MODERN APPROACHES TO EDUCATIONAL MANAGEMENT IN ROMANIA

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ACTIVE METHODS - PARTICIPATIVE USE IN TEACHING - LEARNING OF MATHEMATICS IN PRIMARY CLASSES

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Abstract

Below are some active participatory methods of teaching - learning mathematics in primary classes. Because the methods are the essential element of the didactic strategy, representing the side of the whole ensemble that characterizes a given curriculum, we believe that it is good to know these ways to solve the problems confirmed by experience.

Key words: education, educational management, participative active methods

Introduction

The whole process of education is based on a set of learning paths, the methods facilitating „access to knowledge and modeling of reality” (Teodor Pătrăuță)

Methods, composed of standardized operating procedures, can be selected, combined and used according to the level and interests of students. The choice must be subordinated to the pupils' age and psychic content and peculiarities. The success of applying a teaching-learning method depends on the teacher's teaching resources, competence and didactic experience.

„The activation of teaching-learning involves the use of methods, techniques and procedures that involve students in the learning process, aiming at developing thinking, stimulating creativity, developing the interest for learning, in the sense of their formation as active participants in the education process”. (Ioan Neacșu)

Some modern methods specific to active learning: brainstorming, clusters, cubes, problematization, Wenn diagram, quintet, quadrant method.

Description of some methods

1. Problem: Problem is one of the most useful methods, through its heuristic potential and activator. W. Okon points out that this method consists in creating practical or theoretical difficulties, the solving of which is the result of his own research work done by the subject. A situation - a problem is a contradictory, conflictual situation that results from the simultaneous living of two realities: the previous experience, the cognitive - emotional and the novelty element, the unknown the subject is confronted with. This conflict incites to discovery and discovery.

Example: Learning the order of mathematical operations
Prior to this lesson, the students solved exercises in which only gathering and dropping operations occur. We can create the following problem:

What is the right result?  \[ 2 + 3 \times 5 - 7 = 18 \text{ or } 10 \]
Based on the experience and knowledge they have, students will solve the operations incorrectly in the order they appear:

\[ 2 + 3 \times 5 - 7 = 5 \times 5 - 7 = 25 - 7 = 18 \]

To get out of this dilemma, we propose students to solve the following problem: Ionut has 2 caramels. Receives from each of his three friends five gives his brother 7. How many donkeys now has Jonathan?

Writing solving this problem in the form of an exercise leads to the right result. It can be seen from the plan to solve the problem that the propagation operation is carried out before the gathering. This generalizes and extracts the rule of order.

2. **Brainstorming**: Brainstorming is one of the most popular methods in stimulating creativity. A principle of brainstorming: quantity generates quality (to reach viable and novel ideas, the highest productivity is needed).

Brainstorming is present in troubleshooting. When we put two numbers in front of the student and ask them to formulate a problem in which to integrate them, there is an avalanche of ideas in their minds, of mathematical operations to which they may associate the statement of a problem. In order to stimulate creativity, we must appreciated the effort of each student and did not remove any of them proposed by them.

Example: "Compose a Problem Using Numbers 20 and 4" or "What Do You Know About Multiplication?".

By using this method the active participation of students is challenged and required, the ability to live in certain situations, to analyze them, to make decisions in choosing the optimal solutions.

3. **Cluster**: Clutches, an efficient teaching and learning technique, encourage students to think freely and openly. Clutches are a "brainstorming" that stimulates the articulation of links between ideas, a technique to search for ways to gain access to their own knowledge.

Example: "Find exercises whose result is number 60".

The bunch method also gives great results when students work in a team. By observing and approving colleagues' variants, the child develops his imagination and creativity.

This method can be used to systematize mathematical theoretical notions.

The technique of bunch can be applied both individually and at the level of the whole class for systematization and consolidation of knowledge.

4. **Cube**: Cube is a technique that highlights the activities and thought processes involved in learning content. The tasks on the cube face are: describe, compare, explain (associate), argument, analyze, apply.

The thought processes involved are similar to those presented in Bloom's taxonomy.

Example: 1. Describe the importance of observing the sequence of operations in the following year: \[ 423 + 7 \times 5 - 5:5 = \]

2. Compare the results of the exercises: \[ 325 + 20 \times 5 \] and \[ (325 + 20) \times 5 \]

3. Explain the property of the assembly called commutativity by two examples given by you.
4. Argument the truth value of the next mathematical computation by performing the sample in two ways: 863-325 = 538.
5. Analyze the sentences below and cancel the one that does not have a truth:
   The unknown term of a meeting is found by assembly
6. Apply the known properties of the assembly to solve the quick exercise.

Conclusions: I would have liked to be able to present other active participatory methods, but limited space does not allow.

Bibliography:

Active Teaching Methods in the Study of History

Teacher Albu Luminița,
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Abstract: Petre Țuțea said that “History is not a learned manual, but a burning consciousness(...), history is not a physical time, but a time of consciousness”. We, as teachers and parents, depend on how we prepare the flame of consciousness to burn in the soul and mind of today’s pupil and the Romanian of tomorrow.

Keywords: history, didactic this, problem situation

Knowing the history of the people is necessary for each of us, for knowing our past, for our future existence, and because history was written once, at the cost of life and immortality of our forefathers.

A properly chosen and presented didactic strategy leads to the assimilation of knowledge, the opening of consciousness and sense of finding the truth and other new data about a particular event or person from the past of from universal history.

History tells us the happenings, the actions of our ancestors, and it depends on the class teacher, among the pupils, how he/she can attract them in knowing this “didactic this”. By training pupils in knowledge and documentation, the results, the results will be remarkable, and pupils will also be able to adapt to the knowledge of Romanian language and literature and geography, disciplines in close correlation.

Historical content, history in general, provides the teacher with various teaching possibilities using methods and means specific to the instructive-educational process, taking into account the level of education and involvement of the pupils in the class they teach, as well as their age, for pupils to participate and get involved in the debate and to offer opinions and solutions to the case-presented phenomenon.

Here are some examples:

-Exercises: by from of organization, there can be individual, team or front exercises; depending on the teacher’s degree of intervention, there can be guided, semi-guided or free exercises; depending on the functions performed, there can be initiating, corrective, application, recapitulation, evaluation, creative, association or of correct expression exercises(1).

From the above, the exercises are a method of consolidating knowledge and skills, such as:

- essembling and disassembling the pieces belonging to the feudal castle, assembling and disassembling the pieces of an ancient Greek costume; determining the causes that lead to the occurrence of malfunctions in the operation of “Greek fire”, in Ancient Greece, in the 5th grade;

-determining the causes that lead to the occurrence of faults and ways of remediation related
to the cruisers of the great travelers and discoverers of faults and ways of remediation related to the cruisers of the great travelers and discoverers of new realms, the civilization of the Indians in America compared to the European or Asian civilization in the 6th grade.

**Problematizing** - aims at developing productive independent thinking in pupils; develops patterns of divergent thinking, trains creative skills, providing intrinsic motivation for learning. The teacher must create proble-situations, processed, structured in relation to the topic of the subject matter; the pupil is required to perform an analysis of the problem situation; the theme proposed must awaken surprise, wonder amazement.

Through this method, the pupil goes through the following moments: the perceptions of the problem and of the first indexes for solving (that is, the teacher describes the problem situation to be studied); studying the data of the problem; searching for possible solutions to the problem; obtaining the final result and evaluating it (2); it is based on the creation of problem situations that are solved by efforts of pupils, them in front of different solutions.

Through problematizing, it is possible to determine the causes and the way of concluding some actions proposed for the debate, knowing the unfolding of the event, but also the effect it had on the people of that time and not only.

This method was successful at the "Ancient Egypt Study", lesson presented in the AEL program where students were able to pursue agricultural work in Ancient Egypt for two seasons, dry and rainy, along the Nile River, the structure of the Egyptian society, the importance of the pharaoh, as the messenger of the god on earth, the high priest and chief of the army, the importance of the army, and in the trial they had to find certain moments from the slave labour, according to the agricultural calendar and the constructions raised by them at the historical moment respectively. A comparison can be made between the attributes of a state leader, them and today.

- The heuristic approach - is a guiding principle in all didactic methodology; it implies: moments of uncertainty, searches, attempts, selection of possibilities, choosing the most optimal way, engaging the pupil in a task of knowledge for which he/she has insufficient experience.

This method was used in the 7th grade, at the lesson *The First Industrial Revolution in Europe*, where reference was made to the steam engine invented by James Watt and its use in the steel industry, transport, locomotive, ship, in the development of agriculture and the impact on modern human society, etc, and the pupils sought the necessary materials for effective information, for the development and consolidation of accumulated knowledge, but also for their implementation.

- Algorithmization - can be considered as present within each learning method; "Algorithms are a set of definitions, operations, or rules that lead to solving a task"; has three defining notes: open character, its validity for a class of problem objectives and definite purpose.

For example, I used this method in the 7th grade at lesson *The Second Industrial Revolution*, where Alfred Nobel discovered the dynamite; with the help of an algorithmic approach, I asked pupils to look for information about the author of the invention, about its
utility and use at that time, about the use of dynamite in World War I and the creation of an award fund, what the Nobel Prize is today. This method helps the pupil to move from skill to skill, i.e. “to the ability to apply knowledge and skills under varying conditions” (3). Thus, the pupil can acquire skills and attitudes that they can share with colleagues and friends in a particular context.

- **Group work** - involves co-operation and joint work of pupils to solve a task; exploits the benefits of school and extracurricular work in the grup (4). This method is closely related to Brainstorming, a method that complies with the following rules; all knowledge ideas will be received as such by the members of the group of pupils; no suggestion is criticized by the teacher; group members are encouraged to build on the idea of another, and in the end no ideas belong to anyone, it encourages combinations of ideas, so that the whole group of pupils involved feels that they are actively participating in solving the proposed task. The method can be made easier on homogeneous groups of pupils (5) so that none of them feel excluded.

- **Case study** – is often encountered in history lessons and involves a learning situation by analysing a quote or a case; consists in the individual or collective analysis of a historical event, for example the Creation of the Romanian feudal states, the “demounting” of Negru Vodă in Wallachia, of Dragoș Vodă or Bogdan Mușatin Moldova in the 8th grade. The analysis may be oral or written, as an independent work activity, under the guidance of the teacher.

The teaching and learning methodology, as an educational discipline, contributes to the explanation, knowledge and understanding of historical event, to the formation of a positive attitude towards their development, and the pupil, as a subject of knowledge and action, can formulate his/her own opinions about a certain historical event.

Petre Țuțea said that “History is not a learned manual, but a burning consciousness(...)”, history is not a physical time, but a time of consciousness”. We, as teachers and parents, depend on how we prepare the flame of consciousness to burn in the soul and mind of today’s pupil and the Romanian of tomorrow.

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VALIDIFICATION OF SCIENTIFIC INFORMATION IN THE GEOGRAPHICAL HOURS BY EXCURSION IN THE LOCAL HORIZON. CASE STUDY - MUD VOLCANOES IN BUZAU COUNTY

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Abstract
This paper aims to present the role of the thematic excursion in the understanding of geographic terms, scientific information, through field observations.

The importance of the theme presented results from the practical, applicative nature of the trip in teaching and understanding some notions from the neighboring geographic space.

The purpose of this paper is to present an area of the local horizon that can be analyzed for the understanding of some general geographic phenomena.

Keywords: Buzau county, excursion, local horizon, mud volcanoes, observation.

Introduction

The proposed topic, which is of particular importance in the current teaching process, aims to raise students' awareness of the local environment, to stimulate their interest and curiosity for local surrender and local exploitation through geography lessons.

The theoretical approximation can be done:
- In the process of classroom teaching;
- outdoor class;
- within geography clubs;
- in projects / students who debate the company.

The theoretical aspect can be discussed in the Geography class, but when this information is identified and analyzed on the ground, it becomes more accessible to students and has tasks on a value of truth.

The school trip allows practical guidance for the students adding field research to the theoretical knowledge.

This type of trip can follow different aspect of geographical knowledge, the students having the possibility of observing certain geomorphological phenomena and processes, flora and fauna elements, meteorological and hydrological measurements. The geographical position of Buzău county is suitable for trips where the students can follow many aspects of geographical knowledge.

The subcarpathians can be a real geographical lab in the open air due to the complexity of its relief (the plateau of Meledic, saline relief) the many national wildlife reservation, an example is the trip to Slănic Valley, mud volcanoes s.a.

Body of the article

Chapter I - description of muddy volcanoes - will be done in class, the students being given some information about the muddy volcanoes in the county of Buzau.
Situated in the central part of the Curb Subcarpathians in the commune of Berca and Scorțoasa, they can be accessed from DN 10 (Buzău - Brașov), Sătuc (20 km), Berca scaffolding or Joseni - Policiori - Beciu (DJ 102F). Known for over a century for the scientific and landscape importance, the Noroio Volcanoes from Pâclele Mari and Pâclele Mici were declared in the year 1924 a monument of nature.

The volcanoes of Pâclele Mari are located in the central part of the Berca depression at a height of 322 m, on the line of a dislocation. They develop on a dry circular plate (162 ha), The volcanoes from Pâclele Mici, located to the north, at an altitude of 345 m, occupy a plateau with the area of 62.5 ha of which 16.5 hectares is occupied with volcanoes that have been hunted in height and number.

Chapter II
Presentation/description of the trip route, as well as the following objectives
In this chapter students receive information about the observations they will make during the proposed route. They will analyze the elements of vegetation, relief, the quality of the environment in the muddy volcano area.

Chapter III
Making each student a personal portfolio where all the information obtained from the field will be included.
The compilation of these materials by students shows us the ability to observe phenomena from the geographical environment, the correlations between the elements and guide them towards geographic research.

Conclusions
The presented paper brings to the reader's attention the relationship between geography and geography as a science, through a trip in the near horizon (mud volcanoes). The geographic trip is a good chance to develop pupils' ability to observe, develop research skills, but it is very important how they socialize, collaborate in solving the tasks of the teacher to draw up the portfolio.

