistic, intrapersonal and interpersonal capacities. An important role is the implementation of the theory of multiple intelligences, presented for the first time by Professor Howard Gardner of Harvard University. Creating favourable conditions for creative expression and capitalizing on multiple intelligences has generated a diverse palette of logic-mathematical methods, psychosocial methods.

The methods that exploit these types of intelligence in the Chemistry lessons distinguish the didactic game, the method of the castle, the method of thinking hats, the tree of the compounds, the cube method, the Venn diagram, the method of the conceptual maps, the role play in the form of the scientific dialogue or interview.

3. The didactic games

The algorithm for structuring the didactic game includes: the game design, the game rules, the actions, the cognitive content of the didactic problem, the means, the result; I have chosen some creativity games that. I had applied in class and the results were beyond expectations. It turned out that the children's creativity is practically inexhaustible.

An Unfinished Painting – is an exercise that focuses on the imagination, the creativity, and the intelligence and the ability to draw. There is an unfinished work (only a few lines are
drawn) and students are asked to continue. The Chemical Clock - is well used in the theme "Composition of Chemical Formulas".

The Serpent - the serpent swallowed a lot of words arranged to make a statement: of jewelleries; which; gold; uses; and; contain; silver; manufacturing; alloy; platinum; a; gold; It is; and; is; white; for. Possible arrangements: 1. White gold is an alloy that contains gold, silver and platinum and it is used for the manufacture of jewelleries.

The Magical Palette - is well-used for the topic "Chemical Elements" and "Chemicals"

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THE IMPORTANCE OF THE INITIAL EVALUATION METHODS AND TECHNICS

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Abstract

The initial evaluation aims at determining the level at which the training takes place at a particular stage, year of education, cycle, curriculum etc.

Also the results of the initial assessments are starting points in the process and become a level of comparison of the evaluations in the subsequent activities.

Key words: evaluation, functions, methods

Evolution represents the complex didactic action during learning process, which has in view the estimation of the stored knowledge, the value, the performances and efficiency of them at one time, giving solutions for the improvement of the didactic action.

The initial evaluation is made at the beginning of an instruction programme; it identifies the level of the pupils achievements in terms of knowledge, abilities, with the object of ensuring of the objectives suggested for the next stage.

The type of evaluation carries into practice two functional, is based the knowledge of the measure in which the pupils/students have fixed the knowledge and abilities necessary for facing up a new programme. It is important what they know, what abilities of independent work they have. On the basis of a diagnosis the teacher knows the students leaning potential, the gaps which must be remedied. The are situations in which the initial evaluation can show the necessity of a recovering period.

Prognostical function, beginning from the objectives of the next programme, it can be anticipated the measure in which the subjects are able to face up a future programme.

This type of evaluation is made using oral examination and tests.

This initial evaluation realizes a diagnosis of the students preparing and puts into practice a predictive function. The initial evaluation explains the situations through which the students will assimilate the new information.

Although the initial evaluation offers to the teacher the possibility of having a presentation of the real situation as exactly as it is possible (the students potential of learning, the gaps which must completed and corrected). On the basis of information of the initial evaluation the teacher makes plans about the next pedagogical act and some recovering programmes. For initial evaluation being efficiently, it must be elaborated criteria and methods of checking, measure and appreciation of a student’s preparing level, beginning from the established objectives.

In conception of the evaluation tests are established the following states:
- Establishing of the behavior examples, depending on the objectives;
- Exact wording of the items;
- Establishing of the necessary time for every item;
- Fastening of the points for every item;
- Establishing of an appreciation scale;
- Centralization of the resuts in the graphic;

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Methods and techniques of evaluation used at Communication in Romania:

1. Interview (the technique of discussion)
   - Checking made on a visual support;
   - Oral checking with giving a time for prepare;
   - Writing of a content, of a quantity of information, events, facts, situations, presented orally

2. Written tests – working papers
   
   Complementary: systematic examination of the student’s vocabulary;
   Evaluation schale / selfeevaluation;
   Individual evaluation paper;
   Portofolio

3. Interactive
   - pyramid
   - riddles
   - Cluster
   - Story examination
   - Tournament of the questions

Example – Test for initial evaluation
Read the text, then solve the requirements:

An autumn cold wind is swinging the leaves of the trees.
The sparrow sat shriveling on a cherry branch. She felt that it was colder then yesterday, but she didn’t understand why. She called her friend Swallow, but nobody answered.
Sad, the sparrow is flying looking for the swallow. At the edge of a lake she met a little frog and asked her:
Dear frog, do you know where is my friend?
A) Circle the right/ correct answer:
The happening is spent in: a) summer; b) winter; c) autumn.

B) Complete:
The characters of the text are:

C) Write the answer of the question:
   Where did the swallow go?

   1. Write from the text there words which contain groups of different letters, learned in the 1st class.
   2. Separate the word in syllables and write the number of syllables for every word.
   3. Find words with opposite meaning for words: tall, sadness, to go.
   4. Find words with the same meaning for words: schoolboy, tree, branches.
   5. Write correctly the words for making a sentence:

   The cold wind is swinging slowly the leaves of the trees.

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IN THE KINDERGARTEN INCLUSIVE EDUCATION

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Abstract:
Every child is different and has its own particular and needs, whether or not it is a child with disabilities. All children have the right to education according to their needs. Inclusive education has the fundamental principle of an education for all, together with all of them, which constitute a goal and a reality to win followers and shall be geared in experiences and best practices of integration/inclusion.

Key words: disabilities, inclusion, inclusive education, special needs, kindergarten

Introduction
The type inclusive education is a quality education, affordable and which fulfils the intended to address to all the children, without discrimination. All over the world, more and more children from disadvantaged environments follows kindergartens, primary or secondary schools. In most countries is required by law that all children must benefit from education.

About
Romanian group for Inclusive Education has the overall objective of Romania's connection to the international efforts to achieve inclusive education, supporting and developing the romanian model and promotion at national and European level.

The heavy principles on which they promote are simple, clear and complete commonality:
- each child is unique and valuable in the framework of the education system;
- each child can learn;
- educational political are those which should encourage soon the idea of school for child, than that of a child for school;
- encourage the development and support of supporting services in the school, to provide development opportunities for all students, but also to form and support the teachers;
- claim educational partnership between teachers, parents, students, together with all the professionals who value added tax act of education; inclusive education means support and education for all, care and attention for each.

What are the affects of inclusive education?
In this aspect, the educational integration affects the rehabilitation and training of persons with special needs, in difficulty psychometric, intellect, language, psychobehavioral, sensory evaluation by a series of legal nature, political, social, pedagogical. In the contemporary pedagogy an intense concern is to find the best ways and means of educational intervention, since the young ages, as well as on a wider categories of the infant population. Thus, the consciousness of children from an early age, must be formed and developed, reprimanding them as the receipt of „different” children along with everyone else, this must be made not for their sakes, in the first place, and not out of pity for them, but for each individual to participate in joint actions for the development of the future, in order to contribute in the development of the community in which he lives.

The argument of this report is just the idea that the inclusion can and is more than just a demagogic speech, declaratory nature; it can be put into practice through concrete techniques.
of teaching and personalized curricular adaptation, through the formation and development of the awareness of all the children for diversitarian acceptance of any type. The kindergarten is aimed at creating a coherent program and coordinated by the inclusion of preschoolers children with different disabilities, other ethnic groups, social origin, etc. and prepare the other children with a view to acceptance thereof, without any differences in the manifestation behavioral or verbal. Also, it is necessary to add implementation of coherent strategies for the development of awareness and of the behaviors of children in a spirit of tolerance and non-discrimination, the acceptance of the equal opportunities for all children.

The integration/inclusion may be supported by the existence of a legislative framework flexible and realistic, the interest and the availability of the teachers from mass school and of the special school, the approval and support of the parents of integrate children, the involvement of the entire civil societies, but also on the level of the relations which are formed and develop at the level of the class integrators which are based on tolerance and respect for the child with problems. The kindergarten which receives in the organization the disadvantaged childrens shall determine „directly and indirectly" the attitude toward them is composed of: educators, parents, children and externally, company with numerous media institutions and various factors. An essential condition for the success of the joint action of the three factors active in the kindergarten is the existence of constructive relations of understanding, which is carried out through the open attitude, through the availability, through a specific positivity, which is consolidated with willpower and conviction.

The teacher must be familiar with the deficiencies of children who will be received in the group in the purpose of understanding and in order to shape the activities, according to the needs of children.

When it comes to receiving a child with special educational needs, the attitude towards him/her must keep a normal appearance, the child being treated like the other children in the group. It is very important to increase awareness of children and their preparation to receive in their rows a colleague with disabilities. Sensitization is done by incentives: the development and implementation of games which allow the stimulation of shortcomings (motor function, visual, aural), which causes the children to better understand the situation of those who have disabilities, through the stories, literary texts, through open discussion, visiting visually impaired persons.

What is the role of the kindergarten?

The kindergarten has the role to support the families and have confidence in their own resources to cope with weights which they encounter. The education of the parents and counseling have an important role to play in the integration of children with mental disorders of emotional nature, or of any other nature in the kindergarten. The results of their work for the promotion of inclusion, both direct and indirect, the educational partners, parents, appear after long intervals and are the effect of a exercise diligently, supported. Educational center of attention on the vulnerable groups is an indication of the level of civilization reached a certain company and this necessitates the search for a new formula of human solidarity, which has a special significance in our society.

The kindergarten is inclusive through a flexible curriculum and openly allowing successive adaptations. No child follows the curriculum, but it is an instrument designed to support the development of him, it shall be adapted to the needs and special features. There are also certain risk situations in which the teacher must know the child's feelings and behavior, in order to support him. The risks may arise from the sociocultural environment of which it is part of a family relationship, which causes it to the day-to-day existence, as well as the development
of formal educational models which may exercise stress on the child which does not correspond to the normality we are used to.

A planning must not start from the content but from the personalities of the children from individual characteristics and features. On the other hand, the kindergarten, as an institution, may not meet the requirements of a single multiple effective program of education. There is a need for a partnership between the kindergarten- family- community, a common construction for the benefit of the child, without prejudices, based on mutual respect, acceptance, tolerance, regardless of the economic situation of social, educational or of their parents. The teacher, in turn, must respond to the diversity and uniqueness of every child, to aim the positive attitude, language and teaching methods. Preschool child is in a process of training in which every gesture, every word, every glance at the adults who around him may influence the image itself.

The teacher's attitude to the child's actions, appeals, positive or negative appreciation is very important to give the child confidence in his own.

In order to assess the child, the teacher must take into account the competence and educational capacities of each child and identify:
• how is each;
• what each knows;
• what each makes;
• how shall cooperate with the others.

For the approach of quality education in the kindergarten the inclusive teacher, must comply with the following steps:
- to draw up a development plan for the kindergarten in which to specify concrete the partnership with the family and community;
- the entire staff of the kindergarten to be prepared to receive all children, without discrimination;
- to ensure a climate welcoming and opened by organizing the educational environment as efficiently and paced;
- have discussions, in advance, with the children to accept some others, to collaborate and to work together;
- to ensure a flexible curriculum and the parents to have access on it;
- assess each child by direct and indirect observation in order to ensure adequate's participation in the activities of the curriculum;
- to ensure access for all children from kindergarten program, but also in the amendments and adjustments thereto;
- with a view to ensuring participation of all the families into the decisions and actions in favor of all children;
- to evaluate permanently and periodically the progress made by all children, not only from the point of view of intellectual procurement, but also from social relations, cooperation and collaboration, self-image development and self-confidence;
- to develop individualized plans that are tailored for children who need support in some parts of the development and at certain moments;
- to adjust continuously the curriculum in order to adapt it to the educational needs of children;
- to achieve a permanent exchange of ideas, experiences and solutions with other underclassman from kindergarten or other institutions, as well as their families with children.

Conclusion
When we say inclusive kindergarten, we must not go with the thought of children with special educational needs and disabilities, but every child in part, because each has its own pace of development and at a given moment may need some special requirements as regards education.

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HOW TO DEVELOP LANGUAGE SKILLS AND INTERCULTURAL COMPETENCE DURING ENGLISH CLASSES

Prof. Laura-Maria Gheorghiță-Schipor, Școala Gimnazială Nr. 3 Rovinari

Abstract
Language skills and intercultural awareness are essential. We need to develop our skills and competences throughout our lives, not only for our personal fulfillment and our ability to actively engage with the society in which we live, but for our ability to be successful in a constantly changing world. As globalisation continues to confront the European Union with new challenges, each citizen will need a wide range of key competences to adapt flexibility to a rapidly and highly interconnected world. Education in its dual role, both social and economic, has a key role to play in ensuring that Europe’s citizens acquire
Keywords: language skills, English classes, intercultural competence.

The research has 5 chapters and aimed to explore the connection between developing language skills and intercultural competence. We proposed to explore ways of developing language skills in an intercultural context focusing on the relation between language skills and intercultural competence in different types of context (non-formal, formal), involving 50 pupils between 9 and 11 years old, belonging to the 5th grades (VA and VB), pupils at Școala Gimnaziială Nr.3 Rovinari, Gorj; the 50 pupils were divided into 2 groups. The intervention plan was done in English language, exploring a variety of contents (countries, nationalities, names, greetings, holidays, friendship, emotion&feelings, sports and games, shopping), topics (Round the world, Parties and presents, Holidays, Choose your friend, Sports and games etc). This research was made during the academic years 2014-2015 and 2015-2016; it was made in a comparative way; the comparative study between the experimental group and control group was necessary in order to reveal the effects of the teacher’s intervention to demonstrate the research hypothesis. The research methodology was based on: observation worksheets, written tests from students’ portfolios, letters, postal cards, charts, tables etc, designing some specific activities in and outside the classroom, combining formal and non-formal methods, designing some specific tests, observation of students’ behavior. The research results demonstrates the impact of the set of designed activities both during classes and extraclasses and validates the hypothesis. Pupils developed intercultural competence in a high degree and improved their English skills.
As learning English is intercultural par excellence, it involves the contact between at least 2 cultures (the pupil’s and that of the foreign language). There is a straight connection between learning a language and getting knowledge about cultures and understanding other people. By activities designed in order to develop pupils knowledge about other countries and cultures, we also developed grammar structures and vocabulary, language skills being improved. Facing social interaction and ways of communication different than in his own culture, pupils developed listening and speaking skills, reading and writing skills; culture proved to be a very important resource in teaching. Pupils also gained intercultural values (tolerance, open to new), better teamwork skills and cooperation. Pupils have developed their knowledge about ways of greetings and customs, traditional songs and stories, geographical information, traditional food and holidays, sports and money etc.

As pupils have different learning styles and skills, intercultural competence developed gradually in connection to the development of English language skills. We also noticed that using non-formal methods during classes and involving pupils in extraclasses activities improved pupils confidence in speaking and writing in English language, interest in studying English, cooperation and teamwork, social skills. During English classes, pupils became familiar and motivated to be part of activities in order to explore topics related to culture. The activities were role-play, listening to a song, watching a film, writing postcards and letters etc. Pupils learnt how to develop their intercultural competence and foreign languages skills through images, texts, sounds. Taking all this into consideration, we will focus on designing this kind of activities in future classes and keep developing intercultural competence. European projects, both eTwinning projects and school projects, developed both English language skills and intercultural competence. The activities designed to celebrate important days also helped a lot and we will continue involving pupils in this kind of activities.

There is no single way to learn English language: we do it when we see and hear English language everyday outside school, also in books at school. As intercultural competence implies communication, the best impact is achieved by combining types of education (formal, non-formal, informal), focus should be put on non-formal methods, when pupils learn in a relaxed, funny, and attractive way.

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THE PROFESSIONAL IDENTITY OF THE TEACHERS

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« The Professional Identity of the Teachers. » ..... The image in the mirror...

The present paper is an example of applied research on a sample of teachers in order to realize a picture of the „profession of teacher”, the way I perceive and how this profession is perceived from the inside and from the outside of the Romanian teaching system.

Both intellectual abilities and the ones connected to life experience are framed by school. The teacher’s position within a modern and performant teaching system is one of tolerance, innovation, involvement and open-mindedness to new. Being for the first time in the researcher’s position, the experience was both difficult and challenging.

I must admit that I needed some research before going on site. Yet, I didn’t feel prepared. I di I wonder how things would have been had I known the teachers before. We would have certainly communicated more efficiently. But my experience wouldn’t have been the same. I wouldn’t have really felt like a researcher.

Although now I feel like everything was a failure..... this makes me feel helpless....... it also challenges me!!!
dn’t know how to do it! I chose to go to the high school from my neighborhood.

**Keywords**: tolerance, innovation, involvement, open-mind, research, experience, Professional Identity

**Introduction**

« The Professional Identity of the Teachers. » ..... The image in the mirror...

The present paper is an example of applied research on a sample of teachers in order to realize a picture of the „profession of teacher”, the way I perceive and how this profession is perceived from the inside and from the outside of the Romanian teaching system.

After a research made by the interview method, we realized that the teachers are aware of the fact that professionalism is fundamental for their success. All of them consider that their socio-professional status is not correctly evaluated in Romania. On the other side, the teacher aims at the idea that the educational reform is not addressed to him, but to the pupil.

In the teacher’s view, the ideal pupil does not exist, not because he wouldn’t have the necessary qualities of a perfect pupil, but for the mere fact that everybody wants him to be the embodiment of qualities that are impossible to be found at a pupil.

Both intellectual abilities and the ones connected to life experience are framed by school. The teacher’s position within a modern and performant teaching system is one of tolerance, innovation, involvement and open-mindedness to new.

The quality of a teaching system starts with the teachers’ qualities and abilities. The differences between them could be the standards supposed by quality.

Generally speaking, the teachers consider the changes from the teaching system a necessary evil; they take parts in meetings, and talk about the Romanian teaching system situation. It is rather interesting to listen to this type of debates........, but what would be the point if the eyes who should see won’t see and the ears that should hear won’t hear........... and I would
end by quoting a rather wise and useful to remember Chinese saying: «You were given two ears and only one mouth, in order to listen more and talk less.»

1. In your opinion, what are the main qualities a teacher should have?
2. What would be the abilities that „differentiate” teachers?
3. What do you consider to be the main changes brought by the latest educational reform regarding „the teaching profession”?
4. Do you consider our teachers to be well-prepared in relation to the requirements of a modern and performant teaching system?
5. What is more important for a teacher: to be well-prepared in his domain or to be well-prepared in the psycho-pedagogical field? Comment and argue upon this issue.
6. What do you consider to be the most important aspects that pupils appreciate at you, as a teacher?
7. What do you consider to be the main characteristics of the ideal pupil? Argue.
8. What is your contribution in your pupils‘ formation? What abilities do they acquire with your help?
9. Do you consider that school or yourself should also contribute to the formation of other abilities? If the answer is yes, to which ones?
10. How do you appreciate the Romanian teacher‘s position inside the contemporary society?

Interview nr.1

1. The communicational and interrelation abilities are part of the teaching profession. This is the most difficult profession. You shape pupils´ destinies. There isn't any halving: you are the same person both in your personal and your professional life: that is why your pupils are compared with your children. A teacher should earn and offer his pupils respect.
2. It is said that not the means but the goals are important. It is not the case in the teaching system. The goals are the pupils´ performances. What about the means? Like everywhere else, there are all kinds of teachers. We cannot be alike; we cannot deliver information the same way.
3. This wonderful profession turned into a job. Now I don't think we can talk about a reform regarding the job, we are talking about a reform that changes the teaching system. The teachers have to wait a while.
4. Not all of them, there are bad examples among them, too. Our pupils are taught by serious people and they proved that by their results.
5. Years ago, nobody paid such attention to the pedagogical issue. As a future teacher, you used to acquire some pedagogical abilities during the Faculty, but most of them existed because our parents had endowed us with them. A good teacher can provide knowledge using psycho-pedagogical elements.
6. After finishing my classes, pupils go home with the lesson almost learned. One thing is sure: they like the fact that I make them face some situations and solve them. I bring them practical things and I help them develop a heuristic thinking.
7. This refers to a minority. In the classroom you face the majority. You cannot talk about ideal pupils, since most of them are not. We have to be next to the ones that are not ideal pupils, in order to help them form. Each pupil is ideal in his own way, but he is also very real.
8. The abilities can be noticed all the time. Of course they differ from one teacher to another. I don’t think a Math teacher can develop linguistic abilities. He wants mathematical reasonings, problems solved, not talking. Every teacher has his contribution and we all try to create distinct personalities, based on the interrelationship, sociability, team spirit.

9. School should be more practical, let’s put an end to so many theoretical things, let’s make pupils think, not only reproduce. Let’s use thinking, imagination, not memory!

10. It is not worth appreciating. But „dum spiro, spero!”, so let us talk in a few years and let us hope I will be more optimistic than I am now!

Interview nr.2

1. It is as if you asked me if I were good for this job…… I have been working for more than 25 years with pupils, who almost became my children. For pupils it is not so important what you teach and evaluate, but what remains after the class is finished. There are some gestures that you might not consider important, but that are important for them. I appreciate the optimistic teachers, the ones who have a holistic picture upon things and their pupils.

2. Teachers are considered to be a whole, so there shouldn’t be differences…… there are bad examples everywhere……. seriousness, involvement, trust given and received from pupils.

3. Help children develop motion! How? With only one Physical Education class a week! The educational reform is addressed mainly to pupils, but influences us too; it’s normal, we live among them, we are interested in their performances and we notice the consequences!

4. The education - be it formal, non-formal, informal - can be found in pupils´ personalities. They have been formed, led by teachers who can easily adapt to modern teaching. Performant teaching does exist. Our pupils get scholarships, good jobs abroad; we are the ones who formed them.

5. I have met teachers without a scientifical psycho-pedagogical training: they had a gift for training. I have met highly prepared teachers: they were really learned people. I have also met teachers having a psycho-pedagogical training adapted to their specialty training: they were real teachers, but I have never met people without any training, teachers.

6. I know that pupils appreciate me; I noticed that during my entire career. I couldn’t answer from their point of view, but from my own. The fact that for me all of them had the same place, that I tried to teach them practical things useful in life, that they cherished and preserved these things in their hearts is very important and I hope they will remember some words, at least in the unhappy moments of life that could help them get over them.

7. All pupils are ideal and real to me. Isn’t the most untidy pupil, the one who finds easily, among all this untidy tidiness: clothes, books, maps, ideal? Of course he is. In our ideal view we face ideal pupils. But why such a taste for ideal pupils?

8. I would like my pupils to be able to face the less pleasant moments of life, to fight for what they want and not to give up. The teachers have to form real characters, people who will be able to live their lives with dignity.

9. The abilities develop during the whole process of learning. They are like a tattoo. We influence them; they choose them and preserve them.

10. The teacher’s position inside the contemporary society is not clear. What really counts is the position you build with the help of the pupils or in their minds. This is truly a worthy position!
Interview nr.3

1. I think that practical sense should join every teacher. Our pupils’ problem is that they have too much knowledge and too few opportunities to put it into practice. We have to insist on practical knowledge, to make them face some situations that can concretize. They need to live these experiences in order to grow up.

2. If people are different, shouldn’t the teachers be different too? I don’t think there should be a differentiation….. all teachers should try to develop their abilities and let them live experiences.

3. Reform is like shadow: we can see it but we cannot feel it. Actually, we cannot even see it.

4. The fact that they are well-prepared does not mean that their practical results are relevant. They are well-prepared in their specialty, but they did not acquire the necessary abilities from the psycho-pedagogical modules.

5. Should they be classified differently? No…… A teacher should keep a certain balance. The one who has a thorough psycho-pedagogical training will always be able to convey with clarity the necessary knowledge to his pupils in order to make them face real life and real problems.

6. I have told my pupils that I used to be just like them. For example, when I see absences in the catalogue, they are always honest and they tell me why they didn’t come to school (I mean the real reasons, not the official ones).

7. Who needs an ideal pupil? We do not need such a pupil! The ideal pupil stays at home, in the library, maybe he does not come to school, he is an autodidact. At least I do not need such ideal pupils. I can describe a pupil having a thorough training, tidy, with common sense, respectful, able to make connections between different fields and subjects.

8. I think that everybody can teach you something. From a lunatic you can learn not to do what he does, from a diplomat you can learn how to pour oil on troubled waters or how to argue and from us, teachers, pupils take parts of our speeches and try to apply them later.

9. We can only delineate their characters now. Later on, they will fill the inside with abilities. Our duty is to teach them develop good abilities. For example, I refer to dexterity. Somebody who develops this aptitude in a qualitative way can become a ping-pong or a tennis player, or a painter but if it is developed in a quantitative way, he may become a thief!

10. Over the latest years, this position has weakened. We do not have the same status our teachers used to have. We fight to change things and we began this thing by changing ourselves.

Being for the first time in the researcher’s position, the experience was both difficult and challenging. I must admit that I needed some research before going on site. Yet, I didn’t feel prepared. I didn’t know how to do it! I chose to go to the high school from my neighborhood. The teachers’ room…. their reluctance…… I explained my presence there…… I tried to be calm…… I don’t think I succeeded. In the beginning nobody wanted to be interviewed. Then, after insisting a lot…… I succeeded! They behaved rather coldly………… especially when they learned about the subject of the interview. I was beginning to wonder what they have to hide. Anyway, this is still an unknown thing. Why are the teachers so reluctant?

The reactions were short…… maybe I couldn’t be a good reporter. Yet, I tried to smile as much as I could. I would have liked to ask more questions……but I feared their reactions. I reached the climax when one of them looked at his watch……he stopped…… And I thought he would let me down…… but…… he went on, in a very superficial way.
I wonder how things would have been had I known the teachers before. We would have certainly communicated more efficiently. But my experience wouldn´t have been the same. I wouldn´t have really felt like a researcher.

Although now I feel like everything was a failure….. this makes me feel helpless……. it also challenges me!!!

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Abstract

Quality management is a process of identifying, measuring and developing individual and team performance, as well as correlating them with the organization's strategic goals. Therefore, an important role in managerial activity is its efficiency and effectiveness.

Key words: performance, vision, consistency, clarity, teamwork

Introduction

Currently, performance management has to take into account some specific requirements, such as: teamwork, flexibility, openness to new, fair and transparent approach to organizational problems. All this will contribute to the efficiency of the managerial approach.

Therefore, designing in managerial activity refers to anticipating and determining the pattern of action that will be applied at the organization level to develop it, and planning is the process of designing and selecting the goals and objectives to be pursued along a period, but it also aims at the ways in which the finality will be achieved in such a way that the designed model can be realized in a practical way.

Essential concepts in management

Therefore, a quality managerial approach starts from the clear and correct establishment of concepts without which the manager could not effectively carry out his activity:

➢ Establishing the mission and vision of the organization;
➢ Knowledge of organizational culture;
➢ Establishing strategies;
➢ Achievement of the Development Plan.

In fact, the mission of the organization is its philosophy. That is why a manager who has a vision knows that the mission of the organization he is leading must be adapted to the necessity of the current society. In essence, the organization must, through mission, propose to provide high quality education, the educators thus trained may be able to operate with the notions accumulated during the schooling in any other communication context, whether formal or informal.

The vision of the organization is the basic prerequisite for the clear development of the mission. A vision adapted to the current educational context is where the school provides an education through which the young person becomes able to use the acquired skills, turning it
into a future European citizen who can espouse anytime opinion, in support of his claims solid arguments. Specifically, the school must prepare it for life.

Organizational culture targets values, beliefs, habits that are found at the organization level. Organizational culture is formed through the interaction of its members. At the same time. It is a very important element in the process of change.

**The Rule of 4 C**

In the activity of any manager, the "4C rule" contributes to the achievement of an efficient management. Thus, the consumption traits of efficacy management are coherence, courage, clarity and consideration (Gherguț, 2007).

- Consistency refers to:
  - the link between facts and words;
  - decisional coherence (contradictory decisions are a source of instability, dissatisfaction on the part of employees);
  - consistency between the proposed objectives and the means that have been set.
- Courage is one of the important qualities of the manager. This adds the intelligence that helps him make the best decisions. The courage is synonymous with the tenacity, the perseverance that he shows in all the actions he takes. Also, one can speak of psychological and moral courage because the manager needs resistance to all the pressures he can undergo. Pressures can occur both inside and outside the organization.
- Clarity presupposes transparency in the managerial act, through clear information to the subordinate staff. Clarity means clarifying the mission of the organization and the rules of the game; specification of strategic options and objectives to be pursued, communication.
- Consideration implies respect for all staff, time for listening to their opinions, to understand them, to advise them.

**Conclusion**

A good manager knows how to create an atmosphere conducive to teamwork, where everyone is involved and valued.

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LEARN ROMANIAN THROUGH COLLABORATION

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Abstract

Considering the fact that Romanian language and literature implies the development of communication skills, studying it can not be achieved unless the pupils are placed in real interaction situations. And for this, interactive methods are beneficial, taking into account the specificity of the class.

Keywords:
Romanian language, vocabulary, methods, strategies, examples

Studying the vocabulary can also be done from different perspectives through the cube method. It provides the opportunity to develop the competences necessary for the complex approach of a theme. The steps of the method are as follows: making a cube on whose different colored faces are written the tasks describe, compare, associate, analyze, apply, argue; the announcement of the subject to be analyzed; dividing the class into six groups, each of which solves the task according to the existing requirement on one of the sides of the cube; final drafting and sharing of the other groups; showing the final shape on a sheet or on a particular support. There are several ways to establish the six groups, the way of distributing the perspective is decided by the teacher, depending on the time it has at its disposal and how well the college of students knows. The distribution of perspectives can be accomplished by chance, each group rolling the cube and receiving as a task the prospect that falls face up. The teacher himself can assign a certain perspective to each group. The final form of the contents of each group is presented to the whole class, the exposure time being six minutes, one minute for each face of the cube. The method can be used at systematization and recapitulation classes of assimilated knowledge. We can exemplify at one hour of systematization of vocabulary notions in class VI the following requirements:

- **Describe:** Write as many words as possible in the lexical field of the vocabulary. (At least 9 terms)
- **Compare:** Specify the contextual synonyms for the words underlined in the following sentences:
  - Mihai is calm. ......................
  - The books are interesting. ..............
  - Apples are from Turkey. ................
  - Why did she get it healthy? ..............
  - He realized that some habits are still today. ..............
  - He does not know that teaching is for eternity.
- **Associate:** Underline the correct form of the following lexical variants:
  - sheets / satin / satin sheets
  - gloves / syringe gloves / syringe
  - ribbon / square square / square
  - plaster / ipsos starch / start
  - windows / window
- **Analyzes:** Explain how the words were formed:
  - little boy .................................
C.F.R ............................
brothers ............................
dairy pope ............................
(from the child) ............................
once time ............................
good ............................
Urso ............................
from to ............................
□ Apply: Dial the antonyms of the words, by prefixing them:
catch ............................
milos ............................
correctly ............................
normal ............................
to approve ............................
legal ............................
called ............................
cult ............................
□ Argument: Compile statements in which the following words have the following
morphological values:
lazy - adjective, noun;
i - personal pronoun, verb;
evening - adverb, noun;
an indefinite, numbered article;
nice - adjective, adverb
The cube method develops communication skills, broadening the view of the theme and
avoiding limiting the expression of individual opinions. It stimulates pupils' creativity,
fostering their collaboration in identifying responses and encouraging dialogue between group
members. However, this method has a low efficiency in large groups because there is a risk
that not all students will participate in solving the task. Thus, some students get to work for
others, and they dominate the group, and the more shy pupils may be less likely to be in a
position to work with others.
Another method that can be used successfully at Romanian language and literature
classes is the tour of the gallery. It is a cooperative learning technique that encourages students
to express their views on the solutions proposed by their peers and which stimulates thinking,
creativity and learning. Its main objective is to develop a plan to be completed with a product
that is the opinion of all the members of the group (Tomșa: 2010, p. 18). For example, in order
to update the vocabulary notions, in the 7th grade, groups of homogeneous pupils are formed
first. Each team will receive a task that allows several persp
ectives to approach vocabulary
theoretical notions. The products of the activity of the groups are exposed to a visible place
that turns into an exhibition gallery. Groups of students as visitors and critics pass on each
exposed file to examine the solutions or ideas proposed by colleagues and write down critical
comments, questions and comments on a poster. After the tour of the gallery, each group
responds to the questions of others, elucidating some of the colleagues' requests, then re-
examining their own products and comparing them with the others.
Thus, the learning and consolidation of knowledge takes place, the product of the
activity in the group is exploited and alternative solutions to the same problem or the same type
of task are identified. Of course, the atmosphere in the classroom must be created so as to allow
students to think as critically as possible. They are in a position to understand that when
investing enough energy in learning, actively getting involved, the process becomes attractive and gives rise to a strong sense of success.

Unfortunately, the type of active learning has a discontinuous character, given that the Romanian home study is mostly an individual and reflexive one, unlike the one specific to the learning of literature. Unlike active-participatory teaching, evaluation remains traditional because it falls into a certain hierarchy, being penalized further, has a social value, and requires the transmission of content, not gaming skills and participatory integration.

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FUNCTIONAL ANALPHABETISM

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Abstract

I have chosen this topic, the functional analphabetism, because it became a very widely spread phenomenon, in the learning system as much as in the rest of the domains of activity. People are reading, but they fail to understand what they are reading, therefore they cannot use the discovered information in other contexts. The purpose of this study is to identify a part of the causes for this phenomenon and to offer possible remedies, means to reduce it by some methodical ways, applied on a group of highschool students.

Key words: functional alphabetism, causes, remedies, educational system, ways of improving.

Introduction

In our days, the problem of functional alphabetism has got worse and it may be observed in every statistic realised by different accredited institution. We received most of these studies results due to information provided by mass-media. This domain gives a strengthened importance to this phenomenon, therefore many media trusts made a lot of investigation and field reports regarding this subject. This field reports provided us with the following information: Romanians are first in the European top of alphabetism with 6%, followed by Bulgaria with 2% and Hungary with 1 percent. In our country, the effects of the alphabetism are hard to eliminate due to the lousy state of the economy being in a continuous crisis. The economical crisis has pushed our country to the top regarding scholar abandon. Sociologist Marius Pieleanu declared that the rate of alphabetism in Romania is of almost 10%, according to the Census from 2011, the main factor influencing this number being poverty.

Functional alphabetism is a notion that refers to persons that can read, but don’t understand what they have read. Being more specific, a person can reproduce a text, verbally or in writing, but is not able to understand it enough as to use it as a resource in the succeeding of an action or in a further performance. Graphic signs are recognized, but the content of ideas is not understood, or, at most, on a very superficial level. This phenomenon must be analyzed according to the purpose or type of actions for which a text has been wrote: one can be performant using a text that guides him on the road and, at the same time, be a functional alphabetist in understanding and using a text with scientific content.

Unfortunately, the causes may be found in the educational steps. The learning programs are so conceived and put to use that familiarize pupils/students – visual and hearing – with a number of words and linguistic structures, but without using them to systematically ask themselves questions and systematically search for more complex answers regarding the meanings, the multiple ways of understanding them, the small differences, the real situations where they are or are not applicable. There is also a very used method in our schools: “kind” teachers allow, or better yet they encourage you to “use your own words” on everything you read or hear – it’s some kind of supreme test to “not learn by heart”. The end result is that pupils/students are getting used to translate every new information in well known terms, which, in most situations means deforming the new, or even rejecting the new that doesn’t fit in their own thinking and linguistic borders. This means that most of our kind are not succeeding in listening and understanding what the other is saying, or, they are incapable of accepting a different opinion, no matter how many arguments or evidences are brought.
Content of the article

General causes of the functional analphabetism

Russian scientist of Moldavian origins, academician Serghei Petrovici Kapita, observes the fact that the peak of the demographical explosion on Earth was between 1950-2000. From 2001 a period of stabilisation occurred, because from 2020 the population on Earth will be in a continuous decrease, due to a notable reduction on natality. Though it may seem a paradox, the main factor that determines this tendency, actually inside of an informational revolution, is exactly the lack of information, because man reached the peak of understanding and receiving information. Usually, forming someone professionally takes up to the age of 30. Limits of receiving and understanding information led to a new phenomenon in post-industrial countries: functional analphabetism manifests upon almost 30% of the population. The Russian scientist offers as an example: the war in Iraq, where they realised that many of the American soldiers don’t fully understand the smart weapons they’re using.

As it can be seen, the world changes, but in ways that don’t necessarily facilitates the existence. On the spot, in Romania, the most obvious causes for the functional analphabetism are the economy being in a continuous downfall, which involves scholar abandon; unemployment, the poverty that follows all the above and, last but not least, the lack of specialised personnel in every learning unit to help pupils/students with such problems.

Ways of reducing functional analphabetism

The Education and formation in 2010 Lisabona Agenda proposed a common set of reference indicators („Benchmark”) regarding the educational system improvement in EU states. One of the goals for 2010 was the decrease of functional analphabetism in 15 years old teenagers to drop with at least 20% compared to year 2000.

In Romania, the tendency was just the opposite. For example, in 2010, only 58.92% of the nearly 22,000 highschool graduates in Bucharest were able to pass the maturity exam, being the lowest promovability after 1990. It got worst the next year, in 2011, when after the first pass on the maturity exam only 45% passed, and 20 high schools in the country didn’t have at least one student passing the exam, and June 2012 came as a total disaster for 54 high schools where nobody passed the exam. In 2013 the medium passing rate before contestations was 55.4%, with big differences according to branches: 76.81% on Theoretical Branch, 66.44% on Vocational Branch and 34.3% on Technological Branch.

The specialists’ opinion is that Romania has this disastrous situation because the main method of learning for the Romanian students/pupils is memorising. Therefore, they lack the capacity of making connections between the informational sequences in a text.

There is also another explanation: vocabulary development, verbal and non-verbal communication, logical thinking, all of the above happen in the first years of life, starting from a few month old. At this stage in child development, considered as the most important, in the Finnish educational system, the child is assisted by highly qualified teachers, carefully selected , with at least 4-5 years of experience in rigorous psycho-pedagogy. On the down side, in Romania, the functional analphabetism is present by the existence of diploma graduates but poorly prepared due to lack of qualified teachers.

Methodic proposals for improvement on the functional analphabetism

The didactical method, the didactical process, the didactical methodology, the didactical technology, all these concepts have in common modernising the educational system, aiming for the ease way of learning. In this context, learning is based on the pupil, who needs
to be allowed to think freely, critically and constructively, this way being able to more easily retain information.

From this perspective, active learning methods can be classified like this:
- methods that favour the understanding of concepts and ideas, by using the pupils’ personal experiences. It develops the concept of communicating, relating and deliberating on a mental level and leads to forming an active attitude;
- methods that stimulate thinking and creativity, determining pupils to find and develop solutions for different problems, to make critical reflections and release value judgements, compare and analyse given situations;
- methods where the pupils are taught to work productively with others and develop collaboration and mutual help relations.

Theoretically things appear very clear and simple, but in order to observe if that’s really the case, I have chosen a target group of high school students on which I applied a series of methods and educational means to identify all these problems. The high school being with a technological profile, it mostly identifies with the results of social-economic studies: the children are mostly from the rural environment, there is a low family income, and the didactical programme doesn’t allow us to have more Romanian language classes, to improve different problems about the functional analphabetism.

The whole process started from an enquiry form addressed firstly to parents, trying to find out how much are they involved in educating their own child. The answers were not satisfying, because even if they try to keep up with their kids, few also try to be involved in homework, and other attributions. Later I tested the pupils with the means to find out: how much they understand what they are reading, how much can they use in other contexts the information from the texts they have read. The conclusions of these tests were that pupils can hardly understand the message of a text, they are unable to interpret it, they cannot receive the information as they should. The initial test was followed by an intermediate test, that kept the form of the first one, the pupils being asked the same things. The results showed mostly the same problems: a difficulty in identifying the main ideas, in analysing contexts and creating new texts from certain given ideas. The last step was a final test following the same pattern, but keeping track of the „progress factor”.

The analysis of the obtained results in the final stage of this experimental investigations sustains the validity of the hypothesis of the research and educational activities that I conducted by the three interventions in the experimental stage, interventions that focused first of all on the Romanian language classes having as a main subject the improving on the functional analphabetism, the didactical steps being conceived by the methods and models that actual teaching propose (the „evoking-sense constituting-reflecting” model, and the „I know – I want to know - I learnt” model) and using active-participating methods.

Secondly I held debates during the Romanian language and literature classes that focused on the degree of understanding and receiving a literary//non literary text and using the messages from the given text in different communication situations.

After this educational step of identifying causes and minimise the impact of functional analphabetism, I considered that one of the ways of doing this is the introduction of an optional class that focuses on this. The fight against mass media is pretty hard, pupils are more and more drawn in the virtual world that many times minimise their imagination, and that’s why school can draw them away from it, but only if it also changes itself and improve its methods. This optional class offers extra hours, a freedom of choice, expressing and orientation in the world of ideas and information. It can ease their way into a world of sustained knowledge.
Conclusion
As I said, the world is changing and we, the teachers, must understand the real problems of the society that can find solutions in our minds and in our hearts. Functional analphabetism is a phenomenon that can be stopped from evolving only if we really want it to.

Once the reasons and causes have been identified and we hold the proper tools, all we have to do is want to do it!

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VISION: THE ESSENCE OF EFFECTIVE LEADERSHIP

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Abstract

Vision is a key aspect in any leadership theory and should be regarded as the main driver for leading an organisation effectively. It is crucial that a leader can articulate the ‘why we are doing’ and ‘what we are doing’ in an organisation. This article focuses on the importance of vision in leadership, how having a vision makes a leader effective.

Keywords: vision, leadership, effectiveness

Introduction

In all the books concerning leadership, vision has a variety of definitions, all of which include a mental image or picture, a future orientation, and aspects of direction or goal. Vision is the key that provides guidance to an organization by articulating what it needs to attain. However, vision is more than an image of the future and needs to motivate, inspire, and engage people. Vision has been described by Manasse (1986) as "the force which molds meaning for the people of an organization."

The most inspiring quotes, which I found, related to the topic:

"The very essence of leadership is that you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion." -Theodore Hesburgh, President of the University of Notre Dame

"There's nothing more demoralizing than a leader who can't clearly articulate why we're doing what we're doing." -James Kouzes and Barry Posner

Vision is very important as it encourages people to work, to keep going forward and. For educational leaders who want change in their school, vision should be "a hunger to see improvement" (Pejza, 1985).

The role of vision
Creating a vision regarding an image in the future is the most common method to implement organisational change, including changing its culture. According to Nanus (1992), there is no bigger force that can drive an organisation to excellence, than the vision of the leader. The author defines vision as “a mental construction that we can transform into reality with our strength and abnegation”. This construction is based on a set of values that make the base of the organisational culture. From a symbolic perspective, vision could serve further for molding the organisational culture, needed to foster success and facilitate the transformations necessary to reach the organisational goals.

Also it is important how the leaders succeed to transmit their own vision to their followers. The powerful impact that a leader’s vision has in directing workforce to reach goals and performance is for long time debated. When making a competitive strategy, managers take into account developing an organisational culture for attaining this competitive advantage.

It is generally accepted that leadership is a process in which a person, a leader, determines using his skills, a person or a group of persons to act in reaching certain planned goals based on a strong and appealing vision.

**Vision and organisational culture**

Values are elements that define behaviours and attitudes that are accepted at a personal, group or society level on long term. They are seen and mentioned as an important component of a behavioural model. They are the fruit of free choice that individuals or groups have in a certain context.

Individual values are part of a system that guides the life of a community and that determine mostly their actions to be predictable. Most of the people share a common set of values, inspired by people around them, and thus creating networks where individuals are connected. Values are important parts of human experience and can be diverse: professional, personal, organisational or social.

Vision shapes a manager’s conception of what the organisation is supposed to look like in the future and what are the steps to follow to close the gap between current situation and the desired one. Managers will always monitor that the values of the organisation are shared and adopted on all levels. This values are in the center of the organisational culture and the life of the organisation is continuous molded by these values.
Conclusions

Vision is very important as it shapes an entire organisation and also enables followers to adhere to a common value set that facilitates leading the organisation in the envisioned direction. In spite of the influencing skills of the leader people will not effectively reach the agreed goals without the drive and inspiration that is provided by a well articulated vision. References

Abstract

Although the problem of the teaching communication, in particular, and of the pedagogic one in general, has been highly debated in the last decades, in the educational practice it is still noted the existence of some communication difficulties between teachers and pupils. Our capacity to change opinions with people around, to understand their point of view, depends on the communication manner. Thus, the efficient communication is influent in all life compartments.

Key words: education, didactic communication, competences, abilities, efficient strategies.

Introduction

The didactic communication is a form of human complex activity, that underlines any educative approach, considered to be a mandatory support for the education. The breeding ground to transmit the values system towards an evolved, formed generation to an emerging one is the education that, would not be possible without the communication.

The success of the instructional-educational process highly depends on the way of the communicational act is taken place whereby the two interlocutors – the teacher and the pupils - transmit and receive the information. This requires a permanent reciprocal action between the teacher and the pupil, resulting the bilateral character of the didactic communication.

In order to improve and streamline the didactic communication act, some rules are useful in order to be known and observed both by the teachers and the pupils.

The content of the article

In practical terms, most of the issuing aspects for maintaining an optimum communicational language with the pupils are connected to:

The reversibility of the messages by the harmonisation of the contents.

In order to achieve an efficient communication, it must be a continuous and mutual adaptability at partner. Thus, the teacher will be in charge for structuring and processing the information so that this be according to the intellectual level of the pupils: “the didactic communication cannot function if the set objectives are not compatible with the possibilities of the pupils and these can guarantee the success only for a small group of pupils” (Virgil Frunza, 2003). Thus, an essential condition is the suitability and the adaptability of some contents by the use of some equivalent codes.

Optimizing communication by the retroactions interventions

The most important applicable retroactions forms in the didactic communication are: feed-forward and feed-back. A good teacher have to anticipate the communicative approach, to project in mind the didactic scenario, to choose the most suitable codes for the message to deliver, preventing or anticipating an unpleasant situation. This is the role of the feed-forward. Regarding the feed-back, we can say that this is realized in most of the communication situations, but not always harnessed. In many cases, the teachers are certain that the messages they sent are correctly received by pupils. Unfortunately, between the receptor and the receiver, it can occur many obstacles that can be discovered and avoided by the use of the feed-back, having the role to efficiently regulate the communication: “the deprivation of feed-back
reduces learning to a speech without reception, without efficiency, being frustrating for both partners, especially for pupils.” (Mucchielli. R, 1982).

**The interactive informational flow**

The most important and cogent stage of the didactic communication is the interaction itself, face to face, because the communication act becomes efficient when both parts (teachers and pupils) are involved in full and with responsibility in this process. As a consequence, it has to be a communicational compatibility of the partners and the messages have to be customized depending the intellectual, social-affective and psychomotor characteristics of the pupils.

**The ideal combination of the types of didactic communication**

In the didactic interaction of face to face type, the teacher associates to the verbal communication elements of non-verbal communication (gestures, mimics, posture, body contact) and paraverbal elements (voice characteristics, spelling ways, the intensity of the speech, the tone control, the rhythm and the verbal ability and also the language of silence). The nonverbal and paraverbal pack of the teacher may be conducive or not the instructional-educational process.

**The empathic interaction**

For an efficient communication, a mandatory condition, specific to all the involved partners is the empathy capacity, a real catalyst of a quality communication. The empathic capacity of a teacher is decisive mainly for establishing social-affective relations with the pupils, and it is necessary to know the way of interpersonal relation by passing from his/her own references system to the one of the pupil.

**The persuasion**

One of the objectives of an efficient communication is the beliefs training but we cannot always get it. “In these situations, we apply the persuasion effects, namely the elements and facts that, even if they cannot ensure all their liability, at least they can ensure one or another liability to an idea.” (Dorina Sălăvăstru, 2004)

The pupils can easily be prevailed because of the age, the lack of experience and also of the special character of the relationship with the teacher, by his/her credibility expressed by the value, prestige, trust and promptitude.

**The proper didactic style**

The communication efficiency depends on the didactic style of the teacher, from the educational practice being noted that the controlling way (specific to traditional didactics) does not facilitate the channels opening and the messages change. The laissez-faire style, although it facilitates at first a pleasant and relaxing atmosphere, gets to regression because he/she works at random.

The most efficient style seems to be the democratic one that stimulates the intellectual activity of the pupils and the interrogation, the informational change, offering thinking freedom and action: “stimulate your pupils to open their mind windows, to dare thinking, to question, to debate, to detach themselves to paradigms. The exciting teachers form individuals who think and who are the authors of their own lives” (Augusto Cury, 2005). The most valued teachers are the ones who allow the freedom of expression of the pupils, that do not criticize or control, do not influence or excessively admonish, the ones who offer the safety feeling, that educate for life.

**Communication competence**

The communicational competence has a beyond price value in the instructional-educational process, the formation of the communicative competence being important both for teachers and for pupils. The responsibility of the formation and the developing of the
communication competences devolve on all teachers but, especially, to the teacher of Romanian language and literature.

According to the curriculum, one of the key competences at the subject of Romanian language and literature in the gymnasium is the communication in the native language and “the linguistic competence is the base of the development of the communication competences. The language is the main instrument of organisation of the logical thinking, having major implications in ensuring the access of the pupil at knowledge and, by default, the scholastic success at all study subjects” (Curriculum for Romanian language and literature, 2017)

**Technical factors**

The didactic communication efficiency depends on a series of technical factors, too. Thus, the quality of the information channels favours the change of messages, prevents the distortions and the lack of information. The physical environment, the hygiene conditions and the esthetical conditions, the room design, the furniture, the decorative environment creates a cordial atmosphere and a high tonus, favourable for the communication act. Also, the aspect of the physical look, the way of presentation before the pupils, can have negative or positive effects on them.

**Conclusions**

Thus, the education process become optimal through a multidirectional and polifunctional communication, a communication in the context of which a change is produced in the mentality of the pupil, in his/her knowledge base, in the way of functioning and organization of the psychical life. The didactic communication represents the way to a democratic instructional-educational process, where the teacher is not an information agent and the pupil an information receiver. The educational intervention is realized in order to influence, transmit information through a real flow from the teacher to the pupils and back, regulating the communication optimisation.

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EMOTIONAL INTELLIGENCE - DETERMINANT FACTOR OF SCHOOL SUCCESS AND LIFE SUCCESS

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Abstract

The major problems of the educational process (the students’ active and assumed non-involvement during the classes, the increasing dropout rate, the increasing number of indiscipline acts among students, the altering of the student-teacher relationship) determined all those directly and indirectly involved into the process to analyze them much more from the psychopedagogical perspective. Thus, the concept of emotional intelligence, seen as the result of the interaction between the intrapersonal and interpersonal intelligence, bringing clear explanation and significant improvement on them, is getting more and more outlined worldwide. Introducing some emotional educational techniques in the training and professional development of the artisans of education, it would be the response to solving these educational shortcomings, in general.

Key Words: emotional education, emotions, emotional intelligence, school success, feelings.

Introduction

According to the educational ideals expressed through the proposed goals for learning cycles, there should have been a success concerning the integration of the graduates into social and professional life but the reality shows a major discrepancy between predictions and existing certainties. Thus, analysis was started from the individual cognitive intelligence of each student; the findings proved that this type of intelligence, which is the basis of school performance, does not represent the guarantee for a successful route of the students in school nor in society after the completion of their studies. Frequently, students with good or very good cognitive memory or cognitive intelligence hardly adapt to the social settings in the educational units or to the fluctuations in school unit requests, being unable to fully use their abilities for directed or self-training. The lack of self-control, due to impulses, is nowadays the cause of surprising behavior deviations, or of self-sustained school failures.