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Abstract

Educational Management is a basic component of society because, depending on how it is organized at school level, the quality of graduates depends on their ability to integrate into the labor market. For this reason, educational management has the mission to provide managerial skills, strategic thinking and the ability to analyze and improve the activity of school units. 

Keywords: management, performance, education, communication, personality.

Introduction

Educational Management represents the science of organization and leadership and it has as a research field the study of the processes and management relations acting within the educational units during the educational process in order to establish the specific components and the intercondition relations with the purpose of developing the new methods and techniques, performance, to ensure increased efficiency and achievement of the objectives of this process. This system is manifested at the level of the school units in the educational process and includes a broad spectrum of aspects arising from the human creative process in its attempt to integrate scientific, technical, economic, cultural, social, behavioral and communication knowledge into one unitary performance. Achieving high performance educational products requires a refinement of exposure methods and techniques, methodical and organizational procedures, a nuance and deepening of the economic and managerial aspects that will ensure the efficiency of the educational process. In the context of the modern world, the increasing complexity of the problems faced by educational activity in terms of institutional reform and the economic and financial deficit requires the adoption of a managerial manner appropriate to the permanent dynamics of the social-economic system. In this context, a flexible managerial process must be adopted, which must solve both the multitude and the diversity of the activities to be carried out in order to develop a competent educational product in a correlated and harmonized context with the difficulties required by the allocation of resources and the conditions generated by the external and internal environment of the respective school organization. The educational product is not the result of a spontaneous transformation of school-age children, it is the result of a large and complex series of interconnected actions from a methodological, organizational and psychological point of view, involving human, material and financial resources, which must be organized, planned, coordinated, managed and evaluated in a workable operational and managerial system. The analysis of the educational system within the management system of a school organization presupposes the perfect knowledge of its structure and its peculiarities, of the school legislation in force and the deep understanding of the relationship...
between the cause and effect, as well as of the methodological, organizational and managerial nature from the level of constituent components in order to improve the system as a whole by increasing its performance and obtaining graduates who can quickly integrate into the labor market.

The analysis of the educational system within the management system of a school organization presupposes the perfect knowledge of its structure and its peculiarities, of the school legislation in force and the deep understanding of the relationship between the cause and effect, as well as of the methodological, organizational and managerial nature from the level of constituent components in order to improve the system as a whole by increasing its performance and obtaining graduates who can quickly integrate into the labor market. The achievement of the modern educational management requires the component processes to follow a very laborious time and space required by the curriculum, the teaching methodology, as well as a series of conjunctural factors of a specific technical, economic, administrative, legislative or environmental nature each country.

The main task of the managers in this context is to permanently ensure the school unit with qualified teaching staff and the appropriate facilities for the good development of the didactic approach. The educational management system comprises didactic activities correlated with methodical processes, which bind and influence each other, engaging educational factors (teaching staff, methodical means and students) in an appropriate environment and climate. The management of work in didactic activity is related to:

- didactic activity;
- the analytical programs in place;
- working time;
- normative regulations and didactic norms;
- normalization of didactic work;
- ergonomic organization of activity at the chair;
- the environment and the climate in which the didactic approach takes place;
- safety and health at work;
- scheduling and planning the activity at the chair;
- continuous professional development of the teaching staff through specialization, post-graduate and specialized courses and professional reconversion in order to be on the subject with the newities in the didactic activity;
- calculating costs in the educational process;
- salary for teaching staff.

Conclusion
The realization of educational products is imperative to meet the performance, competence and compatibility requirements with the labor market needs and requires the use of modern and efficient methods both at the level of the management system of the educational unit and at the level of the educational system. In the present context, it is necessary to develop the management of the educational system by introducing technical progress, methodological innovation, computerization of didactic processes that guarantee high quality standards of current education.
Bibliography

FROM E-TEACHER TO E-LEARNER

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Abstract

The digitization of education is a topical issue, the use of modern methods and technology in the process of teaching-evaluation being more and more necessary. How students perceive - the direct beneficiaries of education - this process of modernizing lessons is an aspect that should not be neglected. This article aims to bring to the attention of the reader the results of a study focusing on student satisfaction when attending a lesson in which mobsters are used.

Key words: educational platforms, lessons, pupils, questionnaire, training courses

The "Octavian Goga" National High School from Sibiu - the elite unit in the Sibiu education that has succeeded in achieving the title of the European School five consecutive editions - is the beneficiary of the project "From e-teacher to e-learner" under ERASMUS + Action Key 1, School Education. The project resulted from the strategic objectives of the Institutional Development Project, namely the improvement of the students' (qualitative and quantitative) participation in teaching activities by attracting and motivating them. Achieving this goal has led to the necessity of continuous high quality teacher education, which offers openness to modern teaching methods and participation in e-learning courses offered by institutions in the European space.

I also had the chance to participate in such a training course, "Tablets and Smartphones: Using Mobile Devices as Educational Tools" offered by the Europass Teacher Academy in Dublin, Ireland. From the multitude of educational apps and platforms that I learned in the course - Quizzes, Evernote, Kahoot, Edmodo, Socrative and others, all of which are especially interesting and I am convinced they would be agreed by the students - I chose to use Edmodo.

To see what impact the students have on using this platform in math classes, we devised a questionnaire that responded at the end of such a lesson to 27 students of Grade 9th philology and 28 students of Grade 10th mathematics-informatics. Here are the questions and answers of the students surveyed.

1. How do you appreciate this math hour?
   Answer:

   ![Bar chart showing responses](chart-image.png)

   IX philology: 25 attractive, 2 normal, 0 boring
   X mathematics-informatics: 27 attractive, 1 normal, 0 boring

2. Do you agree to using your phone / tablet / computer during other math classes?
   Answer: Yes, all 27 and 28 students.
3. What kind of lesson do you think we can use these methods?
Answer: ■ IX philology □ X mathematics - informatics

4. How often do you think these methods should be used during the classes?
Answer: ■ IX philology □ X mathematics - informatics

5. What does your phrase "from e-teacher to e-learner” suggest?
Answer:
• A new learning experience
• Switching from traditional classes to more attractive hours with technology
• Society evolves, so education must also evolve
• A new, exciting concept that deserves to be developed
• An evolution of learning and an improvement in evaluation
• The process of transmitting information from teacher to student through the use of educational platforms
• Switching from books and notebooks to computers, tablets, phones
• Something interesting, something new, attractive, exciting

6. Finally, some impressions ..... 
Answer:
• The hours become more relaxing
• Repeating the experience, but not in excess
• A convenient way to give students a lesson, compare results, and find teaching material
• Using such methods we protect the environment (paper is not consumed)
• It is a more attractive learning option
• Mathematics is learned by practice, so we need to write - such lessons are beneficial, but not in excess
• It is certainly a breakthrough because we are in an era of technology, yet classical lessons need not be completely replaced by digital

In conclusion, what we have found is increasing pupils' interest in the study of mathematics, even those in the philology profile, the attractiveness of these lessons increasing their motivation for learning. And the fact that children today are experts in using phones and tablets is an advantage for the teacher to be exploited.

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ASPECTS OF GEOGRAPHY DIGITIZATION THROUGH INTEGRATED GIS

**PhD. Prof. Bilcec (Iepan Maria Emilia**, Technological School “Marmația”

**Abstract**

Technical support of digitization is represented by electronic infrastructure that allows sending and receiving information over distance. Internet is the technological support of digitization. GIS method applied to geography helps people to achieve a common goal: to obtain intelligence for action from all types of data. Maps are containers for geographic data layers and analyzes that we want to perform. GIS maps are easily shared and embedded applications, accessible to anyone, anywhere because it integrates many types of data layers using spatial location. Specific GIS is the organization of information handled. GIS (Geographic Information System) is the framework for collecting, managing and analyzing data, integrate multiple types of data, analyze spatial locations and organize information layers in views using maps and 3D scenes. Analysis of relations between geographical phenomenon gives us a better understanding of what is happening in a particular location and allows predicting certain behaviors that have high probability of producing. Analyzing geographical relations provides an answer to type questions: Why?

**Keywords**: digitization, digital education, GIS method, spatial analysis, system.

**Introduction**

Geographic Information System (Sistem Informațional Geografic-in Romanian - translated into GIS format, is used to create, store, analyze and process information spatially distributed through a computerized process. GIS technology can be used in various scientific fields such as resource management, environmental impact studies, mapping, route planning. Spatial Analysis transform spatial data into information.

The objectives of spatial analysis:
- Representing spatial data.
- Space distributions
- Time models.
- Space relations.
- Convenient and movement in space.
- Relations between phenomenon.

Statistics space is a particular form of spatial analysis. Statistics Space has developed in recent decades due to the inclusion of these analyzes in GIS programs. The process, by which a GIS program performs a statistical analysis, is called geoprocessing. Geoprocessing space in general include spatial analysis and data management.

<table>
<thead>
<tr>
<th><strong>Global Indicators</strong></th>
<th><strong>Local Indicators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizes the data for the entire region</td>
<td>They are local disintegration of global indicators</td>
</tr>
<tr>
<td>Have one statistic value</td>
<td>They have a variety of statistical values</td>
</tr>
<tr>
<td>No mapping</td>
<td>Can be mapped</td>
</tr>
<tr>
<td>There are not very useful for the analysis of GIS</td>
<td>There are very useful for the analysis of GIS</td>
</tr>
</tbody>
</table>
Space less or limited in terms of space | Very useful in spatial perspective
---|---
Shows similarities across the region | Reveal differences in territorial
Search regularities or "laws" | Search for exceptions or local "hot spot sites"
Example: | Example:
classical regression | Geographically weighted regression (GWR)

Table nr. 1: Source: Fotheringham, Brunsdon, & Charlton, 2002, Geographically Weighted Regression: The Analysis of Spatially Varying Relationships, pg. 6

There are two types of information: a graph showing the spatial distribution of studied elements and another, in database form, to store attributes associated with those elements (e.g., for a road: the length, width, number of lanes, building material, etc.).

Graphic information can be of two types: raster or vector. Raster Graphics is a way of representing images in the form of the pixel matrix software applications, while vector graphics is an image representation method using geometrical primitives (points, segments, polygons), characterized by mathematical equations. Specific to GIS system is assigning a geographic coordinate system matrix of pixels (the raster images) or vectors - the process called Georeferencing. Thus, an object (an image represented by either or via a vector) is associated with a unique position information corresponding to the geographic position system of the real world.

Because information associated graphics, GIS query enjoy all the opportunities it offers modern database systems, in addition can easily provide targeted analysis on specific geographical areas - so-called thematic maps.

Spatial analysis allows evaluating, convenience and capability, estimation and forecasting, interpretation and understanding by providing new insights and understanding decisions. Applications provides user-driven experience to do the work and to bring GIS to life for everyone. In addition to the consideration of the spatial distribution of entities that have specific geographical spatial, statistics can be used to study the spatial relationships between classes of objects.

The idea behind statistical analysis to measure relationships is to see whether an attribute value changes when you change the value of another attribute.
According to the method of Cocean ,,GIS brings together the old means of statistical evidence and quantify more efficient and having a high applicability." GIS is more than a simple method, system and represents a methodology in itself, constituted by all the people, equipment, methods (algorithms), rules, aimed at collecting, validating, storing, analyzing, processing and visualization of aspects of the geographical environment. Geographic information system involves succession of three stages: creation of the database, its processing and interpretation of results, including cartographic representation. GIS technology allows simultaneous overlapping plans in conjunction with the number of variables considered. This complex method of research with broad applicability in Geosciences is used when operations are necessary on spatial data. Weather territorial development benefits such an argumentative support of high resolution and expressivity. For more complex analysis of

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data and development of maps on the slopes or slope orientation, can use this method and program default ArcGIS 10.
In this increasingly connected world, digital technologies will continue to integrate into our lives physically and mentally and students must master digital skills, to take advantage of the possibilities offered by digital technology.

**Conclusions:**
Preventing for the future, understanding of bit streams is essential. Digital transformation of education is accelerated by the rapid development of new technologies such as artificial intelligence, robotics, cloud computing technology and block chain. As the major technological advances of the past, the digital transformation affects how people live, interact, study and working, it is important that everyone invest in its digital skills throughout life. Although digital transformation offers many opportunities, currently the biggest risk is that the society is not sufficiently prepared for the future. We can say that digitalization is a "steroid" of changes as potentiate, amplification, overloading of other development factors.

The problem of the obvious lack of interest of young for studies in information and communication technologies (ICT) in science, technology, enginery and mathematics (STEM), therefore social and economic opportunities are lost. The image that outlines is that accumulations of modern technology in the last two centuries have been at the service of man, by transmitting knowledge and information-ending increase potential economic and material and improve the quality of life.

Information spectacular boom in recent years has generated effect without caution edentulous computerization of society and the education system.

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THE INTEGRATION IN THE GROUP OF FELLOW HUMANS AND THE ORIENTATION TOWARD THE SUCCES OF ADOLESCENTS WITH SPECIAL SPORT CAPABILITIES

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Abstract: The creative climate is characterized by reducing stress and maintain at an appropriate level by creating an optimal motivational level, based on the intrinsic motivation to practice the sport in question. In a climate creative, competitive system is reduced to a minimum, and organizes competitions, they have a character "house", a fact that stimulates the motivation by the competent authority. This article shows how character can influence something like sports.

Key words: adolescence, sports, methods, teenagers, competition, guidelines, success.

INTRODUCTION

Today’s research
The nature of the research is determined by the fact that in modern society there is a controversy associated with the essential changes in the characteristics of a company, and one of the characteristic features are the values of rethinking and reviewing.

However, the current status is defined by the perspective, social, educational and psychological for the understanding of every student through its system of values and to define as a whole.

According with the current social events, it is necessary a full and complete research value preferences of teenagers today, namely, the development and the understanding of the value of the guidelines of the 'new' generations that allows you to develop promising results of a social groups. In high school with age, begins to establish a specific area of interest, which gradually has high durability. The main interest is based on the value of the psychological guidelines of the pupil. Regarding the value of the personality, it determines the internal desire to engage in certain activities, in order to meet his needs and interests and also, changing his behaviour.

The value orientations are the psychological characteristics of an individual, one of the central structures of personality, which offers a significant relationship to the man with social reality and this sign determines the motivation of his behavior, expressed as a significant impact on all aspects of its activities.

Thus, there is a need to understand that for adolescents today it is important that during the process of training to develop in them the motivation to succeed, their values of life, to send them to the channel you want. Another important aspect of today for teenagers is the motivation problem in order to succeed, to avoid the failures, so involved in activities, which would allow the achievement of its capacity. The conversion activities may provide a reason for a change within, which will facilitate certain restructuring at the personal level. Such a person must have the ability to
engage in activities to attempt to succeed. The motivation is extremely important in all human activities, is particularly necessary in a sport in the case in which in a very short period of time necessary to obtain the best result in a situation of competition with other sports teams.

Given in life experience, we can say that, adolescents meet more and more frequently with stress factors in the orientation to success. They frequently appear in different situations: subsolicitation or physical overload status in some adverse events: trauma, conflicts that occur at school or at home. In the psychology problem personal values occupied a place. Many renowned scientists have dealt with this problem. The mechanisms of defense against the tariff, constitute the "Tools", which appear consciously or unconsciously, in order to protect the self, and shall include the defensive measures in various forms. Adolescents unconscious form and practice some mechanisms of resistance, which are related to the structure of their own personalities and maturing process. The usefulness of their knowledge consists, in the even contemplate the existence and accept them as such.

The research problem. The involvement of teenagers in sporting activities activates the mechanisms of resistance that influence the orientation to success.

The survey. The manifestation of the mechanisms of defense and orientation toward success at the teenagers involved in sporting activities.

The purpose of research. Identify the mechanisms of defense as he oriented on the teenagers in sporting activities.

The objectives of the investigation:
1. Theoretical research on the mechanisms of resistance to the adolescents involved in sporting activities.
2. The analysis and the examination of the mechanisms of resistance to the adolescents involved in sporting activities.
3. The achievement of the experimental research, in accordance with the theoretical approaches of the mechanisms of resistance to the adolescents athletes.

The basic assumption. In life-threatening situations, adolescents involved in sporting activities make use of the mechanisms of resistance in the orientation to success.

Operational assumptions:
1. The motivation for success is externalized as the teenagers are involved in sporting activities.
2. The anxiety as a status which prevails adolescents involved in sport activities.
3. "Hypercompensation", is the strategy of coping, which emphasize the teenagers involved in sport activities.

The conceptual basis of research.
On the basis of theoretical research, I studied and I have used, the following theories and approaches:
1. Theories.
   About the theories ,,the mechanisms of defense." have talked a lot of psychologists, studying the works of the psychological, I noticed the contribution from the highest and returned the following renowned psychologists: S. Freud, A.

Studying the works of R. Lazarus and S. Folkman, s. Stone and D. Neale. G. Miller. G. Carver, I saw they have contributed greatly to my theories of the concept of "coping". Numerous studies made by (D. Atkinson, D. McClelland, N. Hekhauzen and others) say that the motivation to achieve success and motivation to avoid failure types are important for human motivation.

2. Approaches.

Studying the works of O. Fenichel, A. Mucchielli I noticed that they would have brought the contribution to the approaches with regard to the successful defenses and of the failed ones. Studying the works of the psychological study, I noticed that about the approaches with regard to "normal defenses and pathological defenses" had an increased interest in: A. Freud. J. Sandler. M. Sprince, G. Vaillant, C. The brenner, R. Loewenstein, R. Slap. In order to demonstrate the theoretical approaches, in connection with the use of adaptative processes and prioritize their' have done research: K. Menninger, G. Vaillant. P. Cramer. N. Flaan.


Studying the works of N. Haan, A. Mucchieli, s. Ionescu I noticed that they have brought the contribution to research on the operation of the model "adaptive". The model ,,about the ranking of the mechanisms of defense" belongs to P. Cramer,N. Haan, G. Vaillant, G. Smith, as we have seen in his works. "The orientation of the model to success-avoiding failure" has been demonstrated by the T. Weiner (1979). He claimed that the need for achievement is linked to the perceived causes of success and failure.

Methods, procedures and techniques of research.

The theoretical methods.

1. The analysis and synthesis method of the psychological scientific literature, on the released problem of research.
2. The hypothetical-deductive method for the launch of the assumptions, interpretation and explanation of the results obtained in research.

The empirical methods.

a) a test evaluation questionnaire S.T.A.I. - The form of the XI AND FORM X2;
   b) the test "lifestyle index" (p. Plutchik, G. Kellerman, H. The Count);
   c) Test "The motivational diagnosis of succeeding"(A. Mehrabian).

The statistical methods of data processing:

a) Calculating the average and the median (descriptives statistics);
   b) Determine the difference between the two mediums (Mann - Witney);
c) The correlation of data (Spearmann).

**The basis of the experimental research.**

For the purposes of identifying as precise as the ratio between the orientation to success and mechanisms of resistance were select 20 teenagers from the cycle high school - School Constantin Brancoveanu of Horezu, jud. Vâlcea, forming part of the consignment sporty and give proof of performance. The composition of the sample is given in the following way: after the place of living - urban environment; after sex - 20 boys; after the level of studies - high school students to life; after the age - 17-18 years; after the ethnic affiliation - Romanians.

**The importance of the paper.**

**Key terms:** Coping skills, strategies, processes adaptative, defense is successful, value, anxiety, motivation, success, orientation to success, failure.

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**THE THEORETICAL RESEARCH OF MOTIVATION REGARDING SPORTS ACTIVITIES IN THE TEENAGE YEARS**

**Adolescence and guidelines adjustments**

In the modern psychology, value orientations are considered as the nucleus of consciousness, an essential element of the internal structure of the individual, which focused life experience of his being a system of experience, which allows them to separate from the non-significant.

The value - is a multidimensional phenomenon which determines the social circumstances which are clearly specified that the cultural meanings, including an assessment of the positive or negative to the world in a broad sense. Therefore, the value is nothing more than a form in which there is no direct or indirect connection of man with the environment or himself [17], taking into account that the person concerned is in the middle of its existence in a state of activity purpose, each region of interaction with the environment is subject to a value of development.

The values - are the ideas, ideals, aims to which he tends, the man and the company; they are common values, such as love, prestige, respect, knowledge, money, health, etc.; the values inter-grouped - political, religious and individual (personal). The value varies according to the age and the circumstances of life. The functions of the values vary. They are a reference point in the life of a person needed to support social order and to act as a mechanism of social control. Each person has its own system of values, and in this system of values they are arranged in a given hierarchical relationship. in the process of identification, the value orientations of adolescents is as an indicator of a certain level of development of their personality.

The first parameter is very important to assess their level of personal maturity of the school. The fact that internalisation of values is as a process consciously only if
there is the possibility to choose from a wide variety of phenomena, those which represent a certain value (to meet the needs and interests), and then to turn into a specific structure on the basis of objective conditions, and almost removed throughout their life. It is not difficult to see that this capability can only be performed with a high level of personal development, including a certain degree of training superior mental functions of conscience and maturity of socio-psychological.

The second parameter which characterises the special features of the guidelines adjustments allows to qualify the orientation of the person being at a certain level of development. Depending on what specific values are in the structure of the guidelines and adjustments of the personality, the combination of these values and the relatively high degree or less for each other, their preferences and other also, so we can determine what is the purpose of life, being directed by human activities. The analysis of the material appearance of hierarchical structure of the guidelines adjustments can also show the extent to which the guidelines adjustments identified by the students meet the general standard, regardless of whether they are appropriate objective of education.

In the age of high school in the process of communication, a high school student get into a situation which requires to take this or other decision, which means a range of options. There is a need to review and evaluate alternatives allowed - mainly in the determination of their orientations of values and their points of view for life. However, the value has not yet been established and tested in our practices of their own behavior. The values, being one of the central personality tumors, which expresses a conscious attitude toward the social reality and human as determined by the motivation of the behavior of a wide and significantly impact on all aspects of its validity.

In the Russian psychology the value orientations are usually determined by concepts addressed by the a.g. Zdravomislov, D.N. Uznadze, V. V. Suslenko, V.A. Iadov. The value orientations of personality have been studied by psychologists, such as A.V. Vishnevsky Petrovsky, L.i. Bojovici, A. Maslov, A. V. Frankлом at. Rakitova and others. The essence of the guidelines and adjustments are identified by the philosophers N.A. K. Berdiaev, I. OF ECI Kon, L.N. Stolovich and others. The importance of training the value of high school years is reflected in the work of N.i. Makarenko a.c. Pirogov, V.A. Suhomlinsky. Y.P. A.V. Vishnevsky Azarov, Mudrik. In accordance with the guidelines of the adjustments, NEMOV R.S. understand what people appreciate especially in life, which gives a special meaning of the positive life. B. S. Volkov defines guidelines adjustments as a conscious control in the behavior of the individual. He said that the guidelines of the motivational value play a major role in making the choice of the activity.

Focusing on the psychological aspects of the growing personality and to explore the criteria of social maturity, JACOBSON P.M. noted the important role of the dynamic changes in the nucleus of personality associated with the discovery and the assimilation of values, regulations, rules and requirements of the company. Thus, the values are a complex socio-psychological phenomenon, which denotes the
direction and content of the activity of the person, which is an integral part of the relationship between individual, defining a common approach in the human world to manifest, giving purpose and direction to the personal objects, attitudes, action.

One of the more common methods to the study of values and orientation of discovery is the concept of M. Rokici.

The concept of M. Rokici includes the following:
- The total number of values is small;
- All people have the same values, but the same value is different;
- The values are organized in a system;
- The origins of human values can be viewed in the culture, society, public institutions and in the personal rights;
- The influence that values have is observed in almost all social phenomena.

The guidelines adjustments shall be read in accordance with the "abstract ideas, positive or negative, are not associated with an object or specific situation, expressing beliefs about human behavior".

M. Rokici identified two types of terminal and instrumental values:

Terminal values - is the belief that certain final objectives of the existence of the individual points of view personal and social, it is worth to deal up with.

The instrumental values - is the belief that a particular course of action (for example, honesty), with personal points of view and social is preferable in all situations.

Probably generalizing the definition of many foreign teoreticieni values, S. Svart and B. Bilski, have recourse to the following main characteristics:

1. The values are a belief, but this is not a good idea objective, cold. Vice versa.

   When values are activated, they are mixed with one way to draw them;

2. Objective human values (for example, the genre) are patterns of behavior, which contribute to the achievement of these objectives (for example, honesty,'s propensity for assistance);

3. The values are not limited to certain actions and situations. Listening to, for example, relate to the place of work or school of sport or business, family, friends, or foreign nationals;

4. The values, serve as standards, which guides the selection or evaluation of actions and events of people;

5. The values in their order of importance in relation to each other. A neat set of values constitute a system of priorities in value. Different cultures and identity systems can be characterized by their values have priority.

S. Schwartz started from therefore, that the most important aspect of the Fund, which are the basis of the differences between the values, are the type of motivational targets which express them. Therefore, S. Schwart groups the individual values in the types of values, in accordance with the objectives of their common policy. He justified this by saying that the fundamental values of man, with a large chance have been identified in all crops - are those which determine the needs of the universal values of human existence (biological needs, the need for coordination of social interaction and the requirements for the operation of the
group). He took the previous values identified by the researchers, and also found himself in the work of the religious and philosophical, dedicated to the values of the different crops. Then, grouped in ten different types of motivation, which in his opinion, covers the basic types.

Are such types, such as: the power - social status, domination over the people and resources; personal achievement of success in accordance with social standards; hedonism - sensual pleasure or pleasure; stimulating - the enthusiasm and new; independence - independence of thought and action; universalism - understanding, tolerance and protection to the welfare of all people and nature; his kindness - maintenance and improve the welfare of your beloved ones; the tradition - the respect and responsibility for cultural and religious ideas; conformity - actions for the isolation and motivation, which may affect the others and do not meet the expectations of social security - security and stability in the society, relations and himself. He took the previous values identified by the researchers, and also found himself in the work of the religious and philosophical, dedicated to the values of the different crops. Then, grouped in ten different types of motivation, which in his opinion, covers the basic types. For example, the values may conflict with the values of goodness: the desire of success staff can enter into conflict with the measures aimed at improving the welfare of others; hedonism includes elements of both opening to change and increase of itself. Because the types of value form an integrated motivational structure S.Schwartz claimed that they are connected to a common system with other variables, such as installation, behavior, adhesion to a group, etc. Any variable tends to other similar types of value - ranging in the structure of the vicinity [29].

The psychologists Russians (F.E. Ribalco, N.A. Volkova, V. S. Sobkin and others) talk about the importance of the dynamics of the age and the impact of the different resources senior scolarului values. The most young teen is based mainly on the value adopted by a group of colleagues. And the values proposed by the family, may not be accepted because, one of the most important components in his teenage years is the orientation of the persistence of his mates. The influence of the predominant in his teenage years have begun to have the values of the company as a whole, through the distribution of mass-media. Before the adolescent senior there is a problem with the self-determination, so he is obliged not only to express their values for himself, but also to put them into practice in private life. Therefore, it is observed the increasing role of the family in modeling values at the base of the teenagers. The adolescent boy family can help you to choose your own basis of values in that case if it alone. Instead, the absence or ghosting values to parents complicate find their own ways of values. In general, the judge of the truth of human values can be only with age, if it as in previous periods of life, are full of meaning. With a sense of joy and satisfaction of life. in the school-age pause and rearrange all old high school student relationship in the world and , processes to develop self awareness and self - determination , which eventually result in the, in the same position in life, that begins senior adult life independently.