The approach of school success from another perspective, that of psychopedagogy, brings in the foreground a new concept "emotional intelligence" that could explain and solve the major problems faced by the Romanian educational system (the active and assumed students’ non-involvement during classes, school drop-out rate, the increasing indiscipline rate among students, deterioration of student-teacher relationship).

For now, at national level, the topic in debate raises interest from the main actors of the educational process, but not enough to establish a formal framework for the formation, development and application of emotional development techniques.

Content of the article

Developing emotional intelligence in students
American journalist and psychologist Daniel Goleman, proposes an "emotional development schedule" (Daniel Goleman, 2001) of the child, each emotion having its own time of coming up. A rigorous mental and emotional health education starts at an early age, but there are key moments in which the competent intervention of the teacher is beneficial to effective awareness and management of emotions.

All contacts or interactions between parents and children have an emotional substrate and contribute to their emotional development. Specialists claim that the first four years of life of the child are essential for their emotional development and the proper intervention in this period of expressing and controlling emotions contributes to reaching success in life as adults. Puberty as well as teenage in the first years of high school are very important periods for emotional lessons, showing major changes on self-image and confidence in their own abilities.

In this direction, it is useful to make a student's "emotional progress chart" (Daniel Goleman, 2001).

The key elements on which the pupil's school success depends are:
➢ trust in their own abilities and relationship skills;
➢ the desire and perseverance to solve the situations they face;
➢ curiosity to discover and understand themselves and what is around them;
➢ the desire to communicate and express their own feelings and emotions;
➢ the ability to empathize with others;
➢ the ability to integrate and belong to a group;
➢ controlling impulses and negative reactions;
➢ easily adapting to new situations

The role of Emotional Intelligence of the Teachers

Appropriate training of "Emotional Intelligence Teachers" (Osho, 2011) must also be based on a form of understanding resulted from philosophy, parapsychology, or quantum physics. In this direction, the Indian philosopher Osho believes that all emotions are born in our minds and come from outside, so they can be easily manipulated from the outside. Human consciousness is not based in the mind so that its light dissolves the negative energies and amplifies the positive ones.

Teachers’ emotional intelligence quotient is crucial for creating a healthy enviroment in the classroom from the point of view of emotional intelligence. An intelligence emotional teacher proves: a good management of negative emotions in a tolerant way, without frustrations and ill-treatment against the students; an up-to-date profesional training; opening and optimal tolerance; ability to identify, understand and assume their own emotions and feelings; awareness of their own emotional needs.

Some of the most important tips for teachers would be:
- to carry out activities to develop social and emotional skills in the daily schooling program using ICT;
- to be models of intelligent social and emotional behavior;
- to encourage students to express their impressions about developed social and emotional skills by helping them to find the words to define emotions and to talk about their own feelings;
- to show respect to the feelings expressed by the students;
- to avoid critical judgments and polarizations;
- to make connections between learning situations and emotions or feelings;
- to discuss with students themes such as emotional responsibility, emotional reactions and emotional consequences;
- to use humor and induce good mood in the training process.
Conclusions

Didactics of and discipline emphasizes the student’s satisfaction and the pleasure of attending training sessions, stimulating motivation, retaining attention, and practicing critical thinking. Well-being is a prerequisite for efficient classroom activities. Heading emotions / feelings towards a positive end as well as determining assertive expression represent a key aptitude for class management. The enthusiasm and optimism are as contagious as pessimism and negativity.

There is a need for "social and emotional learning" (Aristotle, 2007), schools to teach children their emotional capacities so that, as Aristotle said, "to master the emotional life through intelligence (the adequacy of emotions and their expression)" (Aristotle, 2007).

"Here is my secret; you can only see clearly by heart. Eyes cannot get into the mystery of things."

(Antoine de Saint-Exupery)

Bibliography

TRANSFORMATIONAL LEADERSHIP - EFFICIENCY OF EDUCATIONAL MANAGEMENT

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Abstract

The article, based on various information about the theme, from the well-known sources and the professional experience of the author, presents, in a synthetic form, arguments in favor of a transformational leadership management activity, supported by the use of digital media in both information and decision systems, and didactic activity, for an efficient management of educational processes in a competitive educational environment.

Key words: Romanian education, leader, transformational leadership, educational management, manager.

Introduction

The decentralization of Romanian education, as a basic principle of rallying to the modern educational values, brought two effective approaches to transformational leadership and digitization. This is part of the national strategy for the formation and development of a democratic, tolerant, creative society and based on the rules of sustainable development.

In education, the actions have supposed, and they still do, a change in the mentality towards addressing the whole educational and managerial process, to the leading institutions. Thus, for now, it is necessary to better present the features and functions of the transformational leadership, enhanced by the digitization of educational processes, to accelerate the efficiency of the educational management of our pre-university education, according to the European requirements.

Content of the article

Transformational Leader or Manager?

"Making people follow you on their intrinsic motivation" (Goldmanagement, 2013) is a modern idea that has to guide a leader, but also a mentor, a trainer, or a methodist, seen as managers for different levels. These qualities acquired by attending specific training courses and self-reflective practice, have leadership as a common basis. It is a part of the educational management, understood as an informal leadership of the group, that is to influence the others for an effective accomplishment of the tasks which will lead to the accomplishment of the objectives of the organization, people being stimulated to succeed and get satisfaction.
Leadership in education has as a focal point of training both the leadership models in society and the practical interaction with the educators, with the specific situations of the school.

To act modernly means applying a transformational leadership, in which leaders are charismatic, empathic, persuasive, emotionally intelligent, responsible and guided by values and ideals. They create development visions of the organization in which they are emotionally involved, making them interested in building a harmonious organizational culture. Through his actions, such a leader, sensitive to the needs of each member, turns into a model that inspires them and with whom the others tend to identify themselves. The members’ changing is reflected firstly in the creation of a harmonious, motivated, self-regulated group of mutual respect and support and synergy in action. Among the major competencies that define these leaders, as Warren Bennis states (On becoming a leader, 1998, London), there have to be mentioned: management of attention; management of meaning; management of trust; self-management.

Both leaders and value managers have to master all the three components figured out by the model Action-Centered Leadership (task achievement, team development and member development), the interdependence between them, shaping the leadership role in a globalized, digitized, competitive and competitiveness. Regardless of where they operate, the main features of authentic leadership are: vision, competence, responsibility, integrity, credibility, empowerment, empathy and enthusiasm. Managers, acting as transactional leaders, generally have these features inequally activated, in contrast to the transformational leaders, whose share is harmoniously balanced, as not being so conservative; these features can be useful in optimizing the communication processes, support digital media, thus enhancing the efficiency of the management.

Table no. 1  Leaders vs. Managers

<table>
<thead>
<tr>
<th>Leaders</th>
<th>Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>They change what exists in what it is needed.</td>
<td>They control and optimize what already exists.</td>
</tr>
<tr>
<td>They advocate the change</td>
<td>They advocate stability</td>
</tr>
<tr>
<td>They act transformationally</td>
<td>They act transactively.</td>
</tr>
<tr>
<td>They introduce new rules, encourage creativity, and eliminate the constraints that lead to conservative behaviors.</td>
<td>They follow established rules, ensure compliance, and correct deviations from standards.</td>
</tr>
<tr>
<td>They release</td>
<td>They hold back</td>
</tr>
<tr>
<td>They ask <em>What? Why? Who?</em></td>
<td>They ask <em>How?</em> <em>şii When?</em></td>
</tr>
<tr>
<td>They demonstrate personal, active attitudes</td>
<td>They demonstrate impersonal attitudes in setting goals.</td>
</tr>
<tr>
<td>They stimulate work, offer and create the possibility of choosing it.</td>
<td>They coordinate, bring balance to work. They call to value compromises.</td>
</tr>
<tr>
<td>They are empathic, they pay attention to the meaning of actions and events.</td>
<td>They become emotionally involved in the relationships with others.</td>
</tr>
<tr>
<td>They have a weaker self identity, being oriented towards change</td>
<td>They identify themselves with the need to maintain the current order, are more conservative</td>
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</table>
Transformational Leaders in Lower Level Teaching Process Management

At the level of an educational organization, for a methodological committee responsible, the implementation of this type of leadership is reflected in: the creation of open teamwork relations, examples of good practices being adopted without taxation; awareness of the state of usefulness and appreciation of others with the exact understanding by each member of his role in the functioning mechanism of the commission itself; accepting new ideas and releasing the constraints that lead to conservative behaviors; paying attention to the significance of actions and events in school in general. Confidence and mutual respect promoted by such a leader, besides the obvious actions taken for the group and not for the personal interest, increase the wish to partake into any action involving, first of all, the presence of the team members as a proof of cohesion and the pleasure of being together.

As a class manager, as a mentor, the behavior of a transformational leader produces almost instantaneous relaxation amongst students, the model being the teacher in front of them, who due to his integrity, responsibility, credibility, competence and enthusiasm fascinates, directs them, determines them to be creative, innovative, open, enthusiastic and eager to demonstrate that they can do more, to self-indulge. Stimulating a common interest in the objectives of the lesson as well as the mutual observation of attitude and behavior gives both of them a sense of partnership in learning, so that mutual respect and trust will easily emerge.

Specialist methodologist teachers manage the school inspection according to the general patterns’ functions of the of educational management, which implies a leadership approach, since they are evaluated, guided and controlled by colleagues who will follow the same formative - methodical stages they have passed through themselves, stages accompanied by an increased intensity of experiences from the perspective of professional responsibility and emotional state. The competencies and the inspectors’professional code, mastered, assumed and applied by the methodist teacher, find its most effective form of accomplishment in terms of the purpose of intercolegial formative- evaluation through knowledge, awareness and practice of followership (inspire and convince them to follow your vision, actions and ideas).

Conclusions

A management efficiency of Romanian education can be achieved through the formation and promotion of transformational leadership managers. "Leadership is not a title, a position or a graph. It means one soul influencing another." - John Maxwell. A manager, no matter how good he is, he may not be a good leader at the same time.

But "the transformational and the transactional approach can be simultaneously integrated into the leadership process" (Bernard M. Bass, 1985).

The added value that a transformational leader transmits to the members of an organization is found in the attitude and consideration they have for themselves or for the others, towards work and life, in an increasingly shaken by various economic and social changes world.
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NEW PERSPECTIVES OF EDUCATIONAL MANAGEMENT
THROUGH EFFECTIVE COMMUNICATION

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Abstract

One way through which a manager can promote a development policy is effective communication.

Management communication is a tool used for functioning and achieving the objectives of the organisation. Thus, in a modern management, communication has a key role, so a good manager has to promote a policy based on an affective communication system in order to develop its objectives.

Key words: communication, manager, management, objectives, organisation.

Introduction

A manager has to develop and promote a policy based on an efficient communication system. Communication is everything in management and a modern management considers it an essential component of the system. A manager has to develop and promote a politics/strategy based on objectives.

The body of the article

Communication in management is, therefore, a tool used in order to reach the objectives of the organisation.

For instance, the suggestion of a manager to increase the level of performance in the school he is running, has to be followed by some well established objectives.

The objective of the students’ acquiring of abilities as well as physical, social, intellectual and moral skills, leads to the prestige of the institution. But in order to reach this objective, we need to increase motivation.

We live in an era dominated by the expansion of science and technology in all domains and by faster and faster pace of modern life. These have direct consequences on youth’s training, who have to meet the requirements of the society.

The schools’ objectives are inevitably influenced by the pressure of the social environment and they have to require higher standards in the quality of education.
And in order to do that we ought to raise motivation within the school system. If we ask our students what drives them to learn, the answers will be different: they learn to get a qualification, to get good grades, to succeed in life, to surpass others, to get praise from parents, teachers or to avoid conflicts.

The practice has shown us that learning is pluri-motivated. However, some motives are predominant, like when students learn to get better grades while others learn because they are interested in a school subject and they want to know as much as possible about it.

The good students have usually different motives than weaker students. It is the school’s responsibility to create strategies to stimulate motivation in students.

The important thing (apart from the hierarchy of motives as dynamic factors of learning), is that these motives/this motivation determine an active and creative attitude towards learning. Their training will eventually serve the society they are part of.

In the socio-professional dynamics today one needs to re-structure the ways to adapt to rapid changes and permanent novelty of life.

As for the teacher, he/she needs to be a role-model, guiding the students and keeping in mind that it is his/her duty to cultivate sensitivity, critical thinking, imagination, artistic taste in the new generations.

Guiding this motivational system that is specific to learning activities, is one of the most difficult tasks of the educators. Despite the theoretical part, the stimulation of motivation in students is an art that depends on the teacher’s skills.

School, and implicitly the teachers, have to own the ability to arouse students’ curiosity through novelty, educational offer, optional courses, team projects.

Today’s educational services require marketing activities that attract beneficiaries through the educational offer. It is frequently claimed that the secret to the success of organisations is in implementing a marketing idea which gives the best perspectives in reaching the objectives. Our managerial team thought of attracting partners that can help reach its objectives. We have had partnerships with youth associations, voluntary organisations and other institutions with which we developed projects whose role was to increase motivation in students, to make them acquire skills and abilities that can lead them to a successful career.

Young students want to actively become involved in projects, in the community and develop creativity, by exploring domains like art, culture, environment protection, participatory democracy, historic moments, social protection.

Our students have volunteered for different actions that combined the formal with the non-formal education, and they have acquired competences as active citizens in national and international projects. They have had activities in clubs and youth centres like: FORTES, ONIX, ATCE-SPERANȚĂ RĂMNICEANĂ ETC.
Our high school students are aware of the fact that future starts now and they get involved both in school and in the community. This leads to the prestige of our high school in our community, which is, in fact, our main objective.

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THE ROLE OF THE MANAGER IN THE ELABORATION AND APPLICATION OF THE INSTITUTIONAL DEVELOPMENT PLAN (IDP)

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Abstract

The responsibility for the professional development lies with the manager, the career development path being established in accordance with the personal aspirations and with the personal vision on what he/she will accomplish in the future. The focus of management is on the management and coordination of people, on the directing of their potential. "Involvement" and "participation" does not refer only to the concrete realization of tasks, but aims, explicitly and directly at the decizional level. Participating in training courses helps develop abilities which allows teachers to involve in the elaboration and application of the institutional development plan.(IDP)

Key words: educational management, institutional development plan, involvement, refresher.

Introduction

The changes that are happening in today's society -the powerfull tendency of globalization, the very high level of the technical and scientific development, the flattening of the organizational hierarchies, the increase of the worker usage value, the demand of very high quality services- all of these also require the changing of the school, namely its role.

Under the new circumstances, the quality in education was called a continuous improvement process of the educational system, to ensure the optimal state of personal development, social development, physical and educational development of every child, who will be given as a product to society.

School managers have the responsability of constantly looking for opportunities of improvement for every process and service offered by the school. All schools exist with the purpose of offering children high quality learning experiences.

Content of the article

Self-analysis and self-reflection over his/her own career give the manager the posibility to adapt to the demands and standard of the function of school manager, the posibility to acknowledge the gaps between personal aspirations, the level of development of his/her own competences and the posibilities of formation.
The role of a manager in the learning institutions is to inspire teachers, the support personnel as well as the desire of pupils to be the best and to provide with the necessary conditions for them to do their best, in a permanent competition with the others and with themselves, then the best managers, make any effort possible, meant to remove the obstacles that hinder the subordinates in their activity and to obtain for them the resources and the training that they need to be as efficient as possible in their work.

A manager, be it a headmaster, inspector, must have first been a teacher, because his managership work is based on the guidance and control of the instructive-educational process, on the understanding of the secrets of the didactical and educational activity. Prior practice as a teacher is therefore mandatory for the whole leading personnel from education.

The educational management has in view the realization of the strategic and operational objectives of the school institution, fulfilling the mission of the school, expression of the vision, ethos and organizational culture. The focus of the managerial activity is put on the leading and coordination of people, on guiding their potential.

In the educational system, very centralized and conservative, the real participation in the decision-making process was extremely limited. We must say from the very beginning that the "involvement" and the "participation" do not refer only to the actual fulfillment of the working tasks, but are aimed at the decision-making level explicitly and directly.

The elaboration of a school development plan is not a task that can be carried out by an individual working alone, even if he is a member of the Management Council, the headmaster or a teacher, but requires a strong involvement from the whole personnel, firstly of the teaching personnel, in the process of consulting others, especially the parents and the pupils. The inclusion of the school personnel in the process of planning, as well as in the process of implementation, is crucial to achieving success.

The benefits of elaborating the plan: bonding among the members of the personnel, the involvement of the Management Council and of other factors in the planning process, the personnel get a direction and a goal to fulfil, pointing out the purposes and objectives of the school. An efficient planning and design project is an essential trait of any successful organisation. The plan is a working document for school. It is based on the analysis of the current level of performance, it evaluates the way in which the current tendencies and the factors that will act in the future, can have an impact over the school, and establishes priorities and aims for the improvement of the school's future activity. The plan is elaborated for a period of four years and an annual action plan is attached to it (in our schools it is called a Managerial Plan (MP) or Operational Plan (OP))

The purpose of the Institutional Development Plan is to contribute to the permanent improvement of the learning and teaching quality through a process of continuous planning, evaluation and revision. We point out that the IDP does not refer only to the curriculum, but includes all aspects that relate to the school's activity which contribute to the improvement of the activity (ethos, equality of chances, the development of the personnel, behaviour, facilities).

Taking into account the fact that the IDP is the result of an analysis, of a collective thinking and decision-making, of a community of finalities and interests as well as the result of the shared desire of change and cooperation, areas of competence and responsibility must be established and increase
the degree of involvement of the teaching personnel in the school's life and more exactly in management problems.

Conclusions

The key of an effective management is the ability to obtain results from other people, through other people and in collaboration to other people. There are significant differences among the teaching personnel regarding their involvement in the elaboration and revision project of the IDP in school. By involving them, we show them gratitude and their sense of responsibility increases. The interest for the managerial part of their jobs increases and a larger perspective is offered to them, which also mean opportunities of learning and experience, that might be useful when they want a promotion. Managers must establish their own systematic procedures of development for organisational strategies.

Bibliography

THE ROLE OF EDUCATIONAL MARKETING IN PROMOTING THE SCHOOL IMAGE

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Abstract

In education, having a good image (the teachers’ quality, the program, the name of the school subject) leads to obtaining local, social and political support, which reflects in the capacity to deal with change. In other words, building an image in education means winning the support of the community for what the educational establishments from that area want to do. The application of marketing in the educational system means conceiving some training programs that are adequate for the specific individual needs of a community and implementing some communication systems that are able to allow an advantageous exchange of information and value for the parts involved in the process.

Key words: demand for education, education, educational marketing, educational offer, marketing strategies.

Introduction

Through this article I tried to emphasize the role of the educational marketing in promoting the school image, as an important part of an efficient management. Taking into account that in the contemporary society the number of students is in a permanent decrease, and the schools are financed according to a standard per student, it is very clear that attracting new students or even existing students is based on an efficient marketing that corresponds to the individual needs of a community.

1. Educational marketing

Frederick Wiret and Michael Krist consider that one of the important purposes of the educational marketing is to configure a healthy working relationship between the school and the community in which this can be found, that is able to increase the performances and the quality of both sides. In this working relationship it is essential to establish the concept of exchange of goods and services between the educational institutions and the community. The authors believe that the introduction of the process of marketing means, for any type of organizations, including schools, the creation of a process of exchange of values that are mutual and satisfactory.

From the same perspective, Kotler and Fox define the process of educational marketing as a process of analysis, planning, implementation and control of the projected preparation
capable of bringing voluntary changes of values, according to the market targets, so as to lead to the accomplishment of the objectives of the institution. The authors think that the educational marketing implies projecting the institutional offers so as to meet the needs identified on the market and the effective use of communication, price and distribution in order to inform, motivate and serve the market.

The educational marketing represents a new conception regarding the development of the educational activities, as an expression of the prospecting and perfecting of the means through which the education system can use its possibilities of integrating and influencing the society. In this domain, the market is represented by the need of pupils, students, family and society – of educating the young generation, as well as equipping it with knowledge and abilities that are useful to the modern society. In the development of the market relationships there are four environment agents that are involved: the educational institution, the beneficiaries of the workforce, the owners of the workforce and the state. The educational institution has relationships with two categories of clients: the economic agents that are the beneficiaries of the qualified workforce and the students who are getting ready for a profession.

Prof. Dr. Valerica Olteanu considers that the application of marketing in the educational domain is known as educational marketing. The necessity of approaching the educational activity from a marketing perspective is determined by the similarities with the economic activities from the domain of provision of services.

The educational and cultural marketing is justified by the fact that both education and culture, in general, must become profitable domains, making the most of what they have to offer, taking advantage of every opportunity. If in economy you cannot take rational decisions without investigating the market, in the same way, the studies on the needs of the public cannot be missing from the educational domain. Therefore, we have to define some concepts like: educational market, educational demand, educational offer, educational consumption, the consumers, marketing strategies, sponsorship.

The education is a complex phenomenon consisting of a set of measures, applied systematically in order to form and develop the intellectual, moral and physical qualities of young people or people in general. In order to get to know their target public, the educational managers have to know the methodology of the market studies.
The educational services that can be offered in an educational institution are: courses, seminars, conferences, communication sessions, shows, cultural activities in libraries, extracurricular activities, etc.

In all these cases there is a relationship of complementarity and mutual stimulation between these services. All of them offer information, knowledge, values, symbols, models and ideals meant to satisfy a diversity of human needs such as: the need for knowledge and information, for action and participation, for revealing your own identity, for recognition and prestige in society, the need for justice, for imaginary, for escape from the daily environment.

The marketing is a scientific endeavour that involves not only knowing the demands of consume, but also anticipating them, adapting permanently to the consumers' needs. This endeavour implies a set of scientific methods and techniques that can analyze the phenomenon both from a quantitative and qualitative perspective, as well as the foresight of the market. That is why marketing becomes a function of management. It is a science that implies assimilating, at the level of educational theory and action, of the essential concepts from the educational domain, the creation of new concepts, the theoretical generalisation and the permanent reflection on ideas generated by practice, experimenting new ideas of investigating the cultural consume and the consumers' behaviour, producing some foresight instruments of the educational market.

The educational marketing has some functions:
- Investigating the market, the educational consume and of environment;
- Adapting the marketing policies to the demands of the environment;
- The dimensioning of the educational services according to the consumers' needs, preferences, tastes, expectations, qualitative requirements, but also to the goals of the educational policy;
- Promoting an efficient management of the human resources that, together with the material and informational resources will stimulate the synergistic effects of the educational values and services and will ensure the accomplishment of the pre-established objectives.

2. The benefits of marketing

The institutions that understand and apply the principles of marketing reach their objectives more often. They need to attract resources, to motivate its employees and to attract education consumers. Marketing is the applied science which is the most preoccupied by the efficiency and efficacy of the exchanges and can be equally applied to educational institutions, not only to companies. The marketing brings primarily four main benefits:
- A greater success in accomplishing the mission of the institution. The marketing offers the instruments to compare what the institution currently does with the mission and the established objectives. The careful, detailed analyses represent the basis for programs that deal with real problems. The marketing contributes to identifying the problems and to planning the answers that will help the institution accomplish its mission.

- Increases the public’s and the market’s satisfaction. If the institution fails in developing programs which satisfy the needs of the students, the donors, the financiers and other people involved, the negative impressions and the reduction of the fund inflows will have negative effects. The institutions which are insensitive to the market’s needs face more apathy and a lower morality. For these institutions it is difficult to attract new students and new financial resources.

- Improves the attraction of resources on the market. In their attempt to satisfy the clients, institutions have to attract varied resources, including employees, donors, financiers, other supporters, and the level of attracting these resources is directly proportional with the satisfaction offered in exchange.

- Raising the efficiency of the actions on the market. The marketing emphasizes the role of the management and of the coordination of developing programs, forming prices, communication and distribution. Many institutions make decisions without taking into consideration the links with the market, thus resulting in higher costs for the same results. They can even obtain a removal of those who have to be attracted. Taking into account the fact that few educational institutions can afford wasting the resources, they need to reach a high level of efficacy in their relationships with the market.

The school marketing is very different from the marketing of a tangible product. An excellent service for the school marketing is made by the network based on”what is said”, practiced by people who live and work in school and close to the school. This network really helps the school management. Factors like school uniforms, the school anthem, attractive prospects may seem unimportant, but they play a vital role in adding ”weight” to the school and in encouraging students and parents to evaluate the school and its accomplishments. Media advertising is not essential in promoting a school. But conversations with people and personal contact are essential. These represent the modality through which as many people as possible will be involved in promoting the school. The principal has the main role. In terms of marketing, he is the most important person when talking about promotion or public
relationships. The principal is the personification of the school, in fact, and of the direction where he wants to go. He has the role to describe the mission of the school as an expression of the intention and of the place in community and on the educational stage, in general. The principal can communicate his vision to the school staff. The internal communication is one of the most important ways of promoting the school. It is, indeed, the starting point of a promotion strategy. The principal’s vision mustn’t go against the clients' needs and wishes, but, on the contrary, that the school will be ready for the present, current needs of the market.

The principal will need the support of the management team from the school. But his vision will have to be shared and approved by the territorial representatives of the ministry. These can help the school marketing. In every inspectorate there should be a specialist in marketing and promotion. Together with this, the minister can assess how well a school anticipated the needs of the community.

Promoting the marketing in the educational domain needs commitment, perseverance, consistency, honesty, and love for the students on behalf of the managers.

Conclusions

Communication is a sensitive process that has a major importance for any organisation or public institution. For a permanent promotion of the school activities and for a permanent improvement of the quality on the institutional level, the school has to permanently develop the educational programs, to keep its reputation of a school with very good results at national exams, school contests and extracurricular competitions, a school in which teachers are permanently interested in perfecting themselves, in the quality of the educational process. For all these it is necessary to exist an efficient communication with all the educational partners and a deeper involvement of us, the teachers. It is necessary to involve all the people from the school (manager, teachers, students, parents) in order to identify the most appropriate methods and means of institutional promotion. The environment of the current educational services demands the management of any school institution to unfold some marketing activities that will determine a stable position on the market and to attract beneficiaries according to the educational offer, giving it a competitive advantage on the market of the competitive scholar organisations. The management culture will have to influence and to support the promotion of a new set of necessary values in a global society of knowledge, in which we declare that we want to integrate.
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TEACHER'S MANAGERIAL OFFER FOR OPTIONAL

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Abstract work

In the first part we talked about possibilities teacher to choose the optionals and the elaboration of an optional curriculum for both middle school and high school.