I.S. Kon believes the main psychological acquisition early in his teenage years, the discovery of the world its internal mindful uniqueness. This finding is directly linked to the individual insulation and is drift of teenagers as a value.
Thus, the values are a fundamental element of the structure of the personality. The formation of guidelines adjustments of the person is the subject of attention focused and a comprehensive study. A particular importance to prevail in adolescence, with this period of time is linked to that stage of development of the value of the guidelines, which ensures their operation as a special system, which expresses a decisive influence on the orientation of the individual and of its social position. The value orientations are related to the motivational purpose, they have an important factor contributing to the motivation of personal actions and the facts of the case. The value orientations are internal components of self-consciousness, affecting the reasons, interests, attitudes, individual needs. Understanding why is that a value, is one of the most important and decisive moment underlying the development of the personality.

The sport and orientation to success

One of the most important components of sports training is the technical preparation. Acquiring the art of sports disciplines, a sample or a component, is produced by repeating the practice of specific character. The technique is fairly more early, so the chances of obtaining the high performance are higher.

At the same time, starting early in the technique of the branches of sports involves three large risks. The first great risk is acquiring a wrong technique, because of the physical preparation of the practitioners. The second risk is due to errors in the selection criteria, which hinder acquiring a correct techniques, and the third risk consists in the abandonment athlete after a long period of time and money invested in the process of preparing, due to the orientation of the federations erroneous (too early orientation toward performance, instead of the orientation toward authority) [2]:

a) *Acquiring a wrong technique has several causes*, of which they mention the following: initiation into the technical sports too early; the incompetence of the teaching staff or the coach frame; apply a methodology (Technology) for learning mismatched or incorrect. The first question is haste to achieve results in the large-scale competitions. To this Help system and the evaluation of the didactic/coach frame which take into account the number of medals/seats 1-3 obtained by children at tournaments. If they go on the selection based on creativity and on the preparation in the creative climate, high-level competitions at the age of childhood should be less. The second question would impose a reform in what concerns the relocation of specialized teachers in the gymnasiuim, for the purpose of spreading at the level of the bearing on the best specialists in technical sports branches, former practitioners of sports, in which they would be the initiation of children.

Teachers who teach in schools first technical elements provided for in the school curricula must be of the highest quality. They must be good connoisseurs of sports in which they undertake to make initiation. During the first years of school learning first exercises for skills necessary training, skills and training. These exercises preparatory work will be
appropriated very correctly by children, to ensure that the change to learning fundamental exercises, close to the sporting technical subjects to be as correct.

The advancement in the age must be entered with the structures of exercises based on partial executions technique, and then global executions. They will be based on the main skills accumulated and summed up technical forms, against the background of the personal particulars form style. If the basic technical contains errors, style will form on their base, and will also comprise errors, which will be difficult to correct. The third question refers to the methodology of the learning of the technique, incorrectly applied by the teaching staff and leading to the acquisition of the technique with the mistakes or with shortcomings, which is only with great difficulty that may be corrected at a later date. Learning must be respected the methodology of the state of the art, the algorithm, the sequence of the exercises, like other fields of activity where there is a technology of learning. A large part of the exercises will consume specific exercises correcting such errors. Forcing the opening in the technique is not advisable to occur before the development to an acceptable level of the driving qualities.

b) The selection errors. One of the errors is the application of selection too early. His prediction is difficult to do at an early age, losses on the way being. Another error consists in applying the selection by lay persons. The selection should be based on the specialists and performed according to scientific criteria. Shall be accepted, however, that in certain special circumstances to be accepted and the combination of scientific selection specialists with experience, so the empirical selection, in a pragmatic way.

Other errors originate from the application of part of the selection criteria. It is usually neglected psychological component of the selection. The selection shall be carried out mainly in schools. within hours of physical education. The selection of success is based on three conditions, about which I have mentioned on other occasions: the differentiated treatment of pupils at the times of physical education; the subjects selected in optimal conditions on the environment; the application of the scientific criteria of selection.

The selection criteria is very important, but least exploited, with direct influence on the acquiring technique, it is the role of the temperamental/impact of the type of individuals selected with a view to their subsequent starts in the technique of sports disciplines. To know the four temperamental types fever (choleric, sanguine, phlegmatic, melancholic); it is known also that there is no disposition, pure, but only a preponderance of a disposition or another. The size of the temperament constitutes an energetic dynamic personality. In the selection work should be included and the attempt to capture some temperamental features, starting from that presented in the literature, namely that for the work of the sports performance, the best type temperament is generated by a nervous system balanced and powerful. The main characteristics of the psychological temperaments, the importance of their knowledge for the work of the sports competition, and in particular acquisition technique, as well as attempts to identify the more convenient types for sports success are as follows:

- The individuals identified as having a powerful and unbalanced nervous system, correspond to the choleric temperament unevenly, they master themselves sports technical qualities. Learn faster, but looked up quickly, are extremely active, sometimes too veterans, the attitude which may not be quite self-controlled, the reason for which control this attitude
should be guided by coach to the state of calmness and self-conducting. This educational work requires an extra effort on the part of the teaching frame-coach.

- The individuals belonging to the foremost powerful balanced nervous system, mobile, generator of the sanguine temperament and the creator of technical subjects sporting or other actions motive power, under the conditions of the various training, full of fantasy, very compatible with reality training and competition; as a result of these special notes, his temper meets the most qualities necessary to obtain the great performance, by the formation of a style of its own interpretation of the technique. Depending on their skills.

- The Individuals falling within the system balanced module, generator of phlegmatic temperament, slowly but surely, and stable technical subjects sports, undertake constant and tenacious in effort, regardless of the driving action difficulties, giving evidence of high resistance at the repetitions; they are swing routine, refusing the changes; as a result is complicated in the formation of new skills, and the correction of the wrong skills is made with great difficulty, assuming additional efforts.

The individuals belonging to the weak nervous system, generator of melancholy, he represents the hard evidence of technical disciplines or sports, based on the first skill that the main Tire Group Ltd. quality; for the formation of the driving skills, individuals dependents of this type temperamental need to have a very large number of runs with long breaks and repeated, and because of the capacity of effort and a low resistance exercises are necessary extended in time, which affect the process instructive-formative one.

The above characterisation detaches the conclusion that in the process of training - training at a later date selection, yield the greatest is obtained by individuals with mainly sanguine temperament. This does not mean that individuals with other temperamental configuration would not be suitable for the pursuit of sports performance, but only the fact that for sports success by them necessary a differentiated volume greater than work for lifelong learning, due to the acquisition, less cumbersome (melancholy boyhood) height correction of mistakes (phlegmatic) or an additional educational work with a view to the training of skills necessary for own-checks.

The incorrect orientation of the gymnast. The mistake lies in the orientation of the motivation from the very beginning by the performance (capacity), always to obtain the place I, therefore the victory. It has been found that the coaches prefer athlete who wins, who may commit to obtain a success immediately (the one with an motivational orientation for performance). Wrong because of this Guideline shall be recorded the highest percentage of abandon, waiving the sports activity. In the initial stage of the process instructive, motivation must be directed toward the competent authority. Aiming to rather progress made by participants in the competition, the correctness of the technical performances and self-control. It is necessary that the practice of this step to be carried out in a creative climate, which must be created by the teaching staff/coach.

The creative climate is characterized by reducing stress and maintain at an appropriate level by creating an optimal motivational level, based on the intrinsic motivation to practice the sport in question. In a climate creative, competitive system is reduced to a minimum, and organizes competitions, they have a character "house", a fact that stimulates the motivation by the competent authority.
BIBLIOGRAPHY

NEW PROSPECTS IN INNOVATIVE EDUCATION

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Abstract
Quality in education is given by a complex set of principles and practices which cross the entire educational environment oriented towards superior outcomes within a big picture on standards. The school climate, the curriculum, the relationships between teachers, students and the local community are some of the main factors that define a good educational system. The way the teachers closely follow and approach these is strictly connected to the efficiency and the efficacy of contributing to a quality education. In a society continuously shaping itself according to the progress of technology, the students need to differentiate between the authentic values and the false ones, between the most humane ones and the superficial ones. The human warmth will thus be the chain links of the informative content.

Key-words: motivation, innovation, emotional intelligence, personality development, intercultural education, relationships.

Introduction
Innovation in education is a largely discussed topic due to the fact that it is a dynamic concept within innovative coordination both throughout the experiences of the teachers’ and those of students’. Education nowadays is student-centred. Besides accomplishing educational objectives, teachers also have a high contribution in developing students’ personality.


The curriculum centred on competencies is rather a good start in reinventing the act of teaching. The base knowledge and attitudes represent the backgrounds of a continuous learning on progressive stages from "know-how-to” to the stage of proficiency. Linguistic competencies will be correlated with the digital ones. The more temporal space technology occupies in the process of learning, the more innovation in education bears the fingerprints of the teacher.

In the last two decades, innovation has been approached in the prospect of developing creative thinking. The openness towards cultural competencies, multidisciplinarity and transdisciplinarity is the key-competency of a value-centred education. It is crucial to teach “knowing what to do with what you know” rather than teach just “to know”.

Promoting the positive thinking is also a principle to solve behavioural issues, to improve the decision-making process, both technically and technologically. Here are some prospects which I consider make the educational act even better.

• I will consider first the quality of the educational act because this is conditioned by the mentality of the teacher, by their competencies and by the educational strategies centred upon the interest and needs of the trainees. The concept of quality in education should become referential for every educator.
from the very point of planning the didactic act and it should be permanently in the teachers’ view.

- Managing efficiently both the typical and the atypical educational situations is to find solutions promptly involves not only cognitive and managerial skills, but also an emotional competency which is their didactic flair. This will lead to a quality communication between teachers and pupils and will optimize the educational process on the basis of building harmonious relationships. The teacher is not the main source of information any more, but an actor playing multiple roles using their multiple intelligences.

- After the decade of information at the end of the first millenium, the first decade of the second millenium was centred upon communication while this decade has proved to be one of relating to one another. The key-word for our days is relationships. So we, as educators, have to admit that the way we relate to our pupils has changed considerably at the pace of technological advancement.

- Emotions are an intrinsic dimension of the educational process. Daniel Goleman stated in his work *Emotional Intelligence* (Goleman, 2007) that the synchronization between teachers and students indicates how big is the emotional scale between them. Thus, the teachers’ training should also involve a set of forming a set of competencies in transmitting the information, in interacting qualitatively with the children and teenagers and in managing the crisis situations, the conflicts and the emotions. Our reactions will have an important role and impact in the students’ behaviour and attitudes.

Another important aspect is how well we are at stirring the students’ interest and how good we are at motivating them, making them want to know or to know more. Perception of success in school has also changed as the interests of the learners are different nowadays. The perception of learning has three coordinates as it is perceived as a process, a condition and a product. As a process, it means a set of stages of operations, states and transformations at a cognitive level. As a condition, it implies modifications at internal (biologic) and external (environmental) levels. As a product, learning brings cognitive changes materialized in knowledge, skills and behaviours. So motivations proves to be more than necessary because the role of the learner in the process of learning is essential. They should be motivated in order not to give up, not to stay away or lose interest and in order to accept failure as a part of the learning process. Every step in their work is important in increasing their desire to fulfill their goals and to stay oriented to the energy of acting, of doing. Motivation in learning will have now the role to challenge, to maintain and to let the act of learning happen.

**Conclusion**

Identifying the strategies to perform positive thinking, quality in education and to keep the learners’ motivated are some of the most important coordinators of an efficient and successful educational act. The progress of the society urges the educator to a permanent update in the way it functions. Knowing and accepting the evolution of the society and technology leads to a natural interest in establishing the social and behavioural equilibrium, stability and evolution.
Bibliography

Abstract

We are facing a major mindset shifting, regarding the digital courses market. In the last decade, several companies started to provide online courses, in collaboration with major international universities. By this approach, the education that was offered exclusively to the students that attended the courses face-to-face, now became worldwide accessible.

Key words: online courses, open sources, inservice training, technology, blended learning

Introduction

We are spending lots and lots of time using all kind of electronic devices, from smartphones to ipads, and from laptops to PCs. Our lives are splits among an increasing number of applications (that keep us updated all the time with all the important (or not) news from all over the world). Each of us is trying to cope with this, in his/hers best way, using all the resilience resources and skills ones has. But, where is the place of education and training in this limitless network of knowledge, information, stimuli, facts, data, coming towards us in every single moment of our lives? How much of this is really useful and can be consider as an educational input that can improve our skills and abilities, our competences in „juggling” with knowledge in order to increase the quality of our lives, both professional and private.

In this paper I’ll try to analyze the online courses “phenomenon”, from several points of view:

- How the online education market evolve in the last 5-10 years at international level?
- What is the profile of the major players in this market and how are they related with the big universities?
- How can be connected the formal education, offered by universities in the classic face-to-face approach to the new solutions bring by the online education market?
- How can online education might be integrated: in formal classes (as part of the blended learning programs), in non-formal ways (especially for the courses that are less scientific and more life skills oriented) or in informal education (just a sum of new facts (and sometimes opinions) that might join the “cloud” of data that surround us)?
- How reliable is the evaluation that follows these courses and how trustable are the certificates and diplomas issued upon the graduation?
- How can a potential trainee asses beforehand the quality of a course, in order to avoid redundant or irrelevant courses?

Online course market analyses

During the last 10 years, several big providers share the international education market. For example, Udacity is focused on IT, artificial intelligence, programing, virtual
reality, highly specialized free courses, facilitating at the same time the contact with the industry and job market. **Udemy**, which has over 80,000 online courses that covers all the domains, offer these trainings at costs that vary from 10 to 200 USD.

**edX**, one of the biggest course providers, offer more than 200 courses and 181 study programs, including micromasters, by connecting big universities such as MIT, Michigan University, Columbia University, Berkley University, or companies such as IBM, Microsoft and Linux, with online students, all over the world. **Coursera**, another big course provider, creates educational paths can be pursuit in order to led to a real job, offering thousands of all category courses in collaboration with John Hopkins University, Penn University, Bocconi University etc. **FutureLearn** provides short or in-depth courses in many areas, in connection with European universities like Leeds University, Grenoble Ecole de management, University of Barcelona etc. Also, some of the major European universities allowed the international students to attend online their course, creating incredible opportunities, like **Oxford Home Study Centre**.