We then presented three optional models that we developed and applied in the school who works as a geography teacher seniority 27 years old.

The paper contains the following optional curricula: "Local Geography", "Romania's tourism potential, Geoinformatics".

This book reads:

both middle school, geography teacher, high school, local horizon, optional curriculum

Introduction/General

This paper is a summary of an extensive paper presented at an annual conference of geography professors. According to the "Pedagogic Lexicon", optional subjects are "school subjects that are at the discretion of the school and / or classes. The Framework Educational Framework provides, for each curricular area, a number of hours reserved for this free option - they are part of the CDS. " According to OMEC no.3670 / 2001, each student of compulsory education must have at least one optional hour.

In general, Option starts from the premise that learning is most effective practice for which the theory of it is lower than that applied.

Body of the article

Introducing optional subjects, through appropriate management, elective may become important attributes of the school, ensuring the complementarity of basic education and contributing substantially to the building of the institutional ethos. Through the curriculum of the school, it can build its own identity and can inform the local community about the type of training and education they offer and the advantages of attending the school. Also, each teacher can attract students through an attractive offer, with the most attractive options that lead to the formation of skills and the application of knowledge gained during geography classes and other study subjects.
I have applied to the class the three optional curricula ones that I present:

➢ "Local Geography", applied to the class VI A Cartojan and Giurgiu county and city - has to update developments of natural phenomena, and current issues of social and economic life, all seen in close liaison.

He explains and illustrates the local horizon, concepts of physical geography and regional human and economic geography, seeking integration into the curricular area "Man and Society", setting of terms and their application in their daily lives.

➢ "Romania's tourism potential – a VIII class applied to propose a highly attractive topic of wide interest and present.

Learning activities are designed to allow direct activity of the student, being called upon to locate, identify, explain, associate, select, compare - the elements and phenomena of interest. This course stimulates an interest in geography, learning to use information from media sources, initiating projects and booklets on issues of tourism, education quality.

➢ Geoinformatics" - can be applied to classes V to VIII. Prosecution is to fix both basic concepts of computer science and explain natural phenomena and processes using information technology resources.

As students have presented results with some products made by students from the documentation and applications that we have conducted during the hours of optional: charts, drawings, map, data collections and information, old photographs, interviews with elderly about customs and traditions in our town, portfolios with tourist areas in Romania.

I think classes are an optional opportunity to develop skills and skills training to students that this particular object of study is good and helps children to develop certain values and attitudes needed in the twentieth century including:

- Respect for diversity and for natural and human history and this place home;
- Preserving and protecting the living environment of local horizon;
- Willingness to communicate using specific means an information system
- The expression of creative thinking in solving design and workload

CONCLUSIONS

In conclusion geography teacher must not only never resume office of geography and time to continue on the ground in nature for recognition of natural phenomena and processes which are discussed in class. The local horizon is our help because here we can start with many explanations. But from what is known - so the concrete, to explain some new concepts - abstract things for many students, we reuşii to help children to understand and explain natural phenomena and processes and later to find solutions for sustainable development of our society.
Proposing and running optional subjects is one of the important aspects of achieving and succeeding in the reform, of promoting the school as its own identity in a competitive and stimulating environment, especially in a context linking rural school with local community specificities and trends demand for education.

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FOREWORD

Work Evolution of educational management is an attempt presentation of the concept of educational management and at the same time highlight the need for professionalization of leadership educational institutes. Also, try to show that educational management should be done by professionals, people who have mastered the art of management methods and techniques, people balanced, moral and not least the people who really love children and education.

Also the present work aims to provide elements of general management and educational development of current and short of it.

KEYWORDS – evolution, education, leadership, management, methods.

I. EDUCATIONAL MANAGEMENT - ACTUALITY

In the last century, the image of the leader who controls and controls was considered the essential condition in the development of organizational management. But since the late twentieth century and early 19th century it has been increasingly found that traditional management is no longer capable of delivering performance in an organization. Because good management is good in stable times, when it can rely on predictability and repeatability. Current economic trends have prompted the emergence of better educated and assertive subordinates. People are better informed and know more precisely what their needs and rights are. The result is the decrease in the deference to the institution in which it works and to the persons claiming authority. The solution thought by sociologists, economists, political scientists, or psychologists was to design a new type of management, focused on leadership. Undoubtedly, leadership is the vital aspect of the functioning of an organizational system, and the leader puts his mark on his own organization, determining his success.

At present, the delegation of authority is limited to routine decisions, the initiative area of a school manager being rather restrictive. The careful study of the Romanian educational reality entitles the experts in the management of change to consider it important to define from the beginning the objectives pursued by decentralization so that they can be regarded as

quantifications of the success or failure in the reform undertaken. Researchers' findings show that the decentralized managerial process involves stimulating innovation, professional accountability and public accountability at the level of teachers, school managers and pupils, by transferring decision-making power at school level on: budget execution; staff policies; increasing the weight of the curriculum at the school's decision.

The successful implementation of decentralization presupposes that, beyond the strict monitoring and multiplication of resources, the education manager will prepare the actors in the system by shaping the personalities of the pupils and even the teachers. The success of this social construction is conditioned by perfect adaptation to the demands of the community and the real labor market. In the view of the experts, the school is a huge laboratory that prepares individuals for integration into the macro-social system, so the emphasis should be on stimulating cooperation, teamwork built on the concept of solidarity. In order for the strategy to be sustainable, leaders will always be on the move, who are proposing and doing new things, instigating personal reflection and action, posing problems and asking them solutions to collaborators, keeping them constantly connected to the life of the school and its perspectives. It has been shown that managers who practice visionary leadership have some specific qualities that distinguish them from their peers, among which they have been noted: they are deeply motivated by personal beliefs; are determined to achieve their goals for the lead institution; are prone to innovate; He always imagines a better future.

"However, few are the ones who rely on these successful attitudes, perhaps 10%. How can we influence others, make them follow us? Through moral and financial motivation, through personal example and training strategies. "Effective management of educational services will have to meet specific requirements: teamwork, transdisciplinarity, systemic and unitary approach, openness to new, flexibility. In these circumstances, the managerial act becomes a complex and specialized activity, requiring a series of personal qualities that make the manager a trademark specialist in his field."

II. EDUCATIONAL MANAGEMENT - EVOLUTION

Major changes in the field of social life in recent years suggest to the educational process the need to find suitable solutions for children, youth, in order to discover their own personality, social fulfillment in these conditions, in an era of informatics, in a world of developer can still conceive without proper education in the field of IT.

School has to find the most appropriate ways to respond to such requirements and to change the methods and means of educating an Internet age of computer science. For this purpose, educational programs in encyclopaedias, on the internet, come in support of the

student, handed over carefully and the responsibility of the educator, the personality trainer, the man behind these special creations of the modern world.

Therefore, in order to ensure evolution, the educator, the teacher of the future, must ensure the role of the trainer, of stimulating the pupil's creativity, of stimulating his intellectual abilities, by carefully modeling the skills that every individual possesses, of discovering the uniqueness of the individual in an extraordinary diversity of personalities, because only such a society can evolve, by discovering the individual possibilities to serve the common desires of society, creating a special social harmony, to which every social system has certainly dreamed or dreams. At all times, it must be borne in mind that education has a decisive role in raising the level of cultural, ethical, religious and social life, that is to say, the civilization of any nation through its quality and results. 

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THE TEXTBOOK - A SUPPORT FOR THE LEARNING PROCESS

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Abstract
The textbooks provide a clear framework for the teachers and learners to know where they are going and what is coming next. However, textbooks must be used appropriately in order to achieve the objectives. After using a textbook, a teacher can identify some strengths and weaknesses that emerge over a period of continuous use.

Key words: communication, learning, modern methods, swot analysis, student

Introduction
It is well known that a textbook is an important material that can support the teaching-learning process to the learning objectives. In the classroom, teachers and students need a source to be used as guidance and therefore, textbooks become the main source.

One of the most important components of the curriculum, the textbook provides a clear framework for the teachers and learners to know where they are going and what is coming next. However, textbooks must be used appropriately in order to achieve the objectives.

Ur (2006:184) mentions that "the textbook is the cheapest way of providing learning material for each learner; alternatives, such as kits, sets of photocopied papers or computer software, likely to be more expensive relative to the amount of material provided". Harmer (1991:257) also believes that textbooks supply attractive, interesting and lively materials which may not be produced by teachers.

Textbooks play a main part in the realm of language teaching and learning and they are looked upon as an indispensable tool in the process of foreign language learning.

Body

We are going to compare and contrast some aspects of two English textbooks, Enterprise 2 and Enterprise Plus, which are used for studying English as L1 at the low intermediate level in high school.

Enterprise
This is the first of the two textbooks which is designed for students in the 9th grade, at the low intermediate level. It is published by Express Publishing in 1999 and has 150 pages. It opens with an overview of contents which numbers 2 pages. At the end of the textbook the students can find a list of irregular verbs, an English-Romanian and a Romanian-English glossary and a short grammar compendium.
This textbook has 4 modules and 15 units. The units’ objectives are related to grammatical points, vocabulary and language functions gathered around the unit’s topic.
This is how the textbook is structured:

**Module 1**
Unit 1 “People around the world (pg. 6-11)”
Unit 2 “Night and Day (pg. 12-17)”
Unit 3 “Shop till you drop” (pg. 18-23)
Unit 4 “Days to remember” (pg. 26-31)

The vocabulary area in this chapter recycles adjectives describing, people physical appearance, food and places, tastes, behaviour, TV programmes, as well as adjectives describing personality. The communicative area involves asking and giving opinions, expressing likes and dislikes, describing people and places and speaking about present and past events. The grammar points refer to adjectives ending in ‘-ed’ and ‘-ing’, present simple and the Simple Past

**Module 2:**
Unit 5. “Planning ahead” (pg. 34-39)
Unit 6. “Food, Glorious Food” (pg. 40-45)
Unit 7. “Profiles” (pg. 48-53)
Unit 8 “A brush with danger”. (pg. 54-59)

In chapter 2 the students will find vocabulary referring to health, illnesses, experiences, feelings, warnings rules and accidents. The grammar section contains information about present and past perfect simple and continuous, passive voice, linkers of contrast and adverbs of degree. The communicative functions focus on inviting people, accepting/refusing invitations, expressing thanks and describing things and events in an emphatic way and also speaking about people’s plans and ambitions.

**Module 3:**
Unit 9. “A world of wonders” (pg 62-67)
Unit 10. “Stick to the rules” (pg 70-75)
Unit 11 “Our precious planet” (pg 76-81)
Unit 12.”Holidays with a difference” (pg 82-87)
Module self-assessment (pg 88-91)

This chapter does not provide such a wide range of new vocabulary. It only focuses on words related to the environment, air pollution, people’s dreams, words the students were already familiar to. The communicative area and the grammar part of the chapter bring new information to students teaching them how to speak about the environment and about our planet and how to use modal verbs, passive constructions and conditionals.

**Module 4:**
Unit 13.”Join in the fun” (pg. 92-97)
Unit 14. Live and let live” (pg. 98-103)
Unit 15.”Surf the net” (pg. 104-109)
Module self-assessment (pg. 110-115)

What this chapter brings new to the students in terms of vocabulary is the words related to technology, computers and internet and also about jobs. The communicative functions they can achieve are: expressing thoughts and feelings, expressing opinions, describing personalities, describing feelings and intensity of feelings. The grammar section focuses on infinitive and -ing forms reported statement and reported questions and question tags. The chapter is followed by two pages of revision exercises to reinforce the students’ knowledge of the previous chapters.
After using a textbook, a teacher can identify some strengths and weaknesses that emerge over a period of continuous use. As already mentioned, from the way it was firstly designed, this textbook gives the students the opportunity to practice extensive reading and listening skills. However, the CD has never been available on the market, so the teacher has to find other recorded material to use during the class. This means that the listening activities designed in the textbook cannot be performed because the listening section was given more portion than the other skills.

Although the textbook tries to offer a balance of all skills, it does not provide a variety of exercises and activities to practice language items and skills. Most of the activities focus on individual and pair-work and few if none give them the chance to practice role-play or to solve some tasks in group. As for the reading material, it is not accompanied by any pre-reading activities. They all begin with “Read the following text and…” It is up to the teacher to recreate the activities so that the students could have the possibility to practice the skills in an appropriate way.

The design of the textbook, in terms of pictures and colour, is not always appropriate and clear. Most of the students complain that the pictures/drawings refer to much younger students, they are not very attractive and thus they do not allow them to be creative.

However, the textbook includes a topic-based syllabus, clear presentation of grammar and systematic vocabulary development with an emphasis on pronunciation.

**Enterprise Plus**

The textbook was approved by the Ministry of Education in 2005 and published by Express Publishing in 2005. It is an English course designed especially for teenage learners at intermediate and upper intermediate level. The textbook consists of 176 pages 4 modules and 22 units, additional materials and some grammar reference. Every 4 units are followed by revision exercises to reinforce the use of both the grammar structures and the four skills the students studied in the previous units.

The format of this textbook is as follows:

**Module 1:**
Unit 1:”Read my lips”(pg 8-11)
Unit 2”In the public eye”(pg 12-15)
Unit 3”Around the World”(pg 18-21)
Unit 4”Travellers’Tales” (pg 22-25)
Unit 5” Enjoy reading”(pg 28-31)
Unit 6”Extinct animals”(pg 32-35)

After Unit 6, there is a literature corner and a self-assessment module and there are also listening and speaking exercises.

In the first five units the students will practice their reading skills by predicting the content from the title and illustrations, skimming a text or identifying topic sentences. Writing focuses on gathering and selecting ideas for a composition, putting notes in a sentence and developing the topic sentence in each paragraph. Listening skills have to do with listening for key words and predicting the content of a story. Speaking deals with giving opinion, agreeing and disagreeing.

The grammar area in these units will familiarise the students with the use of the Present Simple and Present Continuous for habitual, permanent and temporary situations, the Past Simple and the Present Perfect, the passive voice in the Present Simple, Present Continuous and Past Simple and with the use of some phrasal verbs.

**Module 2:**
Unit 7:”A Ghostly Welcome” (pg. 44-47)
Unit 8: “Hard times” (pg. 48-51)
Unit 9: “Lost Civilisations” (pg. 54-57)
Unit 10: “Citizens 2050” (pg. 58-61)
Unit 11: “Narrow Escapes” (pg. 64-67)
Unit 12: “Ancient Buildings” (pg. 68-71)

Listening and speaking activities are present in units 11 and 12 and also there is a literature corner where we can find an extract from “The Old man and the Sea”. There is also a self-assessment module. This module provides a wide variety of vocabulary and also past and future tenses.

The reading skills will be developed through guessing the meaning of words from roots, understanding complex sentences and distinguishing fact from opinion. The students will improve their writing skills by learning how to write informal letters, articles, reports of surveys and narrating past events.

During the listening activities, students will have to identify paraphrases in order to deal with unknown vocabulary. Through the speaking activities, the students will conduct surveys, give advice using a variety of structures and will speculate on the possible solutions to problems.

Module 3:
Unit 13: Nature’s Fury (pg. 80-83)
Unit 14: Tricky Jobs (pg. 84-87)
Unit 15: Panic is Rare (pg. 90-93)
Unit 16: The great Fire of London (pg. 94-97)
Unit 17: Scary but Lovely to watch (pg. 100-103)
Unit 18: Problems of the Planet (pg. 104-107)

Reading focuses on guessing the meaning of new words from the text and identifying linkers, writing centres on semi-formal letters, listening deals with predicting what will follow from the use of expressions like and, besides, but, the trouble is, and speaking deals with checking understanding. The grammar components of the units are: passive voice, 2nd and 3rd type conditionals, infinitives, reflexive pronouns, clauses of result and clauses of purpose.

Module 4
Unit 19: Quality or Quantity (pg. 116-119)
Unit 20: Nature’s Secret Art (pg. 120-123)
Unit 21: A return to the big screen (pg. 126-129)
Unit 22: Great inventions (pg. 130-133)

There are listening and speaking exercises in units 21 and 22, a self-assessment module and a literature corner. The book ends with grammar references and a word list.

Enterprise Plus is a textbook whose aims correspond closely to the aims of the teaching curriculum and whose objectives are systematically organized. It is accompanied by a CD with interesting listening material and a useful activity book with additional exercises designed to practice all skills, which are balanced and well integrated within each unit.

The textbook has lots of exciting and imaginative storylines with realistic teenage characters, which encourage reading for pleasure and group discussion. The reading texts are stimulative and have strong appeal to the learners. Another good point of the textbook is that it brings authentic material like radio or newspaper interviews, magazine articles or book reviews. The pictures which follow these materials are directly related to the content, they are clear and simple, like real pictures of students or artists, which stimulate students’ creativity and help them solve the tasks more easily.
The textbook helps the learners with simple and clear instructions about how the exercises should be done and includes variety of activities and tasks that give the students the opportunity to practice and extend their language skills and interactive activities that require students to use new vocabulary to communicate. It also has materials for pronunciation work, like word stress and intonation.

Writing activities such as controlled, guided and free paragraphs are paid lots of attention. The materials for listening are always followed by activities which help comprehension, while the materials for spoken English, like dialogues, role-play, communicative activities are designed to prepare the learners for the real-life interaction. Furthermore, the reading passages are associated with pre/while/post reading activities.

The grammatical points are presented with brief examples and explanations and the new structure is integrated in contexts and situations. The textbook provides enough written practice of the grammatical concepts.

The new vocabulary is presented in a variety of ways, such as diagrams, puzzles, word maps, etc. and it is included in the coming lessons, which has a good effect on practising

**Conclusions**

A good textbook should offer the basis for the content of the lesson, the balance of skills being taught and the kind the language practice the students take part in. The materials they consist of should make students learn and they should also be the resource books for ideas and instructional activities and go along with the students’ needs.

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Abstract

We often speak wistfully to our students about politeness, a phenomenon which seems to be in continuous change under the pressure of the speed century, yet too little explanations about it besides respect and good family upbringing. According to the theory developed by Brown and Levinson, politeness means the ability to protect interlocutor’s face; each of us has two needs: either one wants to be accepted his/her independence, or one looks after acceptance as part of a group. About ways of acting in a dialogue in order to avoid possible utterances that affect the addressee’s face, we need to analyze carefully the strategies of face-saving.

Keywords: politeness, positive face, negative face, the management of conflictual situations, strategies for face-saving.

Introduction

Inevitably, we are part of the major changes in the collective mental and it is our duty to observe, guide, and encourage the creative spirit, always young, and effervescent of the present generation. There are enough communication bridges, so what teachers have to do is to be more approachable and to point less the break between the two mentalities (old and young) which in the end are only a product of the changing and eager society for affirmation at all levels. Young generation’s needs have been subject to many writings and for sure it is not enough, but this time we would like to focus in on a complex phenomenon, namely politeness.

Theoretical approaches to politeness. The concept of face

No matter if we want to build healthy relationships or it is in our way of behaving to use a respectful language, some notions about face and the preference for a certain type of discourse are unknown at a theoretical level. In a broad sense, politeness can be identified with respect, common sense, goodwill, elegance, and other notions universally acknowledged as positive, but for some theoreticians, politeness means the degree of effort put into the avoidance of a conflict situation (Leech 19) or a social behaviour developed by societies in order to reduce friction in personal interaction (Lakoff 64). If we consider P. Bown and S. Levinson’s study, we learn that politeness is meant to protect or to affect listener/speaker’s face.

The concept of face is taken from Chinese and it is first used by E. Goffman with the purpose of defining politeness. Later on, Brown and Levinson have identified two basic needs which operate during the conversation.: positive and negative face. It seems that each human being wants either to be recognized his/her appurtenance to a group, to be admired for what s/he represents within the group or s/he longs for individual affirmation, distancing from the speaker. We can learn these notions during classes and if we consider the complexity of the relationships between students and how we can encourage teamwork, a challenge for class management: Congratulations for what you have built along with your team classmates! or You have put enough effort and we can all confirm it! It is important to highlight that the
preference for a face can be changed according to speaker/listener’s needs; for effective contact, our attention should be oriented towards protecting and maintaining face.

The strategies that diminish the potential of aggressiveness are different: positive face asks for appreciation, encouragements, jokes, a feeling of affiliation to a group, and on the other hand, negative face imposes distance, indirect questions, compliments. For instance, students can be explained that in the presence of a teacher, politeness means distance between interlocutors and acceptance of his/her superior position, whilst with other students they have to be amiable and to encourage team spirit; nevertheless, there are students who want to protect their negative face, then we emphasize the fact that even if distance and power are reduced to minimum, some interlocutors have some needs without any connection to conversation’s context. If a number of students are being respected their desires, the same thing should happen with the little part of misunderstood students. Apologises are sometimes senseless for those who listen to them, this is the reason why that the guilty one needs to adapt his/her discourse to what listener expects to hear. No matter the nature of verbal acts, the emphasis should be on the intention and listener/speaker’s needs and this exercise would not miss, especially because it is not a natural undertaking, but a learnt one. This theoretical approach should represent a starting point for further readings, regardless of teacher’s study object.

Conclusion

Human relationships are hardly built and they can be maintained with attention to the interlocutor. We would expect that our students be more aware of the risks during the conversation and to pay more attention to listener/speaker’s needs and to act in consequence. The theoretical approaches to politeness help the teacher, but students as well in harmonious development and communication strategies improvement.

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THE ROLE OF NONFORMAL IN THE DEVELOPMENT OF THE STUDENT

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Abstract

Non-formal education was defined by J. Kleis as "any educational, intentional and systemic activity, usually carried out outside the traditional school, which has a content tailored to the individual's needs and situations, in order to maximize learning and knowledge and to minimize problems which it faces in the formal system (the stress of catalog writing, imposed discipline, performing the themes, etc.)"

Key words: communication, education, extracurricular, nonformal, opportunities.

Introduction

There has been a large talk about non-formal education, since 1968 at the Williamsburg International Conference in the United States, where the issue of solving the "global crisis in the world" (Coombs 1968) was raised. Many people had political or economic difficulties for the development of formal education. The formal education system is adapting too slowly to socio-economic changes. Almost at the same time, UNESCO launched the idea of "lifelong learning" in the notion of "learning in society," culminating in the "personal development" ("The Faure Report", UNESCO, 1972). There followed four decades of political debate on non-formal education. They have drawn attention to the importance and potential of education, education and training and non-formal education, and that it has to be done outside the official institution of education.

Content of the article

When analyzing the education process, there arise questions about the usefulness of non-formal education. Fordham (1993) states that if we try to correlate the development of non-formal education with the political changes of the 1970s, 1980s, then these years can be described as the non-formal education decades (Rubenson 1982). Considering the fact that continuing education has gained ground to a large extent in recent years, it will be interesting to look at the politics evolving over the next few years.

Sciences generally have a high level of technicalization and specialization. However, teachers must find ways to capture students' attention. The development of science is very fast, but it has to pass some years, until the newest discoveries are integrated into the
Increasingly, English becomes the main language of communication in science, while in the classroom the national language is used. But as often as teachers of different disciplines in different countries meet, these contradictions lose their relevance to the universality of science. Science becomes more and more international and interdisciplinary. Non-formal education offers a set of necessary social experiences, useful for each child, young person or adult, complementing other forms of education through:

- the valorisation of the pupils' free time from an educational point of view;
- opportunities for the valorisation of pupils' life experiences, through a more flexible and open framework, and by diversifying day-to-day learning environments;
- voluntary, individual or collective participation;
- flexible ways to respond to students' interests - the wide range of activities that they propose and the ability of each student to decide what activities to take part in;
- the developing of competences for life and preparing young people to become active citizens; besides the information and competencies specific to certain areas of activity in which the non-formal projects or activities fall, students develop organizational capacities, self-management skills, time management, critical thinking, decision-making or problem-solving;
- a framework for practicing and cultivating various skills, talents and capacities, showing talents in art, culture, music, sports, painting, IT, etc.

The evaluation of the activities carried out in non-formal education is "optional, unformalized, with psychological accents, with incentive priority, without notes or official ratings." In the context of the extension of the requests for vocational training through different forms of non-formal training, there are also situations in which they are completed by certificates or graduation diplomas.

Non-formal education is important through the following pedagogical advantages:

- it is centered on the learner, on the process of attendance, not on the teaching person, asking for the participants to be differentiated;
- it has a flexible, varied curriculum, offering various and attractive activities to participants, according to their interests, special skills and aspirations;
- contributes to the broadening and enriching of the general and specialized culture of the participants, offering professional recycling activities, completing studies and supporting disadvantaged categories or exercising the capacity of gifted individuals;
- it creates opportunities for an organized party of time in a pleasant way, aiming at the relaxation and restoration of the psycho-physical balance;
- it provides a quick update of information in different fields, being interested in maintaining the interest of the general public, offering flexible alternatives to all age groups and their pre-formal training, emphasizing the immediate applicability of knowledge;

- it trains new communication technologies, taking into account technical and scientific progress, capitalizing on the opportunities offered by the Internet, television, computers;

- it is interesting, offering pleasant activities and exempt from rigorous evaluations, in favor of the formative, stimulating, continuous, appreciation strategies;

- it responds to the needs and needs of permanent education.

Through the modern society dynamism or through its flexibility, openness to innovation calls for a model of human personality that would be able to cope with the requirements of the 21st century which has been announced as a millennium of continuous change.

In the last period, we can observe the development of non-formal education, which is getting closer to the school space.

From a conceptual point of view, this type of education encompasses all the activities and actions that take place in an institutionalized framework, organized but outside of the school system, constituting "a bridge between the knowledge assimilated to the lessons and the information accumulated informally ."