A new comer in this market is MasterClass, a company that provides online courses on various topics (from nature conservation to cooking and from film making to economics). The classes are provided by top professionals, very well-known personalities in each field (like Martin Scorsese, Jane Goodall or Dan Brown).

All this providers creates MOOC (massive open online courses) that allowed a huge number of students/trainee to attend, at the same time, the programs.

**Conclusions**

We can say that we are facing a major mindset shifting, regarding the digital courses market, which offer very flexible educational solutions, for in-service trainings (in order to improve the quality of the professional life), but also as personal development approach. Remains an open question regarding how much time and effort are we willing to dedicate to this kind of training and which would be the proper motivation that should push one to follow an online educational program.

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COACHING – WAYS OF MANAGING THE ORGANIZATIONAL BEHAVIOR

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Abstract
Coaching, as it individualizes substantially, both as a theory and as a practise, it will become a type of organizational intervention extremely efficient and very appreciated.

Key words: coaching, behavior, counseling, manager, change.

Introduction
What is coaching? It is difficult to answer to this question at once and, especially, exhaustive. The opinions of several authors are extremely different, according to them, coaching appears as: an optimization practice of the individual resources, fundamentally oriented towards the action; a developing or forming method; a research for developing a person’s potential; a new technique in management service; management tool or even management style; a new job.

Coaching is a way in which you interfere, designed to contribute to the enhancement of human potential, leading to the increasement of personal efficiency and organization, an efficient way in which you improve you professional performances, to make those with which you are working to progress (Zlate M., 2001).

Content
As we can figure out, the individualization of coaching in contrast with other forms of intervention it is realized in the following ways:

- the coaching does targets a person in the situation, so it does not target a person per say or the situation, but both in the same manner, therefor the sistem that forms the couple person – situation; it represents a close relationship between two individual, between an individual and a group where the stress is on a person, on the way in which the person feels that situation;
- usually, the coaching appears whenever people cross difficult times (temporarily stages of personal or organizational disorders, transzitional periods, when the person looses all the things that are familiar to him or her and does not have new ones) and when the need of something new appears accompanied either by the unknown or by reluctance or inertia, blocking the will for transformation;
- the objective of coaching is to make you aware of the interior blockage and resistance, the creation of premises for realeasing the existing potential, and also for the formation and developing of a new attitudinal and behavioral potential, capable of leading the individual to obtain the optimal level of performance; in essence, coaching assures overcoming obstacles, facing
changes more easily, performance stimulation, it represents a boosting of professional performances, assuring the crossing of the road from present towards future and giving life a full meaning;

- coaching is not only the action of a person upon another person, not even their plain interaction, but a co-action, an action in which all the actors stimulate each other, cross their points of view, evolve together towards understanding the situation and most of all towards releasing the conditions for personal and professional success; the person that enters in the coaching relationship assumes the transformer role of his own personality, coaching being a self transformation in order to obtain autonomy;

- the changing agent is a special place in coaching, it is a competent person, with professional experience and also with life experience, and it has ho have an external position towards his client. Usually, it has to be a person outside the organization and if the person is from within, he/she must be from outside the hierarchical line. The changing agent's superiority comes from his/her exteriority and neutrality, he/she has nothing to gain and has nothing to do with the internal conflicts of the organization; because the boss is an omnipresent and omnipotent person, it was discussed if he/she is fit to be a changing agent. Yes, it was answered, only if he/she can prove to possess some ”great qualities”: empathy, integrity, objectivity, detachment, the will of changing in relation to his/her employees. Because it is difficult to suppose that such bosses actually exist, all that remains is that the boss himself/herself to be submissive to the action of coaching, to be taught and educated to discover and develop his/her own potential to further serve to his/her employees and organization;

- the changing agent as an ”ally” to his client that wants to evolve, of his success, meets uncountable roles: facilitator of reflection, stimulator, supportive, intimate critic, transmitter, compensator of his client's anxiety. A summary and a description in an operational way of the roles of the changing agent (communicator, facilitator, trainer, guide, evaluator) could be found in Muriel Drolet (1999, pp. 62-73). For completing these roles successfully, the changing agent must have professional competence (human psychology knowledge, communication and relationship knowledge, analyze human sistems, institutional function, operational and economic necessities), and also psychological and psychosocial competence (the capacity of listening, diagnostic aptitude, maieutics capacity, self knowing etc);

- the purpose of coaching is double: on one hand it comes in the individual's support, helping him to handle the social solicitations, to adapt and to integrate in the operational system, to mentain himself in the competition, to avoid usage and to use his resources of even to form other resources; on the other hand, coaching is useful to the organization, helping it to regenerate, to multiply its collective efficiency and human productivity, to be more responsible towards its own employees, in one word, to handle social and human problems easily. From a coaching perspective, managers must think of
their contributors from the point of view of potential and not from the point of view of performance;

- the advantages of coaching are so big that some authors were tempted to propose even a “culture of organizational coaching”. Here are some of these advantages: performance and productivity improvements; a continue formation of the staff; fast incorporation of knowledge; growing the quality of human relationship; increasing the quality of life; more ideas, more creativity, a better usage of people, competences and resources; faster and more efficient emergency procedures; increasing the adaptation competences at some circumstances and changes (Whitmore, 2001, pp. 160-162).

Coaching is a term that parcially overlaps the term training used in sports, but it is much more than a simple training, containing practices as coaction whict the training from sports does not have. Coaching is very close to mentoring, but not to be confused with it. In contrast to mentoring, which is the transmission of the previous generations’ experience, the establishment of some starting points useful for the employees, coaching is a catalyst of personal implication in order to make and enhance your own experience. Mentors may appear as changing agents, mentoring becoming in this case an aspect of coaching. Finally, coaching, even if seems to be close to counseling, it is different from counseling because the one that is interested discovers for himself the ways to get to some solutions, and it does not exist, as in counseling, a ”transfer” of methods or ”making” of solutions by the counselor, adapted and personalized according to the client’s problems.

Sometimes, taking the form of a relationship between the changing agent and his client, a relationship that is very close from the psychotherapeutic kind, coaching must be differentiated from psychotherapy. It has a very precise objective and that is obtaining a wanted behavior in a certain situation – as a difference from psychotherapy, where this kind of precise ”objective” is rare. Second of all, coaching does not adresses to profound psychic structures, but to punctual aspects, pure behavioral, aiming the bond that exists between structure and situation and especially the way in whici this bond evolves until it is best (see Devillard, 2001, p. 51).

Conclusions

Coaching became at the beginning of the third millennium ”the new crème tart of management”. This phrase belongs to Sir John Whitmore, the author of a modern bible of this domain: ”Coaching for Performance”.

Management has as an essential dimention the idea of leading: an authority person leads another person or a grup in order to achieve a purpose. In coaching, the stress is established on the relationship between equal people. It is a partnership, not a subordination relationship.

The specific abilities of coaching are absolutely necessary to managers. A good manager must have the ability of treating his employees as their equals at least in some moments of the activity in order to create a bonded team. The other way around, the manager
must not identify himself as a couch just because the function of these two approaches is different.

That is why in the world the job of coach exists but there are situations in which managers become for a while trainers of their own teams. This kind of manager must be trained in order to avoid confusion between these two roles.

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COMPUTER USE IN HOURS OF READINGS

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Abstract
Teaching literature and promoting reading in the digital age are some of the most difficult actions, but the advantage of the possibility to retrieve or translate a book in the virtual address a variety of needs and learning styles, both teachers and students. Use of electronic books (e-book) offers besides new generation reading experience, and the opportunity to develop intellectual abilities. Provided a successful teaching approach keeps careful planning and excellent knowledge of the contents of the teacher.

Keywords: e-book, e-reader, reading and computer techniques in modern time reading, reading in the digital age.

Introduction
Access to technology and the use of online tools intended for teachers and students have the effect of not only discovering new dimensions of reading, but also better training for life. The role and importance of technology in education are defined according to the multiple possibilities offered by the Internet and what it allows us to do, such as:

- learning goes beyond the classroom. When the teacher uses online videos, learning opportunities are almost endless.
- Involve all stakeholders in the school community. Families will be more involved in the teaching-learning when the teacher can share online documents created by students. Students can communicate with each other regardless of the distance that is.
- Prepare students for their profession. A website dedicated to promoting and practicing reading may reflect the results of individual and collective activities carried out in class, exercise teamwork, to distribute roles and tasks. The advantages of using technology can be defined by strengthening the link with parents, community, students become more responsible, because it increases self-esteem.

Content
Text electronic format can successfully use features in literature. Accessibility of the difficulty of handling and storage removed a large number of cards and that of attending to a library. Versatile text in digital format, it can be easily modified, transmitted, reviewed or published online. All of this quality holds and that the text may be readable on a variety of devices. Interconnectivity of this space is the ability of the reader through the text in their own way. Reading comprehension can be done in a complex way, subjects discussed deepening of quick access to literature. Beyond the attributes mentioned above, that a digital text allows
insertion of notes or changes have the effect, where students, learning the rules-drafting stimulate creative writing and editing text. They will feel more involved in the act of learning and be encouraged to deeply study subjects through a variety of approaches to anujmitor concepts.

Conclusions

So, in terms of computer use, reading benefit from many advantages, gaining depth and a lot of implications in record time through multiple and diverse ways that were not available in the printed text.

Finally, I would say that reading should make it a goal and made of old: "Do not educate children for the world today. This world there will be when they grow up. And nothing allows us to know what will be their world. Then teach them to adapt. " (Montessori). A large dose of perseverance and an ocean of love will shape the work of the teacher, because through love, he is called to grow and educate Man and the reading is also a bit of everything is the work teacher, visible and able to cross berierele time.

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Abstract
Promoting the imagine of the institution of education represents one of the strategic target contained in the project of institutional development made for Kindergarten with overtime schedule nr. 3 Brașov. We initiated, developed and evaluated a series of educational projects for our institution, that will target multiplying the positive experience and examples of good practice, will personalize the educational offer at a institutional level (by diversifying it according to the needs and interests of partners and beneficiaries of the educational process) and to create/promote a positive institutional imagine to the comunity.

Key words: quality, curriculum, education, educational project, promotion

Introduction
The Kindergarten, as the first stage of training for formal education, ensures the environment that guarantees the safety and health of children, taking into account their psychological characteristics ; it follows physical, mental, spiritual, social, emotional, cognitive and cultural development of children, and favors opportunities later, being the bridge between pre-school, pre-school and schooling. Our kindergarten provides: a comprehensive approach from all points of view of child development, the access of each child to education in an adequate pedagogical environment, the positive opening towards valorisation of the individual potential and the orientation of the development of each child according to it, and especially a kindergarten relationship -family-decisive community. We operate on clear criteria and accepted by all social actors, relying on the belief that everything is possible, therefore, to try to make ourselves what we expect from others.

Based on these considerations, we have developed a series of educational projects, involving other institutions, but especially parents. The ongoing projects have had a major impact on the direct beneficiaries, but also indirect beneficiaries, on the institution in general. At the Edumanager Gala organized in Bucharest, each year (in the last three), a project initiated and implemented within the institution was awarded in the preschool education category (2016 - the project "Nursery-kindergarten, important steps to the future" 2017 - the project "Let the children come to me", 2018 - "Let's discover the mysteries of the books").

Therefore, out of the many projects initiated and carried out over the last three years, we will briefly present some projects, wishing to extend the scope to other counties in the country and why not to have international cooperation. And the interested institutions will go through several stages of the educational marketing activity more easily.

1. THE "INVENTICUM BRICKS - ROBOTICS ON THE UNDERTANDING OF THE LITTLE ONES" PROJECT is a scientific project in which we want to dare, to engage, to empower, to become aware, to train and to valorize participating children. They will have the opportunity to demonstrate that they are capable of identifying and solving problems in a creative way, using the Lego pieces in the most efficient way, pieces they are already familiar with.
Argument justification, context: The current society is the environment in which the technological field predominates, so robotic-based activities are for preschoolers the most important step towards understanding the functioning of the things that surround us.

Robotics develops children's imagination and enhances their confidence in their own creative potential. Thus, from the simple combination of game elements to discovering new ways to make things better, the field of robotics covers a wide range of learning concepts in areas such as design, engineering, or math.

On the other hand, robotics promotes innovative spirit, self-overtaking and problem solving. Children experience concepts of strength, movement, balance and imbalance, are encouraged to make observations and think creatively.

Proposed activities in the order in which they will be held: 1. The fan; 2. Satellite on the move; 3. The spy robot; 4. Robot Milo - looking for a rare plant specimen; 5. Racing car; 6. Waste sorting / follow-up machine.

Starting from investigating a given problem, children find technical solutions by building lego pieces to create the required models (small robots). These constructions (robots) come to life with their programming (a tablet application is used so that children can learn the basics of programming these robots). Once built and programmed, you can experience different situations (for example, what happens if we change the wheels of the racing car with some rubber tires but a smaller diameter?).

Therefore, we can conclude that preschoolers build (using lego pieces), program and learn through experimentation within this program.

Estimated educational impact on the target group:

This program offers practical experiences that children need to explore. Solutions grow with problem solving by children and the discovery of how science, technology, engineering, and math affect their daily lives.

The possibility to explore early programming concepts by bringing small robots to life helps learners develop critical life skills such as trust, collaboration, and creativity. Through these activities, children will learn to investigate problems and find possible solutions; to build collaboration and communication skills as they share learning with their peers; learn to see failure as a form of information gathering and develop an understanding of how lego pieces work together to form a whole system.

2. THE PROJECT "NURSERY-KINDERGARTEN- IMPORTANT STEPS FOR THE FUTURE is a social project in which we are looking at the pre-school children's interaction, an efficient communication among the groups of children, increased sociability, teamwork and we want to prepare future preschools for their integration into the kindergarten. We want to make the relationship between nursery and kindergarten more efficient by organizing common activities.