Non-formal education is the equivalent of extracurricular education and is also an organized action, either in the professional environment or in the socio-cultural environment, through theaters, museums, libraries, cultural-artistic events, excursions, sports clubs, competitions, etc.

In the Romanian education system, extracurricular educational activity represents the applicative space in which, through specific forms, the transfer and applicability of the knowledge, skills and competences acquired in school is allowed. Out-of-school activities consisted of scientific, artistic, humanitarian, ecological, civic, tourist, sports, as well as recreational character. Like educational school activity, extracurricular educational activity is a dimension of the permanent education process, being recognized as an essential part of compulsory education.

Self-education must be an adaptive and permanent perfectionist process. We can not project the future for more than 20 years, as we are witnessing the extremely fast evolution with unpredictable directions of the last 20 years. We can still point to data sources and individualized training paths in the user's motivation directions. This move away from crisis management will ensure continuously both motivation, social success, ethical and moral characteristics, and effective management of current issues by increasing respect for civic duties, civic rights and civic responsibilities. These directions based on respect, ethics,
morality, competence, responsibility and quality / value will be the behavioral vertebral column both in the relationships between people, community, culture, country, and behavioral relationships on the labor market or in relationships with the natural and the social environment.

Thus, the need to re-orientate extracurricular education as a promoter of the development of self-education, the awareness of the necessity of the development of self-education and its importance is a priority. Education, both formal and non-formal, must be recognized as processes by which both human beings and society can reach their maximum potential. If through a viable and formative form of education it has not achieved the development of abilities and knowledge to enable graduates to perform on the labor market, to have a successful social evolution and to solve the crises of the maturity period, then this education has not fulfilled the role.

The concrete arguments exposed lead us to require the presence of extracurricular activities in the formation of the pupil’s personality, in his education and training, in order to perceive the concrete reality of the surrounding reality. The role of these activities is to develop abilities, ethical and moral characters and to give a set of practical knowledge based on solid theoretical fundamentals.

„Education is what survives after everything that has been learned has been forgotten.”
Burrhus Frederic Skinner

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MANAGEMENT AND QUALITY ASSURANCE - SUPPORTING PERFORMANCE IN EDUCATION

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Abstract

The paper focuses on quality management and quality assurance in education and develops a set of principles and practices that cross the entire educational environment in all its components, oriented towards achieving superior results, in relation to standards and to meet the needs and expectations of the beneficiaries of education. Thus, obtaining quality results in education must take into account the quality of created conditions and resources, objectives and methodologies, curriculum in general, how time is managed, how to use new information technologies and the quality of the process assessment and quality of the teacher’s work.

Key words:
Quality, School climate, Curriculum, Management, Educational environment, Results.

Introduction

"No institution can survive if it needs geniuses and supermen to manage it. It must be organized in such a way as to be able to function under a leadership consisting of normal, middle-class people." (Peter Drucker)

The image of an institution is based primarily on quality, "quality is the most important"4, so the institution ensures its survival over time.

In the current institutional environment, the notion of quality has various connotations, ranging from "luxury and merit, to excellence and value"5.

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"The next process is the client" (M. Imai). Quality is preponderantly related to the customer relationship: "Meeting customer requirements" 6, the customer being the ultimate verdict on quality.

The term quality can have different meanings for different people, each individual, each domain having its own meaning of that term.

In the pre-university education system the quality is regulated by OUG no. 75/2005 regarding the quality assurance of education with the subsequent modifications and completions, which provides for the defining aspects of the thesis.

Essentially, quality management defines a set of activities to achieve goals through optimal use of resources.

The criterion of the quality of the educational process expresses the level of knowledge, skills, skills and education of the pupils in relation to the requirements of the school curricula and to the maximum possibilities of the pupils.

National framework / legal framework of quality assurance

In the current context, the construction of the quality assurance system of education starts from a series of guiding principles that will base specific criteria, standards, indicators and procedures, in line with the requirements of the Romanian Agency for Quality Assurance in Pre-university Education (ARACIP).

The quality of the whole educational-educational process can be characterized by responding to the following requirements:

Say what you are doing → Do what you say → Prove what you did → Describe your quality system → Make this system work → Analyze → Optimize → Implement → Control → Correct system elements → Certify System

Looking at the educational institution / school institution from a systemic perspective, its main function is to transform the "inputs" (students, teachers, knowledge and cultural values, financial resources etc) into the desired "outputs" (results of school education, educated people with new information and knowledge, new values, other cultural elements, even products and money)

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6 Oakland, J.S. (1993)
The current quality of education situation is defined by contextual and situational factors and the evolution of the concept of "quality".

Evolution of the quality concept: \textit{Quality refers to the achievement of the objectives, there is no product without defect $\rightarrow$ Quality refers to the satisfaction of the needs of the beneficiaries without a fault $\rightarrow$ The quality refers to the satisfaction of the current and future needs of the beneficiaries.}

Ambrose Bierce said that "Perfection, an imaginary state of quality that differs from what exists through an element known as excellence, an attribute of the critic."

The school clearly defines its values in the context of a policy adopted at national and / or regional and / or local level. The quality of education is thus measured by the level of formation of these values at the specific "inputs": students, teachers, cultural knowledge and values, financial resources, etc.

The outcome of the educational service is, in fact, the education understood as value for the learner: what is the extra educator at the end of one year / school cycle, etc., compared to the initial situation.

As a result, the higher quality of education means greater "added value and created", the respective plus being determined with certainty by the school activity and not by other factors (natural biological or physiological development, other sources of education - family, mass media – etc.)

**Figure No. 1. School Institution - a Quality Provider in Education**
As a result, educators are primary external clients / beneficiaries of educational services, their parents are secondary clients / beneficiaries, and the labor market, employers, society as a whole are tertiary customers / beneficiaries. School staff, especially teaching staff, are "internal clients".

In conclusion, educators are primary external clients / beneficiaries of educational services, their parents are secondary clients / beneficiaries, and the labor market, employers, society as a whole, are tertiary customers / beneficiaries. School staff, especially teaching staff, are “internal clients”.

Table No. 1. The actors involved in quality management in the pre-university education system

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<thead>
<tr>
<th>MINISTRY OF EDUCATION</th>
<th>Role of regulation and implementation of the arrangements for organizing, controlling and evaluating the national education system.</th>
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Sursa: http://www.edu.ro

"How Good Is Our School? “ Model

Consultation of the various self-evaluation tools and standards currently in place led, to illustrate this concept, to the document developed by the Scottish Office of Education and Industry Department under the title "How Good is Our School - Self-Assessment by using "self-evaluation using performance indicators" - a standard-based self-assessment guide, which bases the following issues:

- The level and quality of the results obtained are assessed on the basis of accepted criteria and in relation to the objectives of education, established at national level, but also of the school unit.
- Use performance indicators to identify strengths and weaknesses.
- Este facilitată identificarea unor direcții de dezvoltare în ariile analizate.
- It is easier to identify development directions in the analyzed areas.
• The format is optimal and allows, not only to judge the level of institutional performance achieved, but also to visualize the desirable level, as well as the awareness of the distance and the way to go to this level.

• Illustrating achievement levels are formulated in qualitative terms and allow not only judgment of the current state, but also setting targets for development and how it will be evaluated.

• Examples are provided about the required information and sources of information useful for judging the level of achievement and for comparing the actual performance with the corresponding "scale" and "standard".

• Information sources used can be: individual and group interviews, questionnaires, checklists, systematic and non-systematic observation, pupils' activities, journals, school documents, audio and video recordings, etc.

The self-evaluation tool analyzed has the following structure: Presentation of the self-assessment tool and the context in which it was developed; Explaining what is meant by "self-evaluation" and the importance of self-assessment of quality for institutional development of school unity; Broad presentation of how to use the tool; Quality indicators grouped on "key areas" and broken down into "themes" (areas of interest).

Illustrating, for each indicator, specific "levels of achievement" that include, in particular, qualitative (and not quantitative) descriptions of performance.

There were 6 levels of achievement (unsatisfactory, weak, adequate, good, very good, excellent), but with descriptions at key levels (2 - weak and 5 - very good).

Performance descriptions at each level are cumulative.

Between the levels described there is an area where we expect real performance - characterized, generally by levels 3 and 4.

It goes without saying that the performance below level 2 ("the scale") can be qualified as "unsatisfactory" and the level above level 5 - "excellent".

The self-evaluation tool ends with the presentation of examples of "good practice" in the use of the instrument and a relevant bibliography.

The self-assessment tool can apply to both the entire school institution and a specific area for one or more areas that are considered as "sensitive" and / or deficient.

The self-assessment approach will answer three fundamental questions:

1. How do we work?
2. How do we know how we work?
3. How will we continue to use what we know?

It is necessary that the whole process of self-evaluation is perceived as useful and beneficial by all significant interest groups at the level of the school institution.
Applying any self-evaluation tool will need to ensure the involvement of these groups throughout the process.

,, All the way, somebody exhorts, creates new horizons, says it is good or not what we know or we are able to do. As teaching is premeditated and aims at achieving goals, it is natural for one to inquire whether what should have been done has been done. And how better results can be achieved”.  

Conclusions

By synthesizing and analyzing the concept of quality, in general and in the educational environment, we understand the following:

✓ Quality is expressed through a set of characteristics;
✓ Quality exists only in relation to customer needs;
✓ Quality is a continuous and not discrete variable;
✓ Both expressed and implied needs are met by quality;
✓ „In the Eyes of the Beholder”;
✓ „Right the first time”; 
✓ Precise measurement;
✓ Compliance with requirements ;
✓ Fitness for use ;
✓ Fitness for purpose ;
✓ Customer satisfaction ;
✓ Empowering a product / service to meet a particular need.

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ISBN 978-619-90892-2-4
Abstract

The first factor of conditioning the level of managerial performance for those who exercise management processes, namely managers, is competence, as well as those who are operationalizing the decisions, the subordinates (executors). Obviously, the decisive role lies with the managers, regardless of the position occupied in the structural configuration of the educational organization (director, deputy director, chief accountant, supervisor, etc.), they fundamentally influence the managerial behavior of this educational organization. Jurisdiction can be approached in a double hypostasis, on the one hand, as competence conferred or assigned (also called official authority), and on the other, as competence itself (personal authority).

Keywords: competence, performance, management, education, organization, manager

Introduction

The manager is the basic figure in educational performance. His managerial skills are the ability to communicate knowledge, techniques and managerial methods. All these, correlated with the temperament, skills, and qualities of each, determine the managerial types and styles (Kandula, 2006).

In this area, an important researcher is Henry Mintzberg who identified ten different roles for the school manager, which include all of his activities. Mintzberg's study of managerial activity is considered one of the most representative in this field and is a starting point for managerial studies of any kind (tribunainvatamantului.ro, 2016).

Mintzberg believes that the managerial roles identified are related to each other. They focus on the need for decision making, the circulation of relevant information, and strong interpersonal contacts: interpersonal roles, informational roles and decision roles (Mintzberg, 1973).

Mintzberg's research is vast, but his theory of managerial roles can be summarized succinctly as follows:

a) the theory has a greater potential for operationalization than previous theories, both by compressing some leading functions and by defining them more precisely;
b) Although elaborated from a managerial perspective in response to the pressures and needs of optimizing the practice of coaching, the theory recognizes the importance of the psychological (interpersonal) functions of the leader;
c) If in the theory of leadership functions the leader was defined by a whole set of proposed functions, here the leader is regarded almost restrictively, Mintzberg clearly delimiting managerial behavior from the leadership (tribunainvatamantului.ro, 2016).
Manager competencies

The school manager must have the following skills and capacities schematically represented in the following figure.

---

**Figura nr. 1 - Reprezentarea competențelor managerului în educației**

(text Slade, 1990, Niculescu)

**Conclusions**

The success of the educational manager depends on the ability to guide, organize, guide and motivate collaborators, subordinates to optimally achieve the objectives and understand the goals of each.

The school manager manages two main categories of people in the educational process, namely students and teachers to achieve the educational goal.
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Abstract

The contemporary world is characterized by the continuous change that includes all areas of activity. The progress and development of society are based on education and its availability to comply with economic and social requirements. In terms of a developed society we are not only talking about economic landmarks, but especially the educational benchmarks, which correspond to the quality of education and the approach of knowledge and learning.

"The current debates on the role of education and school in contemporary society have generated developments and movements in the theoretical space of education sciences. They are always questioned more about the purposes of education and its report with society, culture and people. Does education have to reproduce and preserve culture or rather rich and cultivate human potentials? " (Păun, E., Iucu, R., 2002)

Education in general contributes to productive development in all aspects of the contemporary man. A prosperous and resilient future is based on the complex development of the child.

Faith and hope are notable for education and educators: "Today's and tomorrow's educators will be in the best position to discover the immenseness and nobility of their task: to show the path to the evolution of thought and behaviour, thus giving birth of a new civilization " (King, A., Schneider, B., 1993).

Equalization of the chances of success in education, does not mean promoting an "identical treatment for all in the name of equality, but on the contrary, equalization means" giving each individual a rhythm and form of education that suits him " (Schwartz, B., 1976).

Key words: education, integration, educational policies, educational practices, equal opportunities

A new education strategy, based on the "Education for All" paradigm, was developed at the World Conference in Jomtiem-Thailand, 1990, and "inclusive education" became an integral part of it.

Inclusion refers to the fact that anyone, regardless of the shortcomings or difficulties they encounter in learning, should be regarded as a "member of society, and the various special services it needs must be provided by the social, educational, medical services and other made available to all members of the company " (Popovici, D., 1999).

In the expert's vision, integrated education raises some question marks: "As well as how children with CES can take advantage of an integrated school organisation and pedagogy based on positive discrimination, under integrated education (education together with other children)? This question is being asked, because the pedagogy in the table schools is asking the ordinary child into question. Could the effects be against the child with CES, that is, positive discrimination becomes negative, equal opportunities, inequality? Does't understanding the child with CES with the other children can produce great humiliation, isolation, and more serious discrimination? The answers are probably in the ways of institutional and pedagogical organisation of integrated education "(Păun, E., Verza, E. și colab., 1998).
Integrated education has become, at least in the last decade, an area of investigation which represents a priority for specialists in the Romanian education system, due to the essential changes in the design and implementation of educational strategies.

Aloiş Gherguţ noted that "school integration can be understood in a broad sense as the process of placement in a class of pupils of any child, at the beginning of the school, in the preschool or primary education program, and in a narrow sense it relates to the schooling of Children with special requirements/disabilities in ordinary school establishments, in school structures as close as possible to regular schools or in special educational units (Gherguţ, A., 2001).

There are many works in which the problem of integrating people with special requirements is addressed unitly and tangential from psychological and networking perspectives, yet the subject remains open and linked to the cultural, social and economic context of Integration.

Treating the problem of special educational requirements, the problem of disability is the core. It is undeniable that people with disabilities are in a position of high social vulnerability, high vulnerability on the part of their specific situation, and they also have problems with the reaction and how the society treats them.

Among the factors on which integration depends is: educational and social policies at a general level, the attitudes of the factors involved and the practices of the family and institutions to intervene properly and even to constitute elements of the model. In the research part we have chosen to identify the role of local policies and practices. They reflect the general social framework, presenting elements of specificity.

Bibliografie:

Abstract

The article presents a relevant educational topic and it is easily applicable in the Romanian Primary Education. Through a cross-curricular approach, focused on interest centers, the teacher can discover and guide specific attitudes in a certain learning domain.

Key words: activity centers, cross-curricular approach, lesson plan, Romanian Primary Education, specific competences.

Introduction

This didactical project describes a lesson of knowledge consolidation for first graders. The lesson development requires students to work in activity centers (reading, writing, mathematics, arts). The activity has interdisciplinary character and aims identifying and consolidating of specific competences for each center, included in the learning process.

Lesson plan

Grade: I ST
Type of lesson: Consolidation

Aims of the lesson:

➢ Identifying the required skills for a certain area of activity in the learning process;
➢ Developing collaboration and team work;

Duration: 50 minutes

Specific competences:

Romanian language communication:

1.2 Identifying various information from a clear message;
2.1 Formulating own statements in real communication situations;
3.1 Reading words and short sentences, written in block letters or handwriting;
4.2 Writing short messages in handwriting, using different materials;

Mathematics and exploring the environment:
1.1 Writing, reading and formation of numbers to 100;
1.2 Adding and subtracting, both mentally and in writing, from 0 to 100, frequently using counting;
5.2 Solving easy problems, with adding and subtracting from 0 to 100;

**Visual arts and practical skills:**

2.2. Expressing personal ideas and emotions, in simple applications, specific for Visual Arts;
2.6. Participating in integrated activities, adapted to the age level, in which elements of visual, musical verbal and kinesthetic elements are associated;

**Operational objectives:**

- **Reading Centre**
  RO 1- to read correctly, consciously and fluently;
  RO 2- to identify words associated with the images;
  RO 3- to answer the questions related to the text;
  RO 4- to know other meanings of a word;

- **Writing Centre**
  WO 1- to correctly transcript sentences;
  WO 2- to form sentences with the given words;
  WO 3- to separate words from a given sentence;
  WO 4- to identify the initial sound of a word;
  WO 5-to make up new words with the help of an identified sound;

- **Mathematics Centre**
  MO 1- to add and subtract from 0 to 10;
  MO 2- to continue logical sequences with 5 more numbers;
  MO 3- to break down numbers from 0 to 100 in tens and units;
  MO 4- to find the unknown number through reverse calculation;
  MO 5- to identify numbers’ neighbors for numbers 0-100;

- **Arts Centre**
  AO 1- to produce drawings/collages, according to the required theme;
  AO 2- to keep the product accurate;
  AO 3- to show pleasure and willingness in accomplishing the task;

**Learning strategies:**
Methods and procedures: observation, explanation, conversation, demonstration, questioning, exercise, presentation, learning through discovery, classroom game.

Didactic resources: images, worksheets, tokens, counting sticks, counter, dice, colored pencils, watercolors, markers, paint brushes, story books, cardboard plates, magnetic numbers, notebooks, scissors, glue, benzoic acid, fir tree branch, spirit lamp, heat resistant glass, writing instruments, balls, sticky notes, jury charts, magnetic board.

Organization: frontal, individual, group.

Evaluation: constant observation, oral assessment, worksheets, jury’s ranking;

Place: classroom

Human resources: 16 students
<table>
<thead>
<tr>
<th>Nr. Crt.</th>
<th>Lesson moments</th>
<th>Ob.</th>
<th>Contents</th>
<th>Methods and procedures</th>
<th>Didactic means</th>
<th>Organisation</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. | Organizational moment |  | Optimum conditions for the smooth running of the lesson are assured:  
- Classroom ventilation;  
- Preparing the working materials;  
- Students organization;  
- Checking and distribution of the working materials. | Conversatio n | Needed materials Workshe ets | Frontal |
| 2. | Recycling knowledge |  | A discussion between teacher and students about the taught letters (sentence, word, syllable, sound) and some oral adding, subtracting, breaking down numbers, predecessor, successor, etc. | Conversatio n | Exercises Phonetic, analytical-synthetic methods | Frontal | Syste matic observ ation |
| 3. | Warm up |  | The teacher presents an experiment in order to bring „winter in a glass”, using benwarmed benzoic acid that will crystalize on the fir tree branch and on the glass. | Demonstrati on | Spirit lamp, benzoic acid, glass, fir tree branch | Frontal |
| 4. | Introducing the subject and setting the objectives |  | The title: Today we are going to have a lesson entitled „Winter Marathon” and we are going to work in teams in different activity centres. | Explanation |  | Frontal |
| 5. | Obtaining performance |  | The class is divided into four teams of four students each. Every team is going to work for 8 minutes in every center; the time will be measured and it will be announced using a bell. At the end of the lesson winning teams will be appointed for all four centres. Winners will be | Presentation |  | Frontal |
selected by the score kept by the jury. Each centre will have a jury in charge of the charts. The activity and tasks for each working center is explained by the teacher.

**READING CENTRE:**

Each team will read a short text and then, they will have to answer three questions about the text. The second task is for the teams to identify and read animals’ replies from the story book *The hard working spider.*

**WRITING CENTRE:**

The teams will separate words from a sentence and will form a new sentence with given words; then, they will transcript the two sentences on the notebooks. The second task consist in gluing an image on the worksheet, write the word associated with the image and write a new word starting with the same sound.

**MATHEMATICS CENTRE:**

Each member of the team will throw the dice and solve the exercise in the worksheet corresponding the number on the dice. If the numbers repeat, the student will throw again.

The second task will be calculating the results of mathematical operations on some cake wrapping and lay as many balls as the correct solution.

**ART CENTRE:**

One member of each team will have sticked on the forehead a note saying: Christmas, National Day, Winter, Christmas tree. The
others will have to make up a structure out of cardboard plates to represent the word from their team mate forehead. In the end, the note-holder has to guess the word, helped by the structure and the clues coming from the team.

6. Conclusion and assessment

The jury will present the score for each team and the winning team for each centre will be announced. There will be assessment for students activity and for team work.

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- *** The School Curriculum for Personal Development, Romanian Language Communication, Visual Arts and Practical Skills, Mathematics and Exploring the Environment, for Preparatory Grade, 1st Grade, 2nd Grade, Bucharest, 2013
THE ROLE OF COMMUNICATION TEACHER – STUDENT

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Abstract

The human being establishes connections from the first states of his life: from the childhood, the child establishes connections from social point of view, first with mother, then with the other members, and during his growing up, the socializing process amplifies, socializing being understood like an “increase of the ability of adapting through integration at social life and establishing of multiple relationships with different persons”.

Key words: teacher, students, communication

Relationship teacher – student is the one which exists in the learning process. Depending on this there are and are regulated the other types of relationships and activities from the class level, it representing the foundation.

The class is such social group, made with the object of children’s educating. This aim imposed from outside, it is not conscious at the beginning of group making in the first classes and it is not accepted spontaneously by the children.

The studying of these phenomena offers to the teacher the possibility of acting not only on the student, but also on the educational group (class) for making easier the instructive – educative process. The class of students represents a special group, with structure and clear roles, which mediates in time, fundamental cognitive changes at each person’s level. The class is considered the psycho-social frame of instructive – educative activity. It represents a social group, in which, it appears and acts a social reality as a result of relationships established between its members. The class of students may be conceived like being, from psychological point of view “a social group where, as a result of relationships established between its members, appears and acts a social reality with a lot of consequences on the instructive – educative process.”

Concerning the educational relationships, we can distinguish the following levels where they take place: teacher – students; students – teacher; students – group; group – students; group – another group.

All these types of relationships can be developed only through an efficient communication between the two components of the communication transmitter – receiver (student, teacher), their place can some questions and if there are, who can confirm that we made understood and that we managed to transmit exactly what we wanted to. In literature, communication may be defined like a process through which it is made the interchange of information between persons in a specific social situation, or another definition considers that communication is a transmitting process and recepting and interpretation of the messages through which we have relationship each other adapting to the environment.
Pedagogical school communication is very often debated in special studies but not only, also during the methodic activities from schools, circles of teachers, symposium, trying to find efficient strategies. For this, the school becomes the main element in students instruction and education, during the school is developed the language, one of the instruments for communication, the correct feature of Romanian language. Like an object at school, communication in Romanian is based on activities which consist, especially, in communication exercises for different situations and where the students are permitted to have more time, and teacher is a mediator, the one who starts the development of these activities.

Through these activities, teacher doesn’t have to neglect that it is wanted to form the students communicating abilities, so for the students must be opened the ways to a successful communication.

The absence of the communication defective presence goes the most of times to the failure or the difficulties which well – trained teacher means to have special knowledge but also to have the capacity of “translating” didactically, I mean to know “ what?”, “ know much?”,” how?”, “ when?”, “what way?”, “ to whom?” you offer.

The communication relations (El .Popescu, 1994) can be of more types:
- Transmitting of knowledge
- Concentrating of attention on a given task during the activity
- Asking from the teacher for his students
- Students answering of the teacher’s asking
- Reacting which can be accepting, rejecting, appreciation for the students answers
- Expressing of an affective state.

The relation teacher – student permits in such way the constitution of some active, dynamical roles, because teacher is reported at the students first. So, J. Withal (1949) marked out seven roles of the teacher relating to the students: he helps them and supports them, he confirms them, he puts problems to them, he is indifferent, he leads them, he disapproves, he encourages to help themselves. Through his behavior, the teacher can confirm or not the others expectations in front of him, confirmation leading at a stability of the roles, and information generation a role conflict.

The main resources which a students represent are:
Knowledge and his previous experience and also the level of his intellectual development;
Image about group and its members, which induce the behavior, attitudes and his motivations;
The student’s sociability, his capacity to relate with the others

At his level, the teacher is represented, considering the resources, by his capacity of understanding what it happens in the group, through his expectations and realizing the implications which his communication role has on the students group, through understanding that educational relationship is a human relation and accepting the student like a person. The roles of teacher and student are described like some socialy models accepted and validated that’s why they can be understood like a self projection, or like an ensemble of coercions, they being able to be modelated considering the “resources” of each other.

The relationship of interpersonal communication established between teacher and students are very important from the psychosocial point of view, having a strong affective load what makes which can ampliphy or diminish cooperation between the two partners. Through humanization and personalization of the educational interacting the teacher becomes that person who creates those conditions for student to behave in a certain way,
to put problems and entertain the investigating is educated by the teacher’s personality, who must have the necessary qualities for adjusting the students’ expectations, needs and interests.

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Abstract

Over the last few years, school management has been approached both theoretically and practically, seen as an increasingly complex process that focuses on ideas, objectives, strategies, people, communication, relationships and evaluation. Through the utilization of general management elements and understood as an administrative science, school management can be considered a practical method that approaches systematically the processes of running education units. School management ensures that activities are carried out efficiently and education goals are reached.

Key Words: school management, education, school principal, managerial functions, strategy, communication

Primary and secondary education school units have undergone major changes in the reformation process.