Argument, justification, context (need analysis):

Preparing the child for integration into the kindergarten is the ultimate goal of the nursing-educational activities. An important role in the preparation of the child for the kindergarten is the achievement of the objectives related to the psycho-social behaviors of the child's personality that contribute to the integration / adaptation of the child to pre-school life.
It also strengthens the linkage between nursery and kindergarten teachers, the purpose of the project being a close collaboration between them for the benefit of future preschools.

**Examples of proposed activities:** The popularization of the project within the educational units; Achieving a publication on the Design of Instructive-Educational Activity according to the new curriculum - crèche and kindergarten, publication with ISBN; Performing a "Awaiting Spring" activity - through which we aim to draw drawings, paintings, collages to organize exhibitions in March; Participation in the "Easter Bunny, Child's Friend" contest for pre-school and pre-school children - April 2019; Assess the impact of the activities carried out by applying a questionnaire to project participants in June and drafting the final report.

**Description of the main activity:** The main activity consists of an exchange of effective experience regarding the specifics of work in nursery and kindergarten, the exchange of visits to places, the organization of joint exhibitions and a publication.

3. **THE PROJECT "GIVE TOGETHER"** is a humanitarian project, born out of a desire to give, to bring pre-school people closer to those who need help and support, children or the elderly.

**Argument justification, context (needs analysis):** From an early age, children should be placed in various living situations, actively involved in the life of their community. In this way, children will feel useful developing their confidence and self-esteem. They will learn how important teamwork is and the support of others will learn to help their fellows. Here, the young people can do impressive things, the main activity of this project being to empower them, encouraging them to volunteer with their parents, educators and other humanitarian projects within their community.

**The aim of the project** is to bring pre-school children closer to those who need help and support, children or the elderly, by stimulating empathy and developing moral traits.

**Examples of proposed activities:** "Donated fruit and vegetables week" - November 2018; "Shoes Box" - December 2018; "Learning together" - January 2019; "Gala" of the "Here For You" Association - February 2019, presented by Andreea Marin in Brasov; "Easter Bunny, Child Friend" - April 2019; Psycho-educational program / application - May 2019; "What have we learned together?" - June 2019

By participating in these activities, teachers, parents, the Church, sow in the souls of the little ones, mercy and gentleness and show their love.

4. **THE PROJECT "THE EASTER BUNNY, CHILDREN'S FRIEND"** is a contest for children aged 2 to 6, a contest that offers the pre-school and pre-school children the opportunity to participate in the drawing, painting, collage or interdisciplinary contest section. This educational partnership project is being developed with the intention of developing and stimulating the artistic and creative potential of children and to provide all participating children, their parents and all involved teachers with the objective opportunity to assess the level of educational development. The exhibition of the contest (including the works of the children sent by the teachers included in the drawing, painting, collage section) is organized in Coresi Shopping Resort each year before Easter and kept in the mall for a period of time. The opening of the exhibition is accompanied by a artistic performance supported by...
preschools at the Kindergarten no. 3 Brașov and their guests from other educational institutions.

This contest was attended by the children from all eight Brașov and preschool nurseries from 15 kindergartens, both from Brașov and from the counties: Craiova, Bucharest, Cluj, Olt, Galați, Mureș, Vâlcea. We want to participate as soon as possible in the next editions many county and country educational establishments, as well as crèches from other counties.

5. Kindergarten with overtime schedule no. 3 Brasov set up on November 17, 2018, THE FIRST DOJO TO THE GARDEN.

We are aware that our children's future will be a digital one - they have to teach the young to use technology intelligently to develop to become creators and not just technology consumers. SCRATCH JR teaches children.

To be part of the CoderDojo community, go to www.academiacoderdojo.ro.

By developing educational partnerships, we primarily seek to attract the family as a main partner of the kindergarten and secondly to promote the institution's image in the community.

If we had the opportunity to disseminate the projects carried out within our institution, we have presented to you succinctly all the successful projects: justification argument, context (need analysis), purpose, goals, duration, beneficiaries, activities, educational impact on beneficiaries, Gantt activities, qualitative and quantitative results obtained as a result of the implementation of the project, the monitoring and evaluation modalities of the project, the ways of ensuring its continuity / sustainability, the partners involved, the estimate.

It is important to discover the needs of the beneficiaries and to initiate, implement educational projects adapted to their needs, for the benefit of all.

Good luck!

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ALTERNATIVE METHODS OF EVALUATION

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ABSTRACT

The research on which strategies and methods are appropriate for advanced students only and which ones work well for all students is not conclusive. As is so often the case, teachers are the most reliable experts. They will need to try the strategies for themselves and use their own judgment in determining how well they work for students.

Key words: system observation, the project, self-evaluation, the portfolio

In order to assess correctly the value of student’s participation in the educational act as well as their attitudes and achievements in the field, testers should also employ some techniques for testing long-term performance, such as:

1. System observation

   Used to assess both the process of learning and its results, the technique of systematic observation relies on three testing instruments:
   a) the evolution file records factual data concerning essential aspects in the learner’s behavior as observed by the teacher along the course.
   b) the evaluation yardstick records the frequency, relevance, consistency of the learner’s contribution along the course.
   c) the check-up list assess the presence or absence of certain feature in the learner’s behavior.

2. The project

   The project is a long-term that can be performed individually or by group work.
   
   The activity begins in classroom, with the teacher defining the project requirements. The students must have a clear view of the project objectives and of the task to be performed. The teacher can help the students by offering them some props, or by showing them to start to work. The activity continues at home, but there may be several discussions with the teacher along its elaboration. At the end of the period assigned for the project, the students must give a short oral report before their classmates and present the finalized product.

   Project work is a very important and efficient technique of independent work. Therefore, some suggestions for project are provided at the end of the chapter.

   The importance and efficiency of such tasks should not be underestimated, they involve and activate the students physically, intellectually and emotionally, develop their independence and creativity, lead to the development of an individual style.

   The students enjoy the task, although they must often work really hard for it, because they feel they are doing something worthwhile.

   A clear view of the elaboration process, and the evaluation strategy will help the teacher devise an efficient activity. Students will have to work on their own. Material resources: whether they are offered by the teacher, or they have to be found by the students.

   The projects can be adapted for any level of the age and language proficiency, and accept any improvement the teacher may consider useful.
3. Self-evaluation

With communicative and post-communicative teaching, the learner’s role in the educational process increases to the extent that they become active participants, they control their own learning and construct their knowledge. They must be taught to stop looking at the teacher for correction and learn to assess their own achievements, they must learn to compare their achievements to the course objectives and determine ways to improve their performances.

4. The portfolio

The portfolio is a complex evaluation instrument which includes all the relevant data resulting from the previously mentioned evaluation techniques and procedures: oral and written tests, systematic observation files, projects, self-evaluation sheets.

A complete portfolio will also contain information concerning:
- The learner’s participation in professional competitions and the results obtained;
- The learner’s career and professional orientation;
- The learner’s interest;
- Feedback from the community.

There are several themes and common approaches to teaching gifted students in regular classroom settings. The following strategies occurred most frequently:
- establishing high standards;
- making curriculum modifications;
- finding mentors for students;
- encouraging independent investigations and projects;
- creating flexible instructional groups.

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Abstract

One of the main concerns of the Romanian educational system is the implementation of digital education at every level within society. Without an educated population, eager to use the new technology of information and communication, the community cannot be a part of the global network. The use of the computers in the teaching-learning process has become a necessity. Digitization is now used worldwide, thus making the educational resources available to anyone, anywhere, anytime. Digital lessons are more appealing to the pupils, keeping them more focused on what is being taught.

Key words: digitization, digital education, new technologies, ICT, schools

Introduction

Developing constantly, the technologies of information and communication have fundamentally changed the nature of global interactions, the sources of advantages in a competition and the opportunities for economic and social development. The use of new technologies such as personal computers, internet, tablets or mobile phones has transformed the world into a global network of people, companies, schools and governments who communicate with one another through various channels. The extension of this global network by means of technology has generated a world in which anyone can virtually benefit from the advantages of digital integration. Schools, moreover, must integrate ICT in the educational process if they want to be a part of the global network.

ICT implementation in schools

The implementation of ICT in the educational system should take into account the following aspects: the number of existing computers, the physical access to the new technologies, the quality and the speed of the connections, the availability and the organization of the electronic content.

Teachers must be trained regarding the use of internet and computers as teaching means and methods. Pupils should be taught at an early age to use the technologies of information and communication for self-development. Thus, there have been created a lot of digital documents and various digital learning applications (digital libraries, e-learning platforms, networks for digital learning).

I consider that each initiative should focus on the creation and promotion of digital content, otherwise we can not talk about the digitization of the educational system. But the implementation of the new technologies had its shortcomings because many teachers were unable to adjust to the new reality. It is a fact that many teachers cannot use the computer as a teaching means in the class and that the teaching-learning methods should radically change.

Pupils should be given real-life problem-solving tasks, they should actively participate in the lessons and they should also be encouraged to self-evaluation. Teachers, on the other hand, should involve pupils in projects aimed to face the pupils with real-life situations.
**Digitaliada project**

Taking into account that the digitization of the educational system results in long-lasting radical changes for both pupils and teachers, I, as headmaster of Satchinez Secondary School, together with my colleagues, the Maths and ICT teachers, have gone in for a national competition called Digitaliada. Digitaliada project has been initiated by Orange Foundation and it has been implemented by European Actors Association, Dalia’s Book Association, Online Society Association and New Horizons Foundation. The project has been carried out with the support of the National Ministry of Education. The programme encourages the use of interactive methods of teaching and of digital instructive content in order to increase pupils’ school performance.

The programme has two components:
- at national level: the platform [www.digitaliada.ro](http://www.digitaliada.ro) which contains digital educational resources validated by experts in education.
- at rural level: just for schools situated in the rural area.

Created in September, 2016, the platform encourages the creation and sharing of free educational content. The competition of digital resources takes place each year and the winners are awarded electronic devices. The selected schools are encouraged to use digital methods in teaching Maths and ICT and they have been provided with a digital lab (tablets, laptops, video projectors) and a set of applications and educational games for tablets.

Our school was one of the lucky winners of the competition and, since digital education was implemented in the school, it has become both pupils and teachers’ favourite. Pupils are more eager to participate in Maths and ICT classes knowing that they can solve problems easier by using games and applications on their tablets. They can also solve more exercises than they usually did when they used just their notebooks and, moreover, they get instant feedback.

The teachers using the tablets in their classes have also noticed an improvement in the pupil’s knowledge and a change in attitude towards school in general. The technology and the applications offered by Digitaliada also helped teachers in easily organizing their lessons.

**Conclusion**

As a conclusion, the modern technology can offer both the opportunity of organizing curricular activities and the development and implementation of formal educational projects, curricular and extracurricular, and non-formal, and, thus, providing means for reaching the objectives regarding the integration of digital education in the teaching-learning process.

Digitization is the key to progress nowadays, and, more than anywhere else, it must be introduced in schools because the young generations need to find and understand information easier, need to communicate more and need to be connected to the global network of knowledge.
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SOLVING CONFLICTS IN PRE-UNIVERSITY EDUCATION SYSTEM

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Abstract

The conflict generates a number of affective states of individuals and their different types of interactions. If the conflict is traditionally viewed negatively by analyzing the situations resulting from these conflicting states, we will be able to address the state of conflict in a positive way. These states must be understood and resolved, being constructive for the evolution of the institution. From an interaction point of view, conflict is considered necessary, which results from the idea that a peaceful, harmonious and cooperative group risks becoming static and not responding to the stimulus of change.

Although each organization wants harmony, understanding and communication, we can not deny that we are different people with different visions and only by expressing our own opinions and ideas, if they do not please all members of the organization, changes can occur can improve its functionality.

Key words: conflict, evolution, management, change, conflict

Introduction

Due to the recent changes and increasing desire and authority, in every organization there are more and more conflicts. These are based on various causes and may have a faster or no solution. Although conflict is viewed as a negative state that generates a series of misunderstandings, clashes between individuals, it is more and more common that these conditions underlie the development of the organization. For each manager it is important not to confront such conflicts, but it is necessary to know and manage these conflicts for the evolution of the organization. A major part of the conflicts is solved by open communication between opponents.

In educational institutions, conflicts can arise between students, teachers and pupils, but there may also be conflicts between teachers. It is known that the different backgrounds of the students cause them to interact negatively, to create "groups" that aim to exclude the other students. These conflicts exist in each school institution and must be solved by the competent people, just before an unwanted event occurs. At present, bullying is a priority for many teachers and especially educational institutions. According to studies, 3 out of 10 pupils are bullied inside the institution by other class or school colleagues. Although a change is desired, it can not be determined only after each individual succeeds in changing oneself and only then attempts to change the others.

Outside conflicting situations among pupils, conflicts between students and teachers are also encountered in educational institutions. These, although they do not want to be publicized, exist. The causes for these situations are diverse and their solving is complex. Incidents of this kind must be treated with great care by managers and solving them in the debut phase. Each teacher must be aware that the generations that come are in a continuous
evolution from all points of view must be understood and accepted as such, they must be educated in the spirit of changes in the system, therefore continuous training of each teacher is necessary.

One of the most important conflicts is the one inside the organization that takes place between people in the same position. If everything seems to be "pink" outside of the education system, it can distinguish between strengths and weaknesses. It is very important to realize that these conflicts occurring in the system will always exist and that they must be treated with the utmost seriousness. Although we call them conflicts, they do nothing but improve the educational act if it does not fall into the extreme when the image of the institution and the quality of education are degraded. Conflicts often arise between people who have the same goals but can not see the desired situations from the same point of view. The impact of the conflict on the group needs to be analyzed by the manager so he can decide what action will be taken to resolve it and avoid future conflicts. For a director who wants an environment favorable to the achievement of the educational act, it is important not only to manage conflict situations correctly but also to identify them.

Solving a conflict is based on leadership and leader structure. If the conflict is not solvable from inside, it is preferable to attract another outside man, the mediator, to properly solve the conflict situation and eventually to stabilize conflicting situations in the future. Thus, to negotiate conflict situations, negotiation is important. Negotiation is just as important as the managerial act itself.