Projects initiated by the Ministry of Education over the last few years have been closing the gap between Romanian and European educational systems, through gradual de-centralization of the instructional system. There was an increase in planning institutional development and collaborating at a local, national and international level through the promotion of new human resources and management training. De-centralization transformed the school principal into the school manager - the coordinator of instructional and educational processes and the school’s main administrator.

I. The School Principal as Manager

It is important for the school principal to remember the following ideas on management:

- management is a flexible administrative method and its purpose is to optimize and increase the efficiency of an organization, but also identify and rectify its disfunctions;
- management ensures that objectives and priorities are being set; it also sets methods and means, optimal usage of resources, it coordinates and values the personnel, it ensures the mobility of structures and people;
- management ensures goals are reached through mobilizing all personnel, adjusting activities and taking decisions aimed towards reaching previously set performance indicators.

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Practice demonstrates that school management – the professional activity of running an education unit – has been using management theory and methodology increasingly. Therefore, school management optimizes problem solving through the usage of varied information analyses, it presents arguments for taking certain decisions, it delegates tasks, it negotiates conflict, it accepts both initiatives and errors, it evaluates and appreciates the performance of each school member based on results, it engages and benefits from each opportunity that promotes the school unit.

Consequently, the manager is the professional director who, through knowledge (management education, pedagogy, psychology, sociology, policy, accounting, finance etc.), personal skills and management competences administers efficiently the school unit, ensuring its stability and progress.

The school is the basic unit of primary and secondary education, with structures adapted to age-specific education requirements.

The organizational structure is the place where school management is enacted, and it consists of the following key elements: job position and function, department, hierarchical level and organizational relationships. Within each structure, job processes (executive) and managerial processes take place.

The managerial process can be defined as an array of manager interventions that bring together the human efforts inside the school, for organizing and coordinating common activities. The purpose is to reach set goals in an efficient manner. The managerial process is done in steps, each associated with a specific activity called ‘the managerial function’.

II. Managerial functions

Academic literature (Petrescu 1993, Joița 2000, Jinga 1993) defines the following managerial functions:

- Functions through which the organization’s objectives are fulfilled: planning, organizing, coordinating resources, control and evaluation;
- Functions through which the individual or group needs are met: communication, motivation, involvement and participation, organization of groups/teams and conflict management;

The main areas where these functions activate are:

- Curriculum
- Human resources
- Material and financial resources
- Organizational and relational development

During their managerial activity, the managing director undertakes a few different roles:

- They are the “messenger” who analyses and transmits information, performing both the ‘top-down’ and the ‘bottom-up’ communication;
- They are the “decision maker” who has the role of initiating, negotiating and solving the school unit’s problems, but also establishes priorities and takes decisions;
- They are the “planner, organizer, coordinator” who plans, distributes and coordinates activities;
- They are the “evaluator” who guides, assesses, rectifies, stimulates, rewards or sanctions the personnel based on their involvement and performance;
- The “representative” who represents the organization, the leader who synchronizes the activities that ensure the prestige of the school unit in the local community.

In the past, the head of the school—the principal has been defined as a good administrator and executive: they implemented objectives established locally, they avoided errors and tried to stay within budget limits, they put in extra efforts to solve problems, being responsible for everything that happened inside an organization; they took few decisions to avoid risks and had to follow universal societal rules.

III. The Manager’s Attributions

As the system is becoming more decentralized, the school principle as leader-manager will be the one to analyse internal and external information, will put strategies in place, will oversee goal reach according to performance parameters; they will seek resources and ensure they are used efficiently, they will be responsible for situational decision making, delegation and time management. They will have the freedom to benefit from any opportunities arising in the local community, and they will manage risk and failure. They will stimulate efficient communication and cooperation between the personnel members through team-work and active participation in reaching the school unit’s goals.

Conclusion

The de-centralization process leads to outlining and implementing the necessary new methodologies in the school unit. It is then when the school principal becomes a manager and they can use their skills and knowledge, as they become responsible of the unit’s policy—which they had elaborated and promoted in the Institutional Development Project.

The school’s autonomy will increase, while the community and the beneficiaries of educational services will be able to appreciate the school’s manager leading practice and strategy.

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Abstract

Curriculum at the school’s decision represents an opportunity to organize and conduct some teaching hours/lessons, with a theme that is going to prepare the student/pupil for a constantly changing society, at an alert pace. Students are put in various situations, learning how to do different things, developing the practical mindset by applying the theoretical frameworks in practice. Thus, implementing a Curriculum at the School’s Decision through which to develop skills, will be good for students, school, local community and last but not least for our society.

Keywords: curriculum, management, efficient, skills, abilities, creative thinking

Generally speaking, it can be told that management is viewed on one side as a science, on the other side as tangible managing and administration activity.

Any managerial process requires a substantial number of component elements, inter-related and ranked on very good established levels in which the information-decision-action relation is customized and is fully linked with upper and lower levels.

In school teaching and even more, and even more so in the context of educational reform, continuous pursuit of the quality of instructional educational activities as an appropriate answer to the increasing and more nuanced education request is imperative.

Changing the curriculum it should not be done only for the sake of novelty with any price, or from the desire of align at external standards, and with a clear target for bringing positive result, qualitatively superior for the students training that go to school.

Changing the curriculum cannot be looked isolated in the broad context of educational management. Changes in the curriculum can be determined by any and by all the functional and structural elements of the educational management and once started has a number of effects on these elements and on to the assembly. Literature outlines two large strategical directions: Top down Strategies and Bottom-tip Strategies.

Top down change represents the curricular change strategies that are started, developed at high levels of the educational system hierarchy: studied curriculum remains a task for
the experts, the teachers being the ones that only apply more or less passive the received curriculum.

In the bottom-up change, the school personnel is invited to analyze their own issues, to analyze their own possibilities, to come with changing alternatives and to decide for the best one.

The teacher can be a promoter or performer of the change, but beyond any discussion the fact that the teacher should be given special attention if the new curriculum is not to remain a beautiful project, must be accepted.

There are many followers of the idea that the teacher in the class have to be the engine of the change. From this the idea that there is a need of teacher’s further training in the changing context. It is important that further training (as organization, as planning, as method in its evaluating forms). Without accomplishment of these conditions, the possibilities for gaining relevant results as far as the teacher is concerned as an active changing element, are questionable.

Place and role of the school manager in the changing of the curriculum problem is different depending on how it is designed, in general, his role in the school, in each educational system and depending on the curricular change embraced by each educational system.

As an important performer in the educational management as a whole, for wording of a certain culture in the school, the manager has an important word to say about the changes in the curriculum.

In the educational systems where the following version of the pattern “top-down” for the change, the manager is responsible for the task of stimulating the implementation of the proposed and designed curriculum by others, as efficiently as possible in the school that he leads. In the systems where one of the patterns, down-top or middle-up, the freedom of movement and cooperation with the teachers for the manager is higher.

In Romania adherence to a variant of the model “middle-up” is outlined conjugated with the model “top-down” as well as the idea that school can develop its own curriculum on a certain area that adds to the certain national curriculum.
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METALANGUAGE IN CLASS OF FRENCH FOREIGN LANGUAGE

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Abstract

The current need to teach a foreign language as a communication tool is related to the needs of contemporary society (economic, tourist). The role and place accorded to metalanguage varies according to the methodological tendencies of teaching French as a foreign language. The use of metalanguage is more or less important according to different methodological trends. The term metalanguage is generally interpreted as speech on language. The speech on language, however, must be the totality of the metalanguage. The type of metalanguage used by the teacher and suggested by the method is important to learn a language.

Key Words: communication, grammar, language class, metalanguage, methodology, teacher.

Introduction

In the classroom, language is in a specific and somewhat paradoxical situation of being both, object and means of learning. What permits it is its property described by Benveniste and Jackobson under the name of metalinguistic function, to be a semiotic system capable of speaking of itself.

From a didactic point of view, Francine Cicurel has shown that it is the orientation of the class on the language which constitutes its specificity, because the language class transforms the objects of the world, concrete or linguistic, into metalinguistic objects: what she calls the metalinguistic activity.

In a modern language class, therefore, we speak about the foreign language, most often in a foreign language, using words that are not specific to the class. Questioning, explaining, naming, defining, appreciating, etc., require a prosody, a syntax, a vocabulary, which allows to live the class but which are also largely reinvestable outside. They are at the heart of the compression-expansion procedure. Specialized metalanguage is not reinvestable outside the classroom. However, it is for us a strong instrument of compression and deserves in this respect a particular attention. In any case, its appearance in the speech of the learner is very important because it shows a beginning of awareness of the functioning of the language, a sort of mark of takeover.

Body

The teaching of a foreign language aims in all cases a major objective, that of acquiring a communication skill which, in spite of its complexity, can be approached by the various components it implies; Sophie Moirand distinguishes four that are essential:
➢ the linguistic component, that means the knowledge of the various syntactic, semantic, phonological and textual lexical rules systems which make it possible to recognize or realize a great variety of messages;
➢ the discursive component, the knowledge and use of different types of speech to adapt according to the different characteristics of any communication situation;
➢ the referential component which concerns, in a general way, the knowledge of the domains of experience and reference;
➢ the socio-cultural component that enables knowledge and interpretation of the rules of the cultural system, particularly those governing social norms of communication and interaction.

We consider the learning of a foreign language as not only the mastery of a syntax and a vocabulary but also a support of enunciative operations, a capacity of adequacy to a situation. This is the first option that prevails in recent methods. We must ask ourselves how to give the learner the opportunity to build his own knowledge, which is the way in which the metalanguage must be transmitted through teaching methods. It is absolutely necessary to present briefly the characteristics of the main methods:

The name of traditional methodology generally covers all the methodologies that have been formed on the more or less faithful layer of teaching based on grammar-translation or reading translation methods.

It can be noted, however, that these methodologies are all marked by:
- The importance given to grammar
  The formal teaching of grammar covers all the beginnings of the acquisition and is realized in a mentalist approach that maps categories of language to those of thought.
  The progression is often arbitrary since it rests on the parts of the speech: the article, the noun, the adjective, the verb, the adverbs, etc.
- The teaching of a normative language centered on writing
  Despite the presence of pronunciation exercises in the learning debate, but which are in fact all directed towards the oralisation of the written word, such as the recitation of written texts, then the reading of authors' texts aloud is the teaching of the predominant writing, which takes place according to the word-sentence-text gradation
- The use of translation
- The importance of literature as the culmination of learning a language
  Access to literature, usually in the form of selected pieces, is the ultimate goal of learning a foreign language in traditional language teaching. As for the teaching of the dead languages, the literary text later becomes the privileged medium of the oral translation and its explanation is inserted in the acquisition of a literary history and an apprenticeship of the civilization or more exactly a literary teaching of civilization.

Direct methodology - The main originality of the direct methodology is to use the beginnings of learning and the first lesson, the practical foreign language, by refraining from any use of the mother tongue and relying on the elements of non-verbal communication as mimics and gestures, and, secondly, on the drawings, images and especially the immediate environment of the class. This methodology implements several methods that structure it in depth, including oral and active methods.

Audio-oral methodology (MAO-FRANCE) - In the class schema, the AOM proposed a strong didactic integration around the dialogue, the starting point of each lesson and a systematic recourse to the structural exercises. Also, the teaching materials, including the lab, seemed to be more important than the teacher.
Audio-visual methodology (MAV-FRANCE)-The objective was to present the foreign word in situation, by conjugating the oral speech with the non-verbal aspects of the communication. In this context, the didactic integration was maximum around the audiovisual medium and its systematic use for the presentation and the explanation of the contents. It should be noted that audio-oral and audio-visual methodologies have changed the place of technology in language didactics.

CURRENT METHODS - INTEGRATION OF ICTs IN TEACHING FRENCH

The term "Information and Communication Technologies for Education" (ICT) refers to all computer and multimedia tools and software (texts or animated images, sounds, videos, DVD, hard disk, MP3 / MP4 player, Internet) that can be integrated into a classroom course. The common feature of these media is their use with the computer. Often thought out according to a perspective recommended in the CEFR, the perspectives of use of ICT for didactic purposes, from the exploitation in class of Internet resources until the use of the interactive whiteboard, are multiple.

Responding to one of the major objectives stipulated by the CEFR: to increase exposure to the authentic language the ICTs allow access to a multitude of resources:

- websites presenting tutorials;
- video resources: online TV channels such as TV5 Monde, video hosting sites like YouTube;
- audio resources: authentic sound files and news thanks to online radio like France Culture, France Musique, RFI;
- online newspapers;
- iconographic documents (images, photos);
- online dictionaries Médiadico, The Internet user, etc.
- encyclopedias (Wikipedia), maps (google map) or blogs (with documents to websites, audio, video, iconographic material).

ICTs are also facilitative means to implement the CEFR recommendation: "Actionnal approach: make sense of learning" transposed into the pedagogy of the project, the realization of a final product that justifies language activities and skills implemented. French becomes a "trendy" language, in tune with the reality of the outside world and the learner, big or small, is not cut off from the multimedia tools with which he is used to living throughout the day, his motivation is thereby increased tenfold. (Lancien, T, 1988). Communication competence is subdivided into three components: linguistic competence (relating to lexicon, phonetics, syntax), sociolinguistic competence (refers to sociocultural parameters of language use), pragmatic competence (covers functional use of language resources).

Teaching a language is based on the search for a balance between language work (phonetics / lexicon, syntax), and the use of language in language interactions.

At present, there are many ways to learn and teach modern languages. For many years, the Council of Europe has promoted a methodology based on the communicative needs of learners and the adoption of methods and materials appropriate to their characteristics and to meet those needs. However, the Framework is not intended to promote a particular teaching method but to present choices.

Conclusion
The didactic problem is not to let metalanguage hamper communication, but to give it the necessary space, and only that one, for it to be an effective aid, although indirect, to a control more and more effective of communication. The gradual adoption of a grammatical metalanguage, as an explicitly metalinguistic discourse, will mark in its own way the stages of this approximation provided that it is the image of a true conceptual representation, and not the sign of mere nomenclature possession.

Some remarks from the pedagogical point of view:
- the grammatical baggage of learners must be taken into account. A number of terms are known to them. The teacher can therefore rely on this knowledge, even if it is necessary to check the possible false friends;
- the explanation of a metalinguistic term can be given when the learner claims it. But this explanation can sometimes be quite dangerous, especially if the teacher is not very confident in grammar.

For example, is the pronoun always the element that is put in the place of a name? It is easy to show that no. As a result, its name is not always justified. In this case, either we enter, for example with advanced students who would ask, in a very technical explanation, or we use the term as a simple label, without too much semantise, which obviously does not exclude work on the concept.

It is this danger of invading the communicative activity by the specialized metalanguage that has made it not having always good press among the methodologists. The direct methodology has even affirmed that it must be banished completely from the language class.

In fact, we have since witnessed the transition from a totally negative conception, according to which metalanguage would prevent communication, to a more measured, even frankly positive conception, which considers, as we have seen, that metalanguage is one and even the characteristic of communication in language class.

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THE IMPORTANCE OF SCIENCE ACTIVITIES AND PLANT KNOWLEDGE IN KINDERGARTEN

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Abstract

Kindergarten, as a part of pre-university education offers to every child the appropriate framework for his intellectual, social, affective and physical development, being the basis of the pyramid in the knowledge plane, personality training. Science activities help develop the practical skills that are necessary for the future adult. Knowledge shunts must be channeled to the correct understanding of the nature and the gifts nature give us.

Key words: environment, kindergarten, nature, plants, Science

Introduction

At kindergarten age children have the maximum plasticity and receptivity, a wide openness to the world and curiosity to know what they are surrounded by. The Science lessons subserve to scientific thinking, the objective knowledge of reality and to accomplish the education objectives.

Content of the article

The child of today will carry research further, will discover new mysteries of the universe. The books they read, the movies they watch, what they learn provide the basis for assimilating the other notions. These things make children become more courageous, they develop their curiosity, they understand the environment, learn about the Earth. Hiking, tours, excursions awaken their curiosity, imagination and stimulate their will, the ambition to know as much as possible about the surrounding environment.

The art of living means living together in harmony with everything that surrounds us, capitalizing at the same time all our resources, thoughts, actions, feelings, to live a divine life right here on earth. In order to get here, nature can be a true counselor, it can be of great help, it can heal our heart, our thoughts and even our soul.

After the winter passes, there is a revival of nature, during which everything is frozen, asleep. Spring brings with it the thaw and the gradual warming of the climate, the
flowering of the trees, the appearance of the flowers and the shining of the sun. For people, the rebirth of nature implies greater freedom of movement.

Of all the miracles that exist in the nature, we will now turn our attention to the plants. Intently, the spiritual value of plants gives us great satisfaction. Flowers delight all of us, give life and color to the events of our lives. Houses with flowers and gardens are the dream of any man. Every morning, at sunrise, the flower sweeps all its being to the sky, to the sun, to open to the light, to flourish, for the sake of giving its beauty to the sky. There is no hesitation, no resentment, no doubt, only the pure desire of light. This is how the flower teaches us about aspiration.

Plants inform us that beauty comes from our retreat to nature. They have roots in the earth, but look to the sun. When nature is in the center of our concern, we become beautiful as flowers and spread around a special smell that will spark out our lives and those around us. Anyone can enjoy the fragrance of the flower. It is the same for everyone. The secret of sincerity is to hide nothing. She does not hide anything from her beauty. What is in or on the surface is exposed so that everyone can see them. The plants are fascinating and mysterious: from the appealing odor, the mesmerizing of the eye, the bust harmony, the development of the wisdom and until their use on special occasions, the plants are and must remain in our consciousness as the most appreciated and dear friends.

Conclusions

The environment, as we see it today, can influence the evolution of human society. The continuous degradation of the environment that happens under our eyes is due to human intervention in nature. Thus, a thought becomes constant: the preparation of children, from pre-school age, to support the protection of nature. If we do not model the souls of children from the earliest age in the spirit of respect for nature, later this can not be realized with the same success.

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CLASSROOM MANAGEMENT IN YOUNG LEARNERS’ ENGLISH CLASSES

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Abstract

The present article aims at introducing a series of theoretical considerations on classroom management within young learners’ English classes under the layers of classroom organization, classroom interaction, teacher’s roles and classroom discipline. The theoretical aspects are well supported by suggestions for organizing the learning space, types of activities suitable for the different possible interactions, examples of teacher’s roles in distinct stages of language learning and ideas meant to create and maintain discipline in class. All the elements mentioned greatly contribute to creating a pleasant and relaxed atmosphere in class and help ensure successful learning with young students.

Key words: classroom management, classroom organization, discipline, English language, teacher’s roles, types of interaction.

The present article is intended to deal with different aspects of classroom management, including roles of the teacher, student groupings, and disruptive behaviour within young learners’ English classroom. We find the issue important as it helps to ensure the success of the activities used in these classrooms which are usually numerous.

To start with, teaching young learners requires good knowledge of the developmental differences between children and teenagers and of the appropriate management skills so that the present article concerns the personal observations of a teacher who has experienced both teaching teenagers and teaching young learners, along with some theoretical aspects of classroom management.

Starting with the theoretical background, classroom management is a term used by many teachers to describe the process of ensuring that classroom lessons run smoothly. The term also implies the prevention of disruptive behaviour in class. Classroom management is to be discussed under three broad layers: Classroom organization, Classroom interaction, Teacher’s roles. Additionally, there may be added the common issue of classroom discipline.

Classroom organization is a common problem for most of the teachers of English that the classrooms are to be shared with teachers of other subjects. What methodologists strongly recommend, that is to have a space used only by the English language teachers, with all materials and resources available at hand, seems to be quite impossible. The solution we found is to create in each classroom we teach an English Corner where we show off the children’s work during the English classes. For the young learners’ classes, we also display posters containing the English alphabet, games or songs on the walls, together with the enlarged prints of poems or songs we are teaching at the time. We think that in this way we somehow create a friendly atmosphere proper for learning in the classroom.
**Classroom interaction** refers to the relationships established between the teacher and the student in class when engaged in the process of learning. A variety of interaction in the language lesson is important, as it ensures the children are actively involved and it helps to keep students’ attention by varying the pace of the lesson. The following patterns of interaction are possible:

- T→whole class (telling a story, practising a chant/poem/song)
- T→individual student (giving individual instructions or answering questions)
- S↔S(open pairs) (in practicing a dialogue, a role-play)
- Students working individually (completing a worksheet)
- Students working in groups(arts and crafts activities, role-play, etc.)
- S→whole class (presenting an individual’s work to the class)

Any of the above patterns may be used, depending on the activity we intend to teach.

**Teacher’s roles** refer to the various roles a teacher can assume during the English class.

- **Teacher as controller** is manifested when all the students are working with the teacher, at the same rhythm, as in practising a song/poem/dialogue, etc. The teacher gives the model and the children repeat it, in chorus first, then individually. The teacher corrects the mistakes promptly.

- **Teacher as assessor** is to be seen when the children have just finished a task. The teacher gives feedback to let the students know how well they performed the activity. Usually, with children at this age, feedback is meant to bring encouragement.

- **Teacher as organizer** is felt when the teacher groups the children, gives them instructions about how to perform the task, checks their understanding or demonstrates as in arts and crafts activities.

- **Teacher as prompter** is in action when the children are involved in a role-play/dialogue activity. They are confused about what to say next. The teacher suggests them how to go on.

- **Teacher as participant** is seen when the teacher pairs a child for pair work in a class with an odd number of students or as demonstrating how an activity is to work (a dialogue, a game, etc.)

- **Teacher as a resource** plays his part when the children are involved in a brainstorming task, such as remembering as many animal words as they can. They ask the teacher for help and the teacher provides the new words on request.

- **Teacher as tutor** is present when the children prepare a festival in English and they need the teacher’s advice.
We, as teachers, should be aware of the different roles we can adopt and know when and how to use them as the adoption of only one of these may be detrimental to a varied and interesting class.

Classroom discipline

At some point, teachers may encounter disruptive behavior which may be difficult to deal with. One way of avoiding disruptive behaviour is by agreeing on a set of classroom rules that both teachers and children must obey which are to be mentioned in the very first lesson at the beginning of the school year. On the other hand, teachers should plan the activities in advance step by step so that both teacher and children know exactly where they are going throughout a lesson. This is the only way to control up to 30 children or more in one class.

Any teacher should be firm and be consistent in his/her own actions and behaviour as children, especially at this age, expect a disciplined, structured classroom environment and respond well to routines. In addition, a friendly atmosphere may be created by the teacher by learning the children’s names and addressing them directly. We should be mobile and walk round the class and have a clear signal for stopping activities or when we want children to be quiet. Getting silence and waiting for the children’s full attention before starting to speak is important for giving further clear instructions or demonstrations. Last but not least, we always should make positive comments about the children's work and efforts and let them see that we value their work.

In conclusion, classroom management plays an immensely important role in being a teacher especially with young learners’ classrooms. The successful teacher has to know all the aspects mentioned above and apply them in the classroom in his or her personal teaching way.

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Abstract

From Management to Educational Management and Information Management. From Science, Technique, Art of Management to Interdisciplinary Approach to Educational Management. From Educational Management at macro level at intermediate level and finally at microstructural level.

Management from material resources to human resources. Educational Management from Planning to Evaluation. Educational Management from Economics to Political Science. The information flow from the top level to the level of supervision and execution. Information System from Driver to Subsystem. The Information System from knowing the problems to solving them.

Key words: art of management, educational, interdisciplinary approach, management.

Everything is subject to processing and evolution. From to manage the path, up to management with the significance of the driving efficiency, rational, the modern era.

The term is used today in all areas. Management is the science/technical/art=(combination of theoretical disciplines, principles, specific methods and techniques/methods which concern the leadership, management, managing and organizing institutions /the art of making people to work productive and efficient, to communicate, to listen to be in their capacity as members of the organizations or institutions, either as customers, beneficiaries, suppliers, shareholders, etc.). The management shall designate the science, art and technical planning, to lead, to organize, to check the components of a system, of a specific field of activity. The term has been used at the outset in the economy, and then was extended to all areas of activity and has been shown to be effective through the development of the specific characteristics (e.g. human resources management, the stress of priorities, etc.). But they have in their turn private events in each area (military, medical, educational, etc.).

The management of education, science and art to prepare the human resources, to form personalities according to the requested end points of society and accepted by the individual. It can be analyzed in the Actional, operational, practically, Tactically, prosesual, theoretically, global strategic, general, the Scientific Committee. The educational management involves an interdisciplinary approach, who study the events that occur in the decision of the organization of an activity determined in the management of the pedagogical and educational programs. The leadership and management involves accents ideas, on the systematic approach, on the change, the strategy on innovation.
The educational management is a methodology of global approach, the optimal strategic business of education, the principles and functions, rules and methods of driving licenses which ensure the attainment of the objectives of the education system (in whole or at the level of the elements). The educational management has clear targets and ranked, the principles of efficiency and quality, specific functions, strategic elements, the affirmation of creativity in solving situations, interdisciplinary approach and systematic, fundamental research. Be distinguished from general management by reference to the specific finalitatile of education, the content, the human resources driven, the activities centered on information, communication and participation by educational strategies of specific behaviors stakeholders (based on the motivation, responsibility, cooperation, logic, affectivity).

The educational management involves the mastery of the theory, methodology, principles, a certain mentality, a way of its own, an art of routing, drive resources. The educational management is a discipline, necessary for the efficient and productive in educational relations, in stimulating the transformation at the level of the personalities of both students and teachers. The major distinction at the level of this concept is the one between educational management at the level macrostructural (at the level of the education system, found in national, European educational policies, the world - e.g. the Ministry, regional directorates, etc.), the intermediate level (at the level of the institution siavem in view of the educational manager of the educational establishment, the Headteacher of the school) and microstructural (at the level of the class of students and we consider education manager of the class of students, professor).

The distinction of the three approaches is carried out not only on the basis of the designation of the authority, the formal elements, but has in view and part-time specialist training, experience (evaluated not necessarily in years of age) which shall be geared in knowledge, skills, attitudes, and values that determines the manifestation of a responsible conduct, effective, which are authentic in relations with both students and teachers. There are aspects which only applies to the management of the class as there are and those specific to the management of the educational establishment, but most aspects of treated refers to the three approaches.