Conflict at work, within organizations or in pre-university education has the same significance. It is important to realize its existence, manage existing situations, and undertake activities that can diminish their existence and intensity. Today's students are creating tomorrow's society. If we are currently unable to educate the current generation, future generations will not be educated, society degrading from generation to generation. Instead, if current situations are controlled, students educated in civic and future responsibility for their own actions, they will in turn want to live in an educated society and try to look at the direction they are aiming for. In order to improve the educational system, the educational act must undergo changes, the conception of each person and the priorities of the adults, or rather, the teachers, to focus on the fragile material that the student processes. Only by changing, for the sake of the pupils' ideas, by educating them within the appropriate limits, we can add to society.

Body of the article

Conflict - Definitions and Theories
According to DEX, conflict is defined as "misunderstanding, clash of interests, disagreement, antagonism, quarrel, dispute, discussion (violent)."
So, as we can see, conflict is the pursuit of incomparable goals from different individuals or groups. Conflict states usually start between people who pursue the same goals, with different visions.

Traditionally, conflict is attributed to negative connotations. From this perspective, the protagonists of the conflicts are perceived negatively, the conflict being considered a result of
a communication, organizational or managerial malfunction. From the perspective of human relations, however, conflicts within a group or organization are a normal fact that we are confronted with. (Păuș, 2006, p.259).

Conflict, from the perspective of human relations, is a normal fact. The existence of conflicts can improve the vision and direction of action of a unit. Different opinions and their expression can add value to those involved or not involved. Analysis of the impact on a group can only be achieved by attributing positive (functional) and negative (dysfunctional) conflicts.

Sometimes too much coherence of the group may diminish the emergence of divergent ideas would make the group more creative and productive. Also, a rivalry that leads to a conflict on several objectives can sometimes lead to salutary solutions. There are also cases where teamwork is not indicated, employee competition being beneficial to their outcomes (Hellriegel et al., P. 498).

Dysfunctional conflict is viewed Hellriegel, Slocum and Woodman (1992, p.498) as a situation where there are individuals or groups of individuals whose goals or interests are incompatible or opposite. All confort authors divide conflicts into three types: conflict of objectives (in which goals or preferred solutions of the parties appear to be incompatible) conflict cognitive (in which ideas or what I think the parties are perceived as incompatible) conflict affective (sessions in which the feelings or emotions of the parties are incompatible, which causes the respective ones to get upset one another).

Conflict occurs in any place where there are different people, ideas, values, attitudes, styles and standards. It exists and will always exist. Sam Deep and Lyle Sussman (1996, pp. 120-121) identify three causes of conflict conflict:

1. In a more complex and diverse world, different people want different things and there are few things to please everyone.
2. No matter where we work, we have something in common with the other employees, we work with people, and working with people means inevitably confront us with the conflict.
3. We live and work in a world that limits our resources, rarely we get what we want or, better say, we try to get the most.

Instead, Hellriegel, Slocum and Woodman (1992, p.500) describe five levels of conflict: interpersonal, intrapersonal, intragroup, intergroup, and intra-organizational conflicts.

Intrusive conflict is often encountered in adolescents. It occurs when the person has to choose between two or more situations only on one. Young people are often tempted to choose the easiest way, hoping for maximum results. It is important for every teenager who is in a deadlock to be properly guided and to end up with the decision.

The emergence of such a conflict leads to a cognitive dissonance, so in the psychic plane, the person recognizes that attitude, thoughts or desires are contradictory. The emergence of disagreements must be balanced by changing the attitudes that led to their onset or by thoroughly investigating the situation that created them.

Interpersonal conflict occurs between two or more people whose values or attitudes are in conflict. This form of conflict is often encountered both in adolescents and between
mature individuals. In the interpersonal conflict, there are several types of reaction (Hellriegel et al., Pp. 503-506): the style of abstinence, the oppressive style, the conciliatory style, the cooperative style, the style based on the search for a compromise.

The intragroup conflict is the conflict generated within a group. It is often encountered in school classes but also at committee level in school units. The occurrence of such a conflict affects the entire group, if not everyone in the group is involved. Finding the conflict in time and remediing it can improve the resulting consequences.

Intergroup conflict is the conflict between different school units or between school units and unions. They may find themselves in a conflict situation for many reasons, but most often due to different visions. There are very often cases in which unions did not represent the wishes and needs of the teaching staff, thus causing long-standing conflicts and costs.

Last but not least, one of the conflicts within a unit is the intra-organizational one. Conflict typically arises from the way structures are organised and distributed. Another reason for his onset may be the way in which the institution is headed. The conflict is one of the conflicts described above grouping itself into several levels of intra-organizational conflict described by Hellriegel, Slocum, Woodman (1992, pp. 508-512): vertical, horizontal conflict between productive and with office work or roles. Irrespective of the level, any conflict situation engenders a negative attitude, aggressive attitude, hostility in the communicative act, or failure to perform the tasks.

Mathias, Nica and Rusu (1997) also describe another type of conflict, pseudo-conflicts or manipulation conflicts. Conflicts of this kind appear, most often, in groups that cohabit, have common interests. They are helped and reinforced by strong media coverage, so it is easy for them to recognize external groups. Between the two groups in conflict there are visible surface ratios and invisible relations. For the outside, the dominant gap is the one that takes negative action, becoming a target of media attacks. Thus, the dominant group increases its power and influence. Through the invisible relations between the two groups, the dominant group monitors the actions of the other group and, if necessary, intervenes to protect it in critical situations (Mathias, Nica, Rusu, 1997, p. 330).

Regardless of the conflict state and its form, it is necessary to make a correct identification of the type of conflict, as well as identifying the most appropriate ways of solving it. For a more accurate diagnosis, it is important to identify the conflict and the consequences of the conflict, whether gain or loss. Another factor to consider is that of the existing relationships between the parties involved. If they have long-term relationships for which the balance has to be maintained, parties are usually more cooperative.

Negotiating conflicts

Negotiation is the process by which two or more parties between which there is interdependence - but also divergence - opt voluntarily for co-operation in order to solve a problem (Vasile, 2000, pp. 138-142).

Acceptance of the negotiation is voluntary. Each involved party accepts this form of conflict resolution, but initially starting from divergent positions or divergent concepts. It is important that the demand and supply of the negotiations be realistic, respecting the interests of both parties. It should be borne in mind that negotiation does not involve unilateral transfer
of values from one side to the other, but involves mutual accommodation to the needs identified, needs that subsume a different but not independent level of expectation. Irrespective of the level of a negotiation, any party may withdraw if it considers unfavorable the terms, conditions and results to follow. The result of the negotiation is summarized in a mutually beneficial agreement, and negotiation can be said to be successful if both sides are satisfied with the results achieved, and the initial needs are met.

Ensuring implementation of the agreement involves transposing it into practice. To this end, the drafting of the agreement is accompanied by the establishment of a program including the implementation stages of the agreement, the deadlines for implementation and the parties responsible for implementing the agreement (Frujina, Teșileanu, 202, p. 97)

The negotiation strategy is the process by which a negotiation plan is formed. Negotiation techniques represent all the processes to be used in the negotiation process (Pistol, 2002, p. 90). The negotiation technique is the way to approach and solve the bargaining tasks. These concern both the negotiation approach and the way in which the discussions are held. Important in the start-up phase of the negotiation is to offer the partner certain advantages, displayed in the form of personal concessions, thus emphasizing the importance we attach to the situation created and to solving it. Thus, that person is more benevolent and much more interested in negotiation in itself. For conviction, it is necessary to emphasize their own interest that they would satisfy by accepting our proposal. If the people we interact with are not convinced of our intentions and do not form the same vision, it is appropriate to resume, briefly, the demonstration assembly as a closed question with an affirmative answer.

Charles and William (1998, p. 103) portray a portrait of a good negotiator, highlighting qualities such as: self-knowledge in order to be able to be in the situation, to know to listen, to know questions, to have a spirit of cooperation, to be able to express a will for change, to have the sense of tactical improvisation, to show imagination to get out of the impasse, to be disciplined to know how to wait for the debate phase to argue. The effectiveness of communication is given by the qualities of the speaker, resulting from the strength of the arguments and the way in which they are presented.

The positive approach of a conflict through the victory / victory strategy creates a series of positive feelings: the sense of normal course of events, mental comfort, good will, vitality, happiness, openness, efficiency, feeling of strength, relief, comradeship, feeling of success, pleasure of teamwork, peace, relaxation, etc. (Cornelius, Faire, 1996, p. 22). It is very important to consider the wishes of the other person, to respect each participant's interest in the negotiation. It is not right to tilt the balance for one of the present parts, it must be in balance, so the result of the negotiation can be said to be satisfactory if both sides are satisfied at the end of the nod and the mediating person is considered able to cope with the difficult situations.

The solution of the labor conflicts takes place according to the Law no. 168 of 12 November 1999. The employment relations established between the employees and the units to which they are affiliated are carried out in compliance with the legal provisions, as well as under the conditions negotiated by the collective and individual labor contracts. The violation by one of the parties of the obligations under paragraph (1) entails its legal liability. Conflicts
between employees and the units to which they are assigned, with regard to professional, social or economic interests, or rights resulting from employment relationships, are labor disputes. Employees and establishments have the obligation to solve the conflicts of work by good understanding or by the procedures established by the law (Paus, 2006, p. 292).

Conclusions

For each pupil, school is a second home, it is the place to feel safe and where to gather a bag of knowledge and attitudes. In our turn, as a society, we depend on each adolescent and the behavior he has towards us and the environment in general. If the environment in which it develops does not add to the child today, to the young man of tomorrow, he will in turn imitate the behaviors and develop frustrations that are of no use to anyone or to society. We all know conflicts encountered in educational establishments, but very few accept these situations and try to solve them, thus leading to an increase in these conflicting states. Any conflict must be well managed for such incidents to no longer exist or if they are to be as rare and of a small intensity as possible.

For a conflict to be extinguished, it is necessary for the conflict mediator to be properly informed, to know the steps to be taken and to respect each other. Any negotiation involves reaching targets, saturation of certain personal needs or not, meeting the motivations of the parties that led to the conflict situation and establishing a balance that can ensure the safety of each. The power to negotiate is determined by the strengths but also by the vulnerable points of the negotiator. It must be able to ask questions to be answered, such as: "Why are they negotiating?", "What are the parties involved in the negotiation?", "What is negotiating?", "What is the timely negotiation method? ". In order to answer these questions, the directions of action, the identification of priorities, the establishment of areas of secondary interest and the gathering of information useful to the negotiation must be established. The desired information is obtained through open questions about the issue being discussed, specific questions about a particular subject, and the verification of each detail of interest in resolving the conflict. During negotiation, it may be a deadlock due to internal or external factors and it is advisable to discontinue discussions and resume after resolving the issue or demanding new information that can bring the situation out of the box. It is important for the person who mediates the problem to try to look at the situation from both angles of view, to balance the problems discussed and to decide as an outside person without emotional implications. Engaging in a negotiation involves communication, so the people involved must be aware that if the optimal results are desired for each, the rules of communication must be respected.

Synthesizing the above, we can say that it is important for a manager to know both conflict situations and the fact that he needs to be conciliatory, to have the necessary information in the communicative process. Any conflict situation affects people around. If we refer to the conflict situations in which students are involved, they have a direct impact on their development, instead if we refer to conflict situations within the education system as students are not involved, we can say that the latter have a indirect impact on them and causing changes in student behavior. Therefore, conflict situations between adults are avoided as they will indirectly resent the pupils. In order to avoid them, it is advisable for school units to carry out extracurricular activities, debates on various topics of general interest and
especially recreational activities aimed at improving the relations between the members of the respective institution.

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EDUCATIONAL MANAGEMENT FOR SCHOOLS IN RURAL ENVIRONMENT

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Abstract

Rural schools face a lot of problems due to the fact that the requirements are the same as in schools in the urban environment where there are qualified staff to solve all the requirements requested by the School Inspectorates, while the rural managers are also secretaries, deputy directors, , and even accountants most of the time. Personally, I work as a full-time educator, but I am the director of gymnasium school. This requires special working skills in various complicated computing programs, but I have to keep up with the city with two secretaries, two deputy directors, lab technicians, computer scientists, school physicians, and so on. The article is written on behalf of all directors facing similar issues...

Keywords: director, education, polyquality, rural, success

In my long experience as a secondary school manager, the issue of rural management, discussed at all meetings with my colleagues less advantaged by education legislation, I try to address in my article problems I face daily in my work as a manager.

I will show the real aspects of the work of the school governor of secondary school, who is facing problems that urban executives have not heard. The director of a rural school is volunteering to perform the work of the secretary, the computer scientist, even the school doctor sometimes ... Often the rural director makes white nights because the net has fallen and must necessarily introduce what is required in the multitude of databases, often being sanctioned if we do not respect deadlines. I will deal with this concrete topic by making a critical analysis of the legislative provisions that are wronging country schools with a small number of enrolled students compared to schools in cities that have money for all kinds of expenses because they have a surplus of students.

This topic has not been treated in the literature. That is why I chose this topic ... Everyone treats management according to the work they study in college, but when they come to the countryside teachers or managers, then they face what they have never learned ... Driving a school not only involves managerial plans, institutional development projects, or sort of paper most often unnecessary ...

Being the director of a rural school means knowing how to manage situations created in a small teacher team, knowing how to satisfy the main beneficiaries of education that come mostly from disadvantaged families!

The issue of rural management is a very important one, because no director at a country school dares to raise the problems we all face, tacitly accepts the consequences just for the sake of not upsetting the superiors...
I hope that someone in the future will think of us, the directors of secondary schools in the country, because even in my school, the former students are now university professors, graduate in the army, doctors, but forget when some even reach the ministry to give us and nine, rural executives, at least the time to solve everything, by budgets allocated not per pupil, but as required.

The directors of rural gymnasium schools often work full-time, the above-mentioned example, and have to perform the work of other employees that they do not have in school because they never fit in the budget...