The management of the system and the institutions of higher education shall comprise: the wording of a clear finalitatilitor institutional, network design, the preparation of the learning content, ensuring that the Legislative Decree, initial and continuing training on the way of the managerial staff and intruire, the establishment of techniques for the assessment to allow the system to adjust on the fly and the process of education and optimisation of results.

The educational management know, integrates and adapts the data provided by the related human sciences socio-su: economy (the organization of efficient use of educational resources in relation to the objectives), sociology (management of organizations, groups, and the relationship, social phenomena generated in educational context psychosociology (dimensions), the manager's personality in the exercise of roles), the political science (taking decisions, Organize, lead groups according to objective).

The functions of management of education, as well as the general be geared in the activities of the planning, organization, coordination, Drive, control and evaluation. These functions are fulfilled having regard to the special features of the level of preschool education (secondary, etc), the level of the K-12, hierarchically (ministry), the type of institution, etc. educational Manager at the level of the educational establishment/class of students carrying on an activity of clarification, Argumentation and persuasion,
motivation, formulate opinions, approve or critical, lays down the ways of practical action.

A function that is specific to the educational management is the planning and organization of the education system. This function involves the recouping of all human resources training requirements: (teachers, administrative staff, students, parents etc.), materials (space, time, material-based didactico), financial (central, local budget, contributions from the Community education), the information society (plans, programs, education, guidance, curriculare metodice materials). The main functions of management in educational services are: Design, organization, coordination, decision-making and evaluation. The educational system, that any system with specific activity or specific mechanism, has a specific information system. One direction through which we can examine the structure of a system is to know its organizational functions (financial, marketing, human resources, production and research and development) and to find out the specific activities corresponding to each function.

Other information about the system is linked to the 3 levels: top, middle, supervisory.

Webografie:
www.proeurocons.eu - Support developing educational "Management"
Abstract
Management of extra-curricular activities consists in designing, organizing, monitoring and using a set of skills acquired - with a whole arsenal of values and knowledge. Out-of-school activity represents the common applicative space that allows the transfer and applicability of the knowledge, skills and competences acquired in the education system to a set of tools for the management of teacher-student relationships.

The purpose of such an educational program is to involve tutors and teachers in other educational activities, designed and organized according to the various interests and concerns of the pupils, so that they highlight their talents and abilities in different fields and stimulate their participation to various actions, in non-formal contexts, educational, recreational and leisure activities.

Keywords: management, strategies, goals .competences acquired, types of activities.

Management of extracurricular activities
The strategy of organizing extracurricular activities should start from the premise that the formal non-formal educational approach adds to the value of the educational system. AstValorizing the educational role that education has in preparing students to become active citizens also contributes to the ongoing process of improving the quality of life. Strategic management focuses on designing organizational development in a possible future based on strategic thinking, as a product of harmonizing intelligent thinking with creative thinking.

The Strategy, as an instrument of strategic management, consists of a comprehensive and integrated plan of managerial action, in order to meet the established objectives on a timely basis, specifying how extra-curricular activities will be conducted, what actions will be taken to ensure the accomplishment of the tasks proposed.

Skills acquired through extracurricular activities:
• Recognition of non-formal education as an applicative space for formal education;
• increasing the quality of the educational act;
• permanently updating the content of learning in school and other contexts;
• developing types of complementary educational activities;
• ensuring equal opportunities for personal development;
• reducing drop-out and school absenteeism;
• developing educational partnerships with local communities.

As important as curricular education through the educational process, it does not exhaust the sphere of formative influences exerted on the child, where life takes on aspects other than those of the learning process. Within this framework, many other factors act, whether positive or not, on student development.

**Types of extracurricular activities in school:**

As forms of organizing extracurricular activities, we distinguish: visits, thematic sessions, competitions, cultural and artistic activities,

- **Tourist activities**

  In the educational-educational process, the school trip is increasingly used as a method of education. This creates the ability to directly observe certain phenomena, the close ties between them, their interdependence. The trip can become a rather disciplinary approach to the previously established one.

  They have a special formative value, they ensure a direct contact with the objects and phenomena of the environment in natural conditions, it facilitates the process of forming the representations and helps the pupils and the activities carried out in the Eleviitrebues school, either by means of a self-study: independent thinking, indeterminate by the group, tolerance of ideas, the ability to discover the problem and to find the way to solve their ability to criticize constructively.

- **School activities**

  School holidays are moments of maximum joy for both children and their parents.

  It is a festive event organized on events of national importance or connected to local traditions and customs, historical, cultural and religious events.

  In order for students to motivate their participation in the chosen activity, it is very important the atmosphere made during the rehearsals, characterized by good mood, but also seriously

- **Sports competitions**

  I come as a complement to sporting activities, and Ceimici are very happy to participate in organized sports competitions, such as: athletics, sledge, biking, throwing at the target.

- **Shows**

  It constitutes another form of extracurricular activity in school, through which the child becomes acquainted with the wonderful world of art. Although this form of
activity puts the child in most cases in the role of spectator, its special value lies in the
fact that it is an inexhaustible source of strong impressions, as well as in the fact that it
constantly appeals to the affectivity of the child

School partnerships

Partnerships must be seen as an essential component in the organization of the
school and class of students. They are no longer considered merely an activity with an
optional character or a public relations issue. Within these partnerships, the following
content can be passed: transmission of information on ecology, acquiring knowledge
about the human-environment relationship, education of civilized behaviors and
behaviors, enriching the active vocabulary with words from different fields, cultivating
investigative attitudes, research.

Conclusion

So, school management supported by teachers and students can do a lot to educate
the creative spirit in extracurricular activities. But there is a need to modify thinking quite
a bit, to avoid criticism in such activities, to encourage students and to achieve a positive
feed-back.

Extra-curricular activity is a valuable and effective educational component to which
any teacher has to pay attention, adopting, first of all, a creative attitude both in the way
of doing business and in relations with students, thus ensuring a relaxing atmosphere
enabling creativity to be stimulated by students. The variety of extracurricular activities,
organized forms of education increase the interest of children for school and educational
offer. Therefore, the teacher can do much to educate the creative spirit.

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MEASURES TO IMPROVE QUALITY AT THE LEVEL OF SCHOOL

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Abstract

World experience and a number of issues related to social integration in recent years, thanks to the new objectives of education in general and, in particular, the teaching and learning methods and strategies used by the educator at school, the ultimate goal being the feed-back by achieving the goal pursued at each class hour. In order for these attributes to develop, an active learning system is required to make children acquire knowledge by harmoniously combining self-directed learning activities with the development of interdisciplinary syntheses through the search for genuine and effective solutions needed to solve the problems that arise in the constantly changing social life. Under these circumstances, we, the teachers, need to be able to organize the children's activity, exercise them and develop their creative abilities.

Keywords: quality improvement, values, responsibility, quality assurance, emocracy, humanism, equity, intellectual and moral autonomy, quality of interpersonal relationships, communication, community enrichment.

Education should be aimed at the principles of life learning, the formation and development of one's own personality, facilitating autonomous action, decision-making, critical thinking development and responsibility, becoming active, responsible people in society. Indifference to peers, to society is an alarm signal against the potential danger of dehumanization, of disregarding the other.

Learning to know, to learn to do, to learn to live with others, to learn to be four words associated with formal and non-formal education. These forms of education include the systematic and organized assimilation of knowledge from different fields of scientific, cultural, technological, vocational, theoretical and practical interest, their use for personal and professional realization through the formal and non-formal curriculum. The issue of ensuring and maintaining the quality of educational services is particularly important with immediate and long-term impact on their direct beneficiaries - students and indirect beneficiaries - the community, society etc.

Quality and assurance is not happening, it is not optional, it is an imperative requirement of the time we live for at least four reasons: moral (the pupils have to be provided with education that is "the best "Context (schools are in a dynamic and continuous interaction with the society and community they belong to.) The context in which they work is in a constant struggle for quality, which imposes for all institutions.
an increase in the interest in quality. ), survival (today’s society is a competitive one),
responsibility (schools are constantly subjected to appreciation and evaluation of those
they serve: pupils, parents, community, society.) School is a community good and will
have to account for what it does, which implies the existence of internal strategies to
ensure and maintain quality.)

The Romanian school has to leave the strict rules of the idea of transfer of
knowledge to students, which still remains as a basic theme of everything school does or
should do. School should be the place where students receive information, but the focus
is not on the informative dimension but on training, integration, and relationship.

Institutional values and vision are important because they give direction and sense
to the institution, ensure consistency in action, motivate and promote employees, lay the
foundations of school culture. There are plenty of reasons to pay more attention to
teaching to get quality education.

We rarely have as a subject of discussion in the chancellery, pedagogical circles,
or parenting meetings the issue of the removal of the "book" pupils (the decline of
learning). But what do we, the teachers, do to correct the situation?

Improving the quality of education requires continuous evaluation, analysis and
corrective action by the education provider, based on the selection and adoption of the
most appropriate procedures as well as the choice and application of the most relevant
benchmarks. The methodology of ensuring the quality of education states that the quality
assurance of education is centered mainly on the learning outcomes. Learning outcomes
are expressed in terms of knowledge, skills, values, attitudes that are obtained by
completing and completing a level of education or study program.

Quality in education is assured through the following processes: effective
planning and delivery of expected learning outcomes, monitoring of results, internal
evaluation of results, external evaluation of results, and continuous improvement of results
in education. Quality is dependent on the social values in which the education system
operates. Quality is done on a particular subject, for a particular beneficiary, after certain
interests. Values of quality in education: democracy, humanism, equity, intellectual and
moral autonomy, quality of interpersonal relationships, communication, community
enrichment, optimal social and professional insertion, educating the individual as a
critical and responsible member of the group. The workforce is competitive, with new
skills in problem solving and cognitive abilities. There are persistent discrepancies
between the level of education of pupils in rural and urban schools, among the majority
students and those belonging to disadvantaged minority groups.

These differences in performance can also be attributed to inequitable and
inefficient resource distributions, which leads to a great variation in the quality of
education provided. Improving human resources management in education through
strategic planning and providing incentives for performance can make a significant contribution to improving learning outcomes. Further efforts are needed by all actors involved in the process to enhance the quality, accessibility, relevance, efficiency, equity of education.

The meaning of education is also given by communication, as mentioned above. The quality of education is given by the quality of communication. There are a multitude of factors that can constitute communication barriers. All these barriers must be overcome by a communication education that involves: fostering self-knowledge through communication resources, familiarizing with all forms of communication, discovering the communication resources of others, activating communication skills, discovering dormant personal availability, optimal use of multiple broadcasting channels and teaching reception, valorisation of integral communication. It is necessary to replace the scholastic grammar, mechanically learned, with a grammar of communication in which the emphasis is placed on the context, as nonverbal elements, on the complex organization of communication. In this respect, another requirement is required: preparing future trainers, improving current educators in a specialized setting, in an educational communication lab.

In order to effectively communicate communication for education and communication education, some suggestions may be needed that may be indicative:

- the change of mentality regarding the educational process, from objectives and content to organization and evaluation;

- tracking from the instructive dominant character to the actual education, from informative to formative;

- the need for a real reform of education at all levels;

- interdisciplinary approach to instruction and education;

- introducing new disciplines focused on the idea of communication and education alongside classical disciplines;

- conceiving new ways of evaluation, in accordance with the requirements and exigencies of modern man;

- the further use in the educational-educational process of modern technical means specific to the electronic age;

- structuring and developing educational modeling in common and coordinated ways

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SCHOOL MANAGEMENT TOWARDS THE IMPROVEMENT OF THE QUALITY OF STUDENT’S LIFE

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Abstract

Improving the quality of student life is a major objective and at the same time a necessity for quality assurance in the Romanian education system.

The current situation in terms of permanent quality achievement has much to improve in the educational environment in Romania, and students are a very good starting point in achieving this goal.

Keywords: school management, quality

Students feel a great need for information and participation in activities and programs, projects and actions that result in their personal development.

This leads to a number of positive implications for the development of the quality culture among the Romanian educational communities, both in the direction of the students' orientation towards quality and the increase of the communication between this group of actors and the other groups included in the community (teachers, leadership).

Education is one of the essential and permanent functions of society. It is fulfilled both by parents, teachers, friends, institutions - kindergarten and school; organizations - sports clubs, cultural organizations; the environment. Of all these educational factors, primary school teachers, representing the first social link with the formative responsibility of future citizens, have a mission of utmost importance.

In this respect, at the beginning of the road to building quality, the decisive role for the teacher and his / her teaching activity depends on how he perceives himself, the extent to which he succeeds in transmitting, cultivating, creating it. The quality indicators for the teacher's activity include consistent specialized knowledge (general, scientific, philosophical), psychological, pedagogical and didactic; special knowledge for each business and managerial sequence, as it manages, in essence, managerial actions on content, human resources, relationships, partnerships, products.

Also, quality education implies flexibility, availability, adaptability to various contexts of existence and activity, agreeability, psychological, physical and intellectual
resistance, professional behavior, personal and professional complex skills and capabilities. Insofar as a teacher sums up these qualities and skills, he will be able to provide quality school and extra-school learning situations. Engaging pupils in different types of programs, both at the level of the educational community, at national level and especially at European level, is a sure step towards increasing and improving the quality of education and, implicitly, the life of our pupils.

From my personal experience, I consider that these educational applications bring a novelty in the educational process, revealing another form of learning with special educational and training valences. The application presented in the paper offered students the opportunity to perceive the school from a different perspective and has a positive impact among them as well as among the parents and the community. Quality work is the syntax of this approach and greatly contributes to improving pupils' lives. It was noted that following the application, pupils come to school with pleasure, are more open, more receptive, have improved the relationships between pupils, students and teachers, strengthened their self-confidence, feelings such as love and attachment to their own school, their own teachers and colleagues.

Given that education has a major importance in supporting the prosperity of a country in terms of quality, this is important not only for the quality of the performance or the visible results, but also for integrating the quality need into national culture.

In this sense, I believe that the mission of education, as it has been designed for centuries, namely - to support and ensure the development of society - needs to take an attitude and engage with conscientiousness and perseverance.

How can it not be through the continuous existence and development of an internal culture of quality among the educational community, from the ideal, planned quality, to its real assurance?

That is why I believe that education policies to implement quality assurance systems in educational institutions at all levels need to take seriously the issue of quality culture as a prerequisite for success.

The more a person wants to know, to understand, to evaluate, to try to reform, to bring innovation and to improve the world in which he lives, along with the mechanisms that determine it, the more a man is of value, and the things he has accomplished remain in the memories of those who have benefited from them.


THE ROLE OF SPORTS GAMES IN PHYSICAL EDUCATION CLASSES

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Abstract

Physical education represents an important element of education and training, its purpose is to form a powerful conception in youth regarding the practice of physical exercise. Sports play a great role in child development and education through organized sporting activities. The aim of this paper is to emphasize the importance of sports games in physical education classes. By playing sports children develop physical skills: they learn to be team players, to make new friends, to have fun, to exercise and improve their self-esteem.

Key words: games, practice, school, sports, teacher.

Introduction

In sports world, there are different games, each having its own specific rules. These games represent physical activities that are done, either by individuals or teams for leisure as well as to compete against one another. Sports are quite beneficial for children. They help them to develop different skills, to be competitive but also to have fun.

The article

This activity justify itself through the fact that the practice of a game in higher conditions can accomplish the student's needs such as relaxation and recreation, aspects which are very important if we take in consideration the intellectual demands imposed by the school schedule. In the practice of sports games the teacher must use technical procedures in order to develop motor skills. The reasons which led to the introduction of sports games in the school curriculum as optional activities (the choice of 2 games from 5 stated in curriculum) are multiple. The most important are:

a) The sport game represents for students the most attractive method, through which they are able to action on a background of motor and mental solicitation in order to accomplish the sport class objectives.

b) As a global activity, the game is a good instrument for body function activation, used by young or old as a way of relaxation, that's why students have to be initiated in practicing the most accesible sport games – handball, volleyball, basketball, football or rugby.

c) In comparison with other school curriculum content elements, in which we initiate students, sport games is a collective activity which develops the group relationships. These relations can be achieved through a sport game practice as a global
activity and not by practicing its elements individually. In comparison with relays, the team work activity, the group relationships can be influenced by a sport game, they present a higher degree of complexity.

d) At an affectionate level, sport games leave great marks over the student's personality, influencing it favorably - his emotional thinking, his feelings determined by favorable or unfavorable team situations, the collectivity interests being more strong and more complex exercised in comparison with other organized activities in sport classes.

e) The main skills, motor qualities or moral attributes specific for school games, which are included in curriculum can be used also in other domains. Running, jumping, catching and throwing, striking, speeding, enduring forcing and perseverating are demanded in an interdependence relation which conditions the initiative, the independence, the imagination, the spirit of observation, the capacity of anticipation, selection or decision, assuming the responsibility in taking a decision, qualities and faculties, having obvious positive implications in the student personality formation, in his preparation for life and work.

In the methodology of teaching sport games appeared lately new solutions, which follow the decrease in the necessary time for learning and the efficiency increase in the learning process, in order to get closer to the organization conditions and the game conduct. During sport classes the teaching of sports games must be made by respecting some principles:

   a) Learning basic technical and tactical procedures within complex structures.
   b) The teaching of basic technical and tactical techniques related to the game.
   c) The teaching of technical and tactical procedures under stress conditions.

Conclusions

Abandoning the traditional methodical conception used in teaching sport games in physical education classes and the adoption of the one stated will determine both the increase of the sports game's role in the students physical education and the accomplishment of another desire, the possibility of their correct practice both in lessons and other circumstances.

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THE ROLE OF PLASTIC ART IN DEVELOPING CREATIVE ABILITIES

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Abstract

Among the languages of art, plastic language is the closest to the pupil. This language has the mission to balance and harmonize the child’s relationships with nature, with himself. The adult will not ask the child to replicate, to perform masterfully the resemblance of the nature, because, anyway, this nature is constantly changing. If the adult did so, he would make an inapt child from the artistic point of view and he would alienate him from his own creative possibilities. The role of the adult is to encourage the child, to help him to discover the beauty, to analyze with him the language and the tools specific to the works of plastic art.

Knowing the language of plastic art and the child’s individual particularities, the teacher can stimulate the development of the creative potential of the child.

Key words: art, creativity, plastic language elements, creative imagination, creative potential

Introduction

Activities included in the field of “aesthetic education, more than any other activity, constitute the environment and the most generous way to activate and to stimulate the creative potential. Art prepares the child to live in beauty, to respect the beauty and to vibrate in front of it. Words, sounds, gestures, colors are ways to express the feelings, to reveal some desires, to point some expectations. The art’s resorts become for the child real tools, which help him to resolve many psychological problems.

Resurrecting Gramsci’s idea that art is an educator because it is art, Professor I. Neacsu states: “By joy and by living, the pupil will steep himself in the knowledge of art, in the profundity and elevation of the beauty and harmony, present as paternity and reality, as sensitivity and rationality.”

Sensitive, the artistic sensibility and the behavioral delicacy are developed through art. The artistic sensitivity is built on affectivity, intuition and fantasy, depending on the adult’s educational mastery and on the characteristic of the environment in which the child is formed. Although, the artistic sensitivity is genetically determined, it also shaped by education because “the child’s personality is the result of the joint actions: hereditary,

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environmental and educational factors and it can not be properly configured by their parallel consideration and action”⁹.

Among the languages of art, plastic language is the closest to the pupil. This language has the mission to balance and harmonize the child’s relationships with nature, with himself. The adult will not ask the child to replicate, to perform masterfully the resemblance of the nature, because, anyway, this nature is constantly changing. If the adult did so, he would make an inapt child from the artistic point of view and he would alienate him from his own creative possibilities. The role of the adult is to encourage the child, to help him to discover the beauty, to analyze with him the language and the tools specific to the works of plastic art.

Knowing the language of plastic art and the child’s individual particularities, the teacher can stimulate the development of the creative potential of the child.

It is imperative to discover and to practice the artistic predispositions that are common for almost all the children:

- the color sense, gradually updated in the presence of the chromatic attributes of nature (warm colors, cold, colors, fused spots, vibrating spots, flat spots) manifests in all children.
- the sense of shape is manifested by the inward start of mental appreciation or by searching with the hand before fixing it on the paper.
- the sense of the rhythms has a note of balance of physical behavioral equilibrium, but also of harmony; it is manifested by the energetic rejection of uniformity, the rhythm of lines, colors, forms and it will become and it will reflect the rhythm of mental representations.

Although he is not an artist, the pupil creates art with a great pleasure. Working with a brush or colored pencils, the pupil shows a stunning attitude regarding his own creations. It is the beginning of the future creative behavior. The adult will teach the child using the mains elements of plastic language and will encourage him to reproduce and transform them (making modifications, dissociations, omissions, deformations, exaggerations), to associate them (by juxtaposition, multiplication, assembling, overlapping).

These elements are:

- the plastic, static or dynamic point, which the small pupil will multiply, oversize, train in motion; he also will work with the points that will put together or scatter, will distribute equally or unequally.
- spontaneous plastic form (created by draining or spraying) or elaborated plastic form (created by analysis or assembling the natural forms); these plastic art forms will be the subject of the composition.

⁹Ibidem
• color can be mixed, contrasted (color contrasts itself, complementary contrast, simultaneous contrast, quantity contrast).
• the line – the pupil learns to express energy, movement, space, to separate, but also to unify using the line.
• the plastic composition which results from the harmonization of the relations between the compositional elements.
• plastic space which results from unitary and expressive arrangement of plastic elements.

The plastic language elements will be combined with the technical ones:
• finger-painting gives flexibility, ability to use fingers and allows the harmonization of colors by combining them.
• the swab technique gives the child freedom in choosing materials and helps the color fusion.
• the technique of the stamp can also be applied in collective works; stamp’s support is different, which generates the child’s receptiveness to the possibility offered by nature.
• contour technique allows systematization of the composition elements, balancing the composition, the contour and the color are mutually reinforcing.
• the comb technique involves a study of horizontal, vertical, oblique lines, all of that creating great effects.
• leakage and blowing technology develops sensitivity for chromatic harmony.

All these contents and operations specific to the plastic education are first internalized and later applied to other creative acts.

After the pupils were habituated with the materials they will use: drawing sheet, watercolors, brush, cloth, glass, I urged them to draw lines and brush strokes on the white sheet, to trace some lines in one direction.

Through the thematic drawings: “Balloons”, “Landscape with trees”, “Autumn” – made in watercolor, gouache or colored pencils, I gave children the opportunity to use their knowledge and their skills.

The exercises-game propose to first grade pupils have been able to enrich their knowledge, skills and abilities, and for the third-grade pupils I have given them the opportunity to use the knowledge they have acquired in order to realize different works.

Because the pupils were habituated from kindergarten (first grade pupils) with knowledge of brush, watercolor, main colors, different working techniques, they have certain skills and they are able to make different works. From works in which they had a few spots of color or a few lines to an original mixed of colors, from one or two colors used, to the use of four or five colors and shades, the children try to cover the white space of drawing sheets.

The fact that these children come from different families with different backgrounds didn’t block the spontaneous children’s imagination. Children don’t draw always new objects, they are not distinguished by their originality, but it is noted a flexibility adaptation in their works. They make references to concrete elements of reality (plants,
animals, constructions). Their pictures illustrate the specificity of young pupil’s thinking, their intuitive character, the addiction to the imagination.

The plastic theme “Knowledge of colors” has shown a great interest among the pupils. Involving them in games such as “Color Train”, “What can we get?”, “The Story of Hot and Cold Colors” increased the curiosity and interest of the children for this kind of games – to set in order the colors, to mix different sports of color, to make classes of colors (warm-cold, dark-light, complementary colors).

Topics such as “Autumn” or “Children’s Games” in which is follow up the use of primary colors white, black, gray can cause difficulty for pupils, children having problems in drawing human figures and this aspect block them to do their task.

Topics such as “Rain” or “In the Cosmos” come to highlight the way of using the warm and cold colors. The proposed subjects were prepared with the appropriate teaching materials: warm colors palette, cold colors palette, reproductions of masterpieces art, slides.

The qualitative changes of the color, given by the tones of this colors, offer to the children a lot of exercises-games, in which their imagination is intensely challenged.

Topic like “The Sea”, “Starry Haven”, “Flower Glade” allow the pupil to associate the real world with the world of fairy tales. I have come to support the pupils – on these topics – with exercises of interpreting the obtained forms from merging.

The collage of various colored materials – paper, textiles, cried plants combined with the coloring of the remaining white areas, puts the child in a position to do various brainstorming exercises, to combine these materials to get something useful. By playing with these materials, the pupil engages himself in a variety of works to achieve his goal, uses his imagination. The child concludes that useful work can be done using color to edit his ideas.

The plastic themes of using the lines and points give the child the opportunity to give more expression to his work, to overcome those stereotyped clichés of houses, trees, sky which frequently appear in their drawings. The possibility of drawing in pencil, brush, stick, pen, thickness enriches the bag of knowledge and skills. Topics such as: “Hills”, “Waves of the Sea” prove the quantitative and qualitative knowledge of the pupils.

As a support for acquiring this knowledge, I used appropriate slides, reproductions of masterpieces of art, stamps, demonstrations.

The theme “Tones, tones breaking, monochrome” I prepared it using exercises like “What color do we use?”, “What is it like?”. Topics such as: “In the Aquarium”, “Leafless Trees” made in candle and watercolor, gave children the opportunity to use their imagination.

Because not all the children have the same skills or possibilities, for each theme I have offered two subjects during the same compositional period, pupils being grouped in two categories. So, those whom their skills and abilities were poorly developed at the beginning of semester, were able to do works which make them stand out and provide the satisfaction in their tasks.

Because the line, as a plastic language element, is not a novelty for the child, this theme has been approached with more courage. The point, also known as a plastic language element, allows original joints between lines and spots, in compositions like: “Swarm of bees”, “Flowers Thicket”, “Decorating a Frame”.

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Drawing a picture by using up to three colors on subjects such as “Spring”, “The Face of my Country” allows a combination of acquired knowledge and a materialization of the child’s imagination. This theme provides adequate exercises to involve the imagination, adaptive flexibility is materialized in subjects with spontaneous spills by draining, blowing and than filling in color to define the obtained forms.

An inert hand or mind never can produce fantasies, never can create. In support of this idea I took in consideration the amount of knowledge and skills necessary for the act of creation.
The results obtained in this regard, have as their starting point, the game or the creation of a specific atmosphere necessary for the plastic language to become accessible to the pupil. The game stimulated attention and concentration, supported the pupil’s work, even if he couldn’t do original works.

Another aspect that I pursued to develop children's imagination was doing training exercises, either at the beginning of the lessons, either in some particular lessons dedicated to such exercises.

Due to the fact that some of the drawings made in the first semester of the first grade were looked unfinished, I urged pupils to find new elements that can enrich their work with color, nuances, tones.

This type of exercises emphasizes the possibility to develop and educate the child's ability to fulfill and enrich the given form by pursuing creativity factors such as: originality, flexibility, elaboration, application sensitivity, humor, but at the same time, they are a test exercise through which I have pursued the adjustment of my activity.
Pupil’s thinking is required to find immediate solutions, to form a correct attitude towards work, to prepare for similar situations in life.

In the case of some children the laziness interferes and they refuse to put their imagination to work. In exercises such as: "It is given a few lines, continue to get a hill picture!" or "It is given a few points, get a flower field!", we can see the convenience of some children to strive to finish the project, as a result of a limited imagination.

My intervention was to find ways to put the pupil in a position to work, to think. I tried to help them by arranging pupils with successful work, along with those with poor results, and tried to help them, regarding the ways of work.

Getting spontaneous forms using wet stain and their interpretation is another type of exercise-game that gives freedom to the child’s imagination. Their interpretation, because they look like objects from the real world, is based on the divergent production of the child, on the creative intelligence.

Starting with two or more colors put on the support, balancing the support, they merged. The form that emerged suggests fantastic beings, objects, birds and then, this form is delimited by completing the background with a color. So, the pupil manages to create original works.

Game exercises for making fantasy or useful beings and things, made up from disparate but known elements, in order to make a new, original form, are attractive to children. The game exercises encourage the engagement of pupils' expression potentials.

The creative imagination has as its starting point the question-problem. It puts the child in motion, makes him to search, to try, to make assumptions, which requires a perpetual accumulation of hypotheses and projects. At once formulated, problem becomes an open way to action, encouraging curiosity and contributing to the development of pupil independence. It is an opportunity to think imaginatively.
Developed to design the world of the surrounding objects, pupils are able to establish new relationships between facts and ideas, new arrangements of elements and new organizational elements. Encouraging the child to research the environment and to discover in the contours surrounding the human figure similarities, the pupil forgets his own inconveniences to draw and overcome the inhibition state.

Attracting pupils to the world of fairy tales and proposing them to be the sun and the moon, as fantastic characters, I asked them to draw the "Magic Forest" using primary colors and the line in a continuous duct. The pupil doesn’t think of technical difficulties, because he is driven by the desire to give life and attitude to the enchanted tree and he abandons his small automatisms or schemes, as well as the great fears.

The proposed topic should be generous and familiar. The pupil discovers with his eye and mind the new faces of reality and gives them a new identity. He will serve it to express thoughts, feelings, to move away from fixed schemes, mechanic gestures and to learn to look creatively.

Building the human figure with geometric forms, after the project of humanizing some beings, objects or phenomena from other kingdoms, not only we determined the pupil to draw something more than a human, we also helped him to discover the importance and the beauty of geometry.

Exercise addresses to the intellect, to the spirit, to the observation ability, exerts a uninhibited influence, is useful for developing dexterity, imaginative and constructive power.

The smallest change can cause the drawing of some radical different shape of a thing or the illustration completely different according to the canons of the age, leading to a higher quality work, if we know how to ask the pupil to obtain:
• another color;
• a new use;
• another form;
• other way of presentation;
• other changes that can be made.

Starting from the simple spot of ink, I asked the pupils to create as many images as possible. These creative adaptive interventions can be used starting from the question: "What image do you get?". Encouraging children to see the meaning where apparently it is missing, contributes to the development of the observation spirit, that can determine a certain style of knowing each person.

The future art creator is taught to regard the familiar as the original and the original as familiar. Exercises such as "What is it like?" used in the preparatory phase of the lesson, stimulate imagination by analogy of the elements. The fairy tales, so loved by children, have a special effect on creative imagination. Visiting these worlds, the child borrows something from these fairy realms and transposes it into his works.

The language of sound has a stimulating effect on the pupil’s creative work. Suitable songs support their work, giving a bright appearance to the works, causing original joints of pastel elements and colors.

Through the stamping game, made on music, the pupils replayed the rhythm they perceived. A continuation of class work was the work from the painting workshop. Pupils have come up with increasing curiosity, working passionately to finish their work. Continuing the plastic themes, I tried to deepen my knowledge through the work of the workshop. Pupils felt the need to show that these activities are attractive by their presence.
In fact, the painting workshop was made up for a group of pupils who achieved successful works in the current lessons. I have given them the opportunity to deepen their knowledge, to make better use of their creative potential.

Trying to create a great deal of satisfaction for the children, I planned themes like "My Country", "Spring", "Spring Feast", made through a wide range of techniques:

• painting on glass;
• painting on canvas;
• brush painting;
• wax painting;
• finger painting;
• palm painting;
• painting on porcelain.

Regarding the decorative art, I urged:

• forming the skills to collect and represent (using paper sheets with squares) popular ornaments, specific to different groups of objects (dishes, carpets, towels, national clothes, napkins, furniture etc.) and some simpler shapes of them.

Possible themes: "We collect woven ornaments", "Embroidery patterns", "Ornamental Ornaments", "The most beautiful gate", "The fountain created by a good heart ", "Houses like ours - you rarely meet " After a walk in the village ".
• strengthening the skills to represent ornamental motifs; initiation in the stylization of forms, observation of their harmonious joints.
• applying painted ornaments on ceramic bowl shaped by children or silhouettes that represent such objects, respecting the specifics of ornamentation, combining the shape of the bowl with the ornament and the destination.
• learning the technique of painting eggs and preparing them for Easter, Ispas celebration.
• finding beauty in the plasticity of used materials. Creation of decorative plates using the method of creasing, deepening and application.
• modeling ceramic bowls similar to those created by folk craftsmen, taking into account the traditional forms, the destination of each object, the harmonious mixture of form and ornament. To teach them to find and highlight the beauty and plasticity of the material, to apply ornaments to transmit (like the popular masters) their feelings to those who will admire and use them.
• Educating the sensitivity towards the values of the national culture, familiarizing with some popular crafts from the city and stimulating the children's own manifestations in collecting and retransmitting folk motifs. Using cutting processes - paper, straw and other materials of decorative elements.

Possible themes: "Folk Carpets", "Autumn Carpets" (with materials from nature), "At the fountain from the gate" (straw), "Gifts for mother" etc.
• Stimulating the desire to manifest themselves in the making of "theatrical scenery" (scenes for theater performances that they perform), the reflection of coloring according to the literary work.
• Developing feelings of pride towards our people, the appropriation of folk traditions. Formation of the ability to observe the national specificity in the works made of wood.
• Familiarizing with the art of decorative herbal compositions ("Ichebana", "Osibana"), with some principles and laws that must be respected in the process of creating bouquets (asymmetry), contributing to the formation of the sense of shape, color, and their successful joining.
• Forming skills to make masks, toys and carnival costumes for the ritual of calendar holidays (plug, goat, star, etc.); the ability to arrange the room for the exhibition, carnival, seating and other destinations, developing the spatial sens.

The results of the work of each lesson I tried to highlight them by analyzing the works in the form of a play "Critics in an Exhibition", by exposing the successful works at the class exhibition, by personal exhibitions of talented students, by using the works for the layout of school space.

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EXACTLY HOW BAD COMMERCIALS ARE?

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Abstract

Analyzing whether an ad is misleading or not can be a great way to get students engaged in the study of rhetoric. Rhetoric and media literacy are essential skills for students, but where to begin? On social media alone, students are hit by a never-ending wave of persuasive messages. Ads are present and noticeable all around, and although students are often aware that they’re being influenced, knowing how persuasion works gives them a whole new power to understand and control their own world.

Key words: ads, media literacy, misleading, persuasion, power.

Introduction

What most media discourse aims to do is to convince people to believe their messages and also to get them to act in a certain way. American film makers, for example, pay a lot of money for the special effects they use in order for us to think that what we have in front of our eyes is not just make belief, not a fantasy, but something as palpable and as real as possible. News people use persuasive techniques as well like, for example, revealing the names of the people who supposedly were the source of their news, again, to make us think that their stories are true.

These people who are, metaphorically speaking, in the business of persuading large audiences use quite a number of methods and techniques to have our attention, to pretend to be credible and trustworthy, to enhance our curiosity for the products they are selling or for the politician/policy they are trying to convince us to vote for etc. (Andrew Aberdein, Adina Arvatu, 2016).

The techniques employed are generically called the art of persuasion and in the teaching environment this type of learning is an important literacy skill. (www.greenwichschools.org)

As soon as our students realize how media messages attempt to convince us to believe or act in a certain way, they will be better equipped with filtering devices that will
help them read between the lines and thus make better and informed decisions by themselves.

**Body**

**How convincing are you?**

I start my lessons on the study of rhetoric by asking my students several questions such as: Are you a convincing boy/girl? If, yes, why do you think that is? If no, why not? How do you get people to do what you want? etc. We have vivid discussions on that and we reach the conclusion that *the art of persuasion* is not just an art but precise science as well and that there are specific methods to manipulate people, to get them to do what you want them to do. I then start telling them about such concepts as: *ethos, pathos,* and *logos,* i.e. the basic rhetorical devices who were first introduced by Aristotle. Afterwards we watch illustrative video adverts in which these appear and, obviously, discuss them in detail.

For homework, students have to do some research and find their own examples of the rhetorical appeals in the written press or in video commercials, to give arguments as to which of the appeals the ad is using and why. This is a very good way for them to better understand the concepts and to have them engraved in their long term memory too. They also become more aware of just how much persuasion is used in the outside world by people everywhere but especially by people in the media when they are trying to convince us of how good specific things are.

**Teaching specific rhetorical methods**

The next class we have, we discuss students’ findings, then I introduce a number of persuasion techniques such as: „*beautiful people*”, „*bribery*”, „*celebrities*”, „*experts*”, „*majority belief*”, „*simple solution*” etc., and I explain them in detail. For example, the „*beautiful people*” technique uses good-looking models (who may also be celebrities) to attract out attention (www.coursehero.com). It is a technique that we see in ads on a daily basis and it suggests a possible resemblance between us and the fashion model/actress employed to make the commercial, if we use the product too.

And so on and so forth. I explain all of these techniques, give or elicit examples from the students until they understand each concept thoroughly.

Then we continue analyzing specific ads, like print ads. Because they can take their time when it comes to analyzing such ads, students like working on these ones better. They work in groups of four and demolish, so to speak, a common commercial of their
choice, piece by piece, in an attempt at finding as many rhetorical techniques as they possibly can. Finding these is just a starting point though. What’s most important and what proves that students have gained the necessary knowledge to get to the hidden part of the iceberg, the manipulatory part that is, is for students to understand the powerful impact such commercials might have on people. Once they realize this they will start think twice before allowing anyone else play with their minds anymore.

To reinforce this idea, that persuasion used by the wrong person could spell danger in some way, I continue my enlightening process by talking about „bad ads”. And these would be those ads that blatantly lie to us, deceive us and therefore could potentially harm us. Students are even allowed and encouraged to enter a debate on whether they consider a specific ad to be „bad” or not. Each side comes up with their arguments, examples and proofs in order to build their case. They don’t just resort to the given text but to evidence that comes from common knowledge, from reliable sources on the Internet etc.

For homework, students will have to find one explicit example of such bad commercials, bring to class, share and discuss with the other classmates.

Moving forward

Our study of rhetoric usually spans over an interval of three weeks’ time, beginning with the presentation of the rhetorical devices and ending with the debates and presentations of their own examples of bad ads, but it can vary according to the type of students, their age, emotional and intellectual needs etc. It also depends on their class timetables and personal interests. My students are so enthralled by the subject that, in their feedback surveys, it is the most referred to topic of the year. Consequently, we have started investigating other areas where persuasion is extensively employed, like social media for example, or public speeches, oral debates etc.

Conclusions

Rhetoric is an interesting subject for our students. It appeals to them because it tackles two very important aspects of learning: the students’ thirst for knowledge and also the honing of their skills, the skills of interpreting messages around them and the skills needed to use the art of persuasion and diplomacy for their own benefit.

In this respect, Rhetoric can be used as a reliable foundation but also as a means of analysis, for example of literary texts and language materials, but it is mostly useful as a practising device so that students can learn how to write - formally, academically but also informally, creatively and even more importantly so that students can learn how to
speak – an overlook and obviously a minus in the educational system nowadays. (Ward Farnsworth, 2008)

It’s definitely an advantage for students heading into such Colleges as: the Philosophy Faculty, Philology, Journalism etc. to be familiar with the concept of rhetoric, but the most beneficial outcome is in students’ everyday lives. They become more aware of the rhetoric around them and, most importantly, their critical thinking is undoubtedly very much improved.

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INTERACTIVE METHODS OF TEACHING MATHEMATICS IN MIDDLE SCHOOL WORK

Prof. Zahiu Denisa

“One does not call mathematician the one who knows Mathematics, but the one who creates Mathematics.”
Grigore Moisil

Abstract

In this work I will specify the main student centered interactive methods of teaching Mathematics.

A proper outcome and the good results obtained depend on the methods used in teaching. Famous pedagogues highlighted the fact that, by using different methods, one obtains essential and important results in the students training, that, acquiring new knowledge or behaviours, can be achieved in an easier way, according to the methods one used.

I chose this topic as I consider these modern didactic teaching strategies have the purpose to help the students understand and specify and show their own point of view, these strategies have the purpose to stimulate even the students whose learning is poor, they make them curious, and willing to explore.

The methods are important instruments which the teacher has got and which are at his disposal to work with in the teaching process, and they also are the means on which the effectiveness of the educative work depends on, as they need to be known and used.

Keywords: Mathematics, interactive methods

Nowadays these methods become more important, due to their effectiveness during the teaching-learning activities.

Applying the group-work centered interactive methods and techniques ensures the students to acquire a flexible thinking, and critical thinking at the same time, to develop the creativity, imagination, and improves the communication among students. The group assignment activity is also important as it has visible results for the communication and relations between teacher and students, but also among the students themselves. The methods used stimulate the active and full participation the students have during the instruction-teaching-education process.

Interactive methods: a) Conversation and types of conversation; b) Euristic (Socratic) conversation; c) Discussions and debates method; Debate Phillips-66 method; e) Brainstorming method; f) Problems method; g) Synectics; h) Group-focus method; i) Fishbowl method
and the monitored method; Jigsaw method; k) Cube method; l) R.A.I. method; m) Change-pair method; n) Cluster method; o) Gallery tour method; p) Gallery-tour method; r) Given subject topic stories method; Role-play method; s) Venn diagram; t) Five-minutes essay :

In the first part of my work I will present the methods mentioned above, and in the second part (the following edition) i will present the other methods as well.

Part I

Chapter I. Conversation and types of conversation

Conversation assumes a multitude of functions, which gives it the value of a teaching, didactic instrument, always available for the teacher. One can distinguish the following functions:

a) Euristic, truth redescovery function, and formative at the same time (euristic type conversation)

b) Clarification, synthesis and thorough studies of the knowledge function, with which the students had a cognitive contact (thorough studies conversation)

c) Knowledge Consolidation and systematization, conversation, building up knowledge and scientific findings (consolidation conversation)

d) Learning performance and proficiency Verification or control (Cerghit, 2006)

Chapter II. Euristic (Socratic) conversation

Euristic conversation (Socratic, Maieutics) – is that specific form of the conversation which aims to identify (discovery) new truths by the students following their own search and research effort.

Having a verbal character (as well as the exposition/presentation), the conversation (generally) has a higher degree of activization, meaning it forces the student to start looking for new solutions.

These solutions can be found because they pre-exist in the previous knowledge accumulated and assimilated by the students, in their previous experience, in using an intuitive material.

The teacher’s purpose and part is that, by asking questions well put together, in a certain order, and properly conceived, they lead, step by step to the knowledge processes the littler student has until he reaches to the “birth” of a new truth.

Hence the denomination of Socratic conversation (Socrates being the son of a midwife, he made an analogy between the bringing to light a new born baby and the birth
of a truth by taking it out of the hiding state it was in) or maieutics (the art of assisting in birth giving).

“The euristic conversation presents a dialogue which takes place between the teacher and the student, waking in the student the interest for a set of questions, that in the end lead to the finding of the truth. By this method, the students are determined and made to think and to make their own walks into the universe of knowledge, to make their own connections, the necessary connections between what knowledge they find.

These days, in the education system, there is a continuous dialogue among the participants in education. This form of teaching requires a productive intelligence, curiosity, freedom and independence in thinking.

The situation-issue, requires after it the reason this problem-issue appeared, and solving it is left for the students to solve, who develop their own intellectual ideas.

This type of teaching by the methods used, determines the students to look for their own orientation and the framework where the questions used in teaching will develop, which can vary from spontaneity to artificiality, case in which the specials student is “taken out of his den” to solve the burdens, thus acquiring new knowledge.

The circumstance in which the teachers wait for an answer, as they expect it, should be eliminated, as this fact can be named a “camouflage education”. The teacher’s intervention has same negative impacts within the discussions, because the students are not challenged anymore, they get passive and develop a conformism, in a contrary sense to this fact, it is developed the initiative and spontaneity, like something normal, in students, the possibility of partnership in solving the problem. The question represents the border between “I know and I don’t know”, this is why it has a great success within any learning situation.

The question is the one changing ways of thinking, makes the passing from a limited information to a concrete and clear information. It is an invitation to action, it represents a brain ferment, an instrument which helps to get knowledge. When a question is asked, is launched, we cannot deny it happened due to not knowing, The question itself already represents a part of the answer, and the rest must be found based on the knowledge initially deposited in the brain.

When a question is asked, it lights the mind, and the “new” thing found out, replaces the “old” already known.

the way the question is asked represents the way one solves and understands the problems.

when a question is asked, one needs to make it clear and precise, in order to find himself, in the question, half of the answer.
a question is qualified as correct if:
  - The issue to be answered makes sense;
  - The person asked can answer;
  - The question is precise and unique;

The type of questions must be flexible, as there are different categories, like:
- repeated/reproductive type; what?, when?, where?
- hypothetic type: but?, if?
- evaluative type: what is better? what is correct? what is beautiful?

The questions require after them a certain dynamics, in dependency relation to the connections, to the fillings among them. “A question calls for another questions, as a chain reaction, but, at the same time, it can hide behind other questions which are not uttered yet”.

(http://www.educativ.info/licee/met2.html).

Chapter III. Debate method Phillips-66

Metoda debaterii Phillips-66 - it is a brainstorming type method. „According to the complexity of the topic under discussion, the teacher can divide the class in more discussion groups. For each group you have a discussion-leader (either a teacher, of a member of that group) who supervises and leads the debate, and intervenes only when he feels it is necessary.

After discussing at the groups level, the leader of each group reports in front of the whole class the conclusions they considered and adopted. The teacher is to put all these together, and, if there are contradictory points of view or decisions, he has the task to „ensure”, with the help of the entire group of students, finding the optimum solution and to explain the reasons why the other variants were rejected”. (Ioan Cerghit)

Chapter IV. Brainstorming method

„Brainstorming” is a method which helps to create innovative and creative ideas and concepts. For an effective brainstorming, the inhibitions and the suspended critics are put aside. Thus, expressing will become freer and the participants to the brainstorming process will display their ideas and opinions without being afraid they are rejected or criticised. It deals with the presentation of a concept, an idea, a problem, and everybody
shares his or her opinion about those presented and absolutely everything that crosses their minds, the funny or inapplicable ideas as well.

A session of brainstorming well guided, give everybody present the opportunity to participate in the debates and it can prove to be a very constructive activity.

**The stages of an efficient brainstorming** are the following:

- *Opening the brainstorming session* where one presents the aim of it and they discuss the basic techniques and rules to be used;
- *The adjustment period* which lasts 5-10 minutes and is meant to introduce the group in the brainstorming atmosphere, where the participants are stimulated to discuss general ideas in order to be able to pass to a superior level;
- *The creative brainstorming part* lasts 25-30 minutes. It is recommended that, during carrying on this stage, the coordinator (teacher) to remind the participants, all the time, the time passed and how much time is still left, to „make pressure” to the participants that in the end of the creative part to give some 3-4 minutes more. During this interval, the participating group must be stimulated and to share and express their opinions without any runabouts.
- At the end of the creative part, the coordinator of the brainstorming clarifies the ideas which were noted and subject to discussion and verifies if everybody understood the points under discussion. It is the moment when the evaluation of the brainstorming session takes place, the most daring will be crossed out or those which are not pertinent enough. They make an assessment of the brainstorming session and that of each participant’s contribution. It is also considered for the evaluation: the group talents and gifts and skills, the time allocation and the topics which could be dealt with.
- In order to establish an objective agreement, the brainstorming participants will share their opinion and will vote the best ideas. The group under the brainstorming activity must establish and set themselves which were the ideas which suited the best to the concept under discussion.

During the brainstorming activity, the participant are not asked any explanations for their ideas. This is a mistake which can lead to a premature evaluation of the ideas and can make the process itself more difficult.
Brainstorming works after the principle: ensure quality by quantity and aims to cross out the every drawback generated by autocritics.

There are 7 rules recommended which the students will observe for a successful brainstorming session:

1. Do not judge the others ideas – the most important rule.
2. Encourage the crazy and exaggerated ideas.
3. Look for quantity, not quality in this respect.
5. Each student is equally important.
6. Give birth to ideas from ideas.
7. Don’t be afraid of expressing yourself.

It is important to keep in mind that the brainstorming main purpose resides in the free expression of the opinions by freeing from any preconception. That is why you need to accept even the crazy, unusual, absurd, fantastic ideas, as they cross the students mind, irrespective they lead or not to solving the problem. In order to determine the students’ learning process, it is necessary to challenge them into the ideas exchange; make this so all the students express their opinions! (https://mihaelanutu.wordpress.com/2016/04/24/metoda-asaltului-de-idei-brainstormingul/)

Chapter V. The Cube method

“The cube method” suggests exploring a topic, a situation, from more perspectives, allowing a complex and interrogative approach of a topic.

We recommend the following stages:

Make a cube on whose facets the following words are written: describe, compare, analyze, associate, apply, argument.
Announce the topic, the subject is under discussion.

Divide the class in 6 groups, each of them examining from the perspective of the task on one of the cube’s facets.

- **Describe:** colours, shapes, sizes, etc.
  - **Compare:** What resembles? What is different
  - **Analyze:** say what is made of.
  - **Associate:** to what makes you think of?
  - **Apply:** what can you make with it? What can it be used for?
- **Argument:** for or against and enumerate a series of reasons which come to support your assertion.

The final drawing and sharing it with the other groups.

Put down on the board the final shape, or on the classroom walls.” **(www.google.ro)**

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**Chapter VI. The Gallery tour**

The **Gallery tour** is a learning by cooperation method which encourages the students to express their own opinions. The products made by the children are displayed like in a museum gallery, they are explained and presented by the secretary of the group, and are to be assessed and talked about by all the students, irrespective the group they are a part of. The gallery tour means the interactive evaluation and deeply formative of the products made by the groups of students. The method’s steps:

- The students are divided into groups of 4-5 members, according to how many students are in the class;
- The teacher presents the students the topic assignment and the task.
- Each group will make a product based on that topic previously discussed.
- The products are displayed on the classroom walls.
- The secretary of the group presents before the students the product made.
- The works’ assessment and analyze.
• After the gallery tour is made, the groups re-examine their own products by comparison to the others.

„The gallery tour” aims to express some personal points of view referring to the topic under discussion. The students must be taught to listen, to understand, and to accept or to reject the others’ ideas by demonstrating the valability of those argumente.

Chapter VII. The jigsaw method

The Jigsaw or the interdependent groups method is a method working with heterogenous groups of 3-4 students, where each student has a number (from 1 to 3 or 4, as the case may be); the teacher establishes the topic and divides it in sub-topics, each of them coming as thorough study for one of the members of the group. Thus, any of the groups made of the students of the class has its „experts” in the sub-topics of the lesson. Those who are to become specialists in a certain topic leave, at a certain moment their groups and are reunited in groups of experts made according to the number they have in order to debate the respective topic and to establish the modalities to communicate the information to the other members of their group.

Once they come back within their group, they strive to teach the others, by keeping in mind, at their turn, the knowledge they transmit to their peers, being experts in other sub-topics. In the end, to each of them questions are asked from the entire material. For this approach of making an activity, it is essential to make the interdependence among the members of the groups, which stimulates them to cooperate. The common task cannot be accomplished unless each student brings his contribution. The activities carried on in this manner, contribute to the cohesion of the groups, to the improvement of communication and to the development of a capacity that is easier for them to acquire new knowledge by the peers colleagues. By means of it, it is annihilated the tendency to teach and instruct some possible hierarchy among the group, so that the students with a high status and special skills learn from the others, as they also help their colleagues to understand and to absorb a sub-topic.

Using these methods trains the students in a continuous participation and cooperation, there is a risen intrinsic motivation because they are required to discover facts, to bring pro and against arguments. The team work develops a tollerance attitude towards the
others and thus the eliminate the stressful reasons, and using it makes the students highly interested, creating a good interaction among the students.

The interactive teaching methods promote the interaction among the participants’ minds, among their personalities, leading to a more active learning, and with obvious better results and outcomes, stimulates the effort and the individual productivity and it is also important for the self-awareness and self-discovery of their own skills and traits.

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