Through the theme I approached, I hope that more and more directors in the countryside will come up with solutions to the problems we face, and those who make laws to hear and help us in any way...

"Currently, school management for rural schools is underdeveloped, it has been attempted at some point through various projects the initiation of ICT teachers, but in vain, if there is no funds available to buy the computers needed by each teacher in the classroom… The most interested are more and more all directors who buy their own computers, printers, etc.… Special measures should be put in place for all schools in Romania to have the necessary skills to carry out educational and training activities, and then the manager will be able to take on more easily through the multitude of problems faced!

There are some kind of projects with international funding, but they are very difficult especially when it comes to the rehabilitation of rural schools.

Too many documents are being requested, and specialist checks for years … Until most times, schools are being abolished due to the migration of educational beneficiaries who, looking for better learning conditions, migrate to the city. And then who is being held accountable? All the director of a country school! Directions from developed countries in Western Europe have a major impact on our country, with education managers wishing to make progress in this field by participating in numerous specialization courses.

Conclusions:

Rural school directors are real heroes in an environment that they do not have accumulated knowledge even though they have educational management courses. Everything is generally in books, the reality of the scene is different… When someone agrees to be the director of a rural school, he does not know what he is waiting for!

End with a Romanian proverb that says:

"The learned man does a good thing, he does not know how to work badly”, that is, new rural executives, if we want to work successfully in the schools we lead, we must continually prepare and keep up-to-date with all the novelties in the activities that we have to do in school.

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TODAY’S EDUCATION FOR TOMORROW

CHERA LILIANA, GIMNAZIALA PÎRȘCOVENI SCHOOL

Abstract

One might say about what is happening at the school level at this time that the role of the school has diminished, shamed. Contemporary reality however demonstrates that the role of the school has not only diminished, but has become more complex in the idea of liberating humanism and creativity in education, and urges us to enter a world where the IQ is very important and needs more modeled but more importantly will be the emotional EQ coefficient in the future.

In the current context, we need a dynamic, formative education centered on real values in the context in which the defining element of contemporary society is change. But we have inherited many social, economic and political problems that are far from finding solutions and above all new ones have emerged, such as violence, depression, suicide, international terrorism, racism, rising numbers of the poor, illiterates and the unemployed, etc. Today's illiterates are not just those who can not write and read, but also those who have deficiencies in basic knowledge, illiteracy in communication, talking about functional, newer and more IT illiteracy that will dominate the future.

Keywords:
school of the future, educational management, educational system, formal, non-formal and informal education, IQ, EQ, etc.

Introduction

The current purpose of education is to "exalt man, the ethnic community and humanity on the culmination of life by cultivating the values of the spirit." Education is one of the phenomena that arose with human society and suffered in the course of its evolution, essential changes.

Today’s education for tomorrow

The most precious value that education has created as an element of culture is man, human personality, being a condition of human existence, a vital necessity for the development of society. Preparing man for active integration into social life, as education has the task of preparing man as an active element of social life, as a work force, as a subject of social life and can assert that through this function, education responds to needs that society rise to people as elements of social life and through individual needs. Since the primary action of preparing the younger generation for social life, education has gone a long way, becoming a true science. In the current context of computerization, interplanetary travel, cultural, economic, or other interdependence, there are complex, complex problems that mankind has never encountered. Looking at the three hypostases (formal, non-formal and informal), education is the one that makes people adaptable to change, creative and responsible. Education seeks to help improve these issues through specific prevention actions. To avoid failure to find solutions, we can say that education in the current context is in a crisis situation.
and through crisis we understand the gap between the learning outcomes and the expectations of society.

Among the specific and general solutions found I will enumerate:
- innovations in the design and development of educational processes;
- introducing new types of education into school curricula;
- strengthening links between school and extra-curricular activities;
- initial and continuous teacher training;
- collaboration between teachers, pupils, parents and local officials;
- organizing exchanges of information between European countries;
- rethinking the education process with a view to successfully integrating young people into professional and social life.

The problems of the contemporary world have imposed new types of education, identifying:
- ecological education;
- education for peace and cooperation;
- education for participation and democracy;
- health education;
- intercultural education;
- economic education;
- education for human rights;
- education for change and development;
- Education for communication and the media;
- Education for leisure.
- Education for managing stress and violence
- Education for a healthy life

The new education has taken its place in a very short time, as it corresponds to more and more well-defined socio-pedagogical needs. Despite the situation in which it finds itself, overwhelmed by the obstacles it faces, education is required to prepare in an active, constructive and dynamic way, the next generation.

Conclusions

Under these conditions, the new education comes to prepare a proper, rational behavior that will in part mitigate the shock of the future. Given the rapid evolution of society and education, many of today’s knowledge and practice will be overstretched tomorrow, obsolete, and we will find ourselves in action. It is expected that in a period marked by so many technological changes and the emergence of new forms of organization of education and work, specific competences will also be overcome. The constant need for updating, education and continuous innovation will be in permanent dynamics, in a continuous transformation. What is most important is that the needs of knowledge and action of society and its members will be different than the current ones, the future demanding ever higher demands. Education has a definite social determination, always being realized in a certain society, according to its needs, starting from its possibilities and requirements, but taking into
account the needs of today's world, but always considering the perspective of the future in the concept of the problematic of the contemporary world.

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THE INTEGRATION OF THE MODERN DIGITAL TECHNOLOGY IN EDUCATION

Chesaru Nicoleta, Colegiul Economic "Delta Dunării” Tulcea

Abstract

The main objective of this paper is to bring a fair approach on the subject of integrating the modern digital technology in education. We seek to find the best type of involvement in transforming the education process into a digital education that will cover an equilibrated and healthy view of what are the necessities of the current times and what are excesses that could be harming for the educational purpose.

Keywords: digital education, digital technology, education, current times, integrating

Introduction

The digital education revolution has always been about how to use information and communication technology to improve the quality of education in our schools. For many years we have been told that we are about to make a revolution in digital education. Today we can see the improvements that were done in this area. Teaching media indicate the potential for a "different" learning experience, but not necessarily better. (Arthur, 2013)

We regularly hear that digital media could fundamentally change education and teaching in the future. In fact, there are already a number of digital learning opportunities available in different education sectors, some of which are combined with traditional forms of learning. The common view used to be that we need to adapt our forms of teaching to the opportunities brought by modern digital technology. This may be or not the case. We try to raise a question mark on what is needed to be changed in the traditional forms of education and what is just a trend. We could say that digital education has already been established in many areas. However, widespread speech about the "effect" of the digital media on education hides a certain understanding of these environments, which has been constantly criticized by research in the field of media teaching and can be very deceptive. (Hiller, 2017)

Discovered costs

In the discussion that analyse the importance of introducing technology in education process, we need to pay attention at studies that could give us a more holistic view of the matter. Thus, we have to compare the need of actualization the process of education through the modern technology and the effects of this technology on learning process. So, we have to balance the resistance to change with the embracing of any technology that seems to remove the obsolete practices.

A good example of the above idea is brought by the fact that more students are using digital devices for taking notes. Thus, apart from the distraction that comes inherently with the use of a digital device, typing may reduce learning abilities. As Pam A. Mueller and Daniel M. Oppenheimer stated in their study „students who took notes on laptops performed
worse on conceptual questions than students who took notes longhand.” They show that “whereas taking more notes can be beneficial, laptop note takers’ tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning”. (Mueller and Oppenheimer, 2014)

The writing style in the case of typing is one that is best described by speed which is correlated with a verbatim manner. Thus, the effort of organizing ideas is all but absent in the moment of audition. The speed of notation implies much less effort of thinking. And a lack of interactive learning process will not be beneficial for the educational outcomes. As scientists concluded: „laptop use in classrooms should be viewed with a healthy dose of caution; despite their growing popularity, laptops may be doing more harm in classrooms than good.” (Mueller and Oppenheimer, 2014)

But the use of modern digital technology in education could imply some advantages. Is much constructive for the educational process to use platforms that could be described as the digital classes like Easyclass, eTwinning, Kickboard and many others for disseminating the information through the entire class between students and teacher in a very short period of time. Also, with the use of modern digital technology we can use virtual applications of studied theory that could reduce the costs (in time and money) of traditional forms of exampling. Learners can help each other and bring some conferences to their classes which could be used as a primary source of information in front of the students. The broader area that could be used in almost any type of educational process needs to be analysed in terms of advantages and costs. There is a much interesting activity to have the opportunity to talk with an expert than watch a documentary on a specific field of study.

Today, students tend to take the responsibility of their own learning process. But this could happen only when they could have interactive experiences. The dose of using modern digital technology could be also an aspect that needs to be taken into account. And this could be understand only when we realize that a good educational process should concentrate in the first place on the relationship between teacher and student. Many studies showed over time how important could be a feedback from the teacher for a shy student, and how the quality of this feedback has the power to transform a medium student into a good one. We need to have in mind that factors like motivation could not be replaced with a certain type of technology use.

Conclusions

Thus the question still remains: does digital technology actually „effect” a change in social practices in education? Does digital technology motivate pupils to achieve better results and create new teacher-pupil relationships? We must consider that digital technology does not inevitably lead to one type of change in education or another – whether positive or negative. Technological determinism of this type would mislead us into believing that we are dependent upon the stakeholders to induce changes in educational activities and a transformation of our culture of learning.

This paper focuses only on raising the point of view that could defend our educational practices from the mindless adaptation to any new form of modern digital technology, with an
emphasize on the costs and advantages that are implied by any improvement in the field. Although the information on this subject needs to be further discovered and studied, we can say that any action needs to cover the needs of today society.

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THE ROLE OF PARENTS IN THE EDUCATION OF PRESCHOOL CHILDREN

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Abstract
Starting from what Josep Jouber said: „Children need models rather than critics”, I want to bring to your attention a subject that is very important, from my point of view.

The purpose of this article is to highlight the importance which parents have in their children’s education, but, also, to present examples through which parents can get involved in their education. This subject is very important because of the fact that the children’s education is does not finish in the moment than these come out the kindergarten’s gate. Also, there must be a continuity at home with parents / family.

Key words: teachers, education, implication, parents, preschool children from Romania.

Introduction

An involvement of parents in children education can be associated with much better results of their children in kindergarten. So, one of the most complex study which has been achieved on this subject, was made in 2009, when the PISA tests were applied. On this occasion, questionnaires were applied to parents. It was discovered that the results of parents’ involvement in children’s education was both cognitive (how well the children read) and non – cognitive nature (how much children love to read).

The subject is of major importance, because family is considered the child's first school, and the contribution which the family has in their child’s life may favor or hinder the children’s evolution. So, the family has an important role in shaping up the child’s personality, taking into account that the family is the main factor in children’s development.

At this moment, reality proved us that not all families are willing to fulfill their educational responsibilities towards their children, coming up with reasons like: lack of time or the worries of the daily life. In this way, the role of the parent’s educational factor is minimized. Other families, that want to ensure the proper education for their children, lack the necessary experience and psycho-pedagogical training.

Family involvement in children’s home education

The relationship between parents and children are educational reports, an aspect that all parents should be aware of. Attitude, behavior, parent’s vocabulary can influence children’s attitudes, behavior and vocabulary.

Also, the family environment can have a negative influence, like: insufficient or inadequate nutrition, repeated illness, lack of sleep, lack of intellectual stimulation, lack of affection, inability of the child to express himself, but at the same time may, also, have a positive influence: the child must feel affection, be motivated, feel that he is valued, respected and protected.
To get involved as much as possible in children’s education, parents can do the following things: they read and tell them stories, sing songs together, play different role games together, talk about things that parents or children have done, play word games, read out loud labels and other short texts, discuss about what the child does at kindergarten, take at least one meal a day together, go to the library together, talk to the child about what they read to him.

So for the effects of parent in children’s lives to be positive, it’s important to leave some space for autonomous decisions and to have confidence in the child’s individual potential.

A child who has been helped to learn and develop, will have much better school results later.

**Family involvement in children’s education at kindergarten**

Systematic and continuous education is done by an important factor like the school institution. Due to the scheduled and planned system of this institution, education and instruction reach a stage of maximum development. (Cucos, 2006, p.49).

Nowadays, the focus is on the partnership between family and school institution. So, the involvement of the family in the school activity of the children takes place on two coordinates:

- The relation between parents – child: care for a high frequency of kindergarten, repeating activities at home for a better consolidation, moral and material support.
- The relation between parents – teachers: direct contact with classroom teacher, attending in informational activities by teachers, consultation about extracurricular activities, participating with the child at different activities.

**Conclusion**

In my opinion, I believe that the purpose of education must be to form a man with free and creative thinking. For this reason, schools need to put more emphasis on implementing partnerships with the family. This will amplify the importance of parents’ involvement in the education of their own children.

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BEAUTY OF MATHEMATICS

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Abstract

Because I have encountered too many people who declare they do not like math, from the first school classes to the old age, I have chosen to bring arguments in favor of learning and discovering the beauty of mathematics. Also, the profoundly modeling role (in a profoundly creative sense) of mathematics, which lately only a few pupils and far fewer parents recognize it should be highlighted in one way or another. And last but not least, as a mathematics professor, I have increasingly sought to improve my way of transmitting that knowledge and scientific information, an essential link to practice.

Key words: Art, Curiosity, Discovering, Question, Mathematics, Miracle.

I do not know how I would have been a math teacher 50 years ago, but I know that today the approach is quite different. And we are not discussing content here (the changes are not of such magnitude). We are talking about how much you manage - as a teacher - to persuade students to approach mathematics.

I do not want to convince you that maths are the "queen of the disciplines", I do not make unnecessary rankings, I just want to give arguments in favor of allocating a generous time to math knowledge, the one that is of great help not only during school but also throughout life. I noticed, in the 26 years of teaching experience, that those who claim they do not like / do not understand math do not make enough effort to find that practical purpose that leads to easier understanding. And we are talking here about the middle level, excluding students with a higher level of understanding and those who can not make logical connections. I would say that everything starts at the primary level, the level at which the first calculations are made, the first rules accumulate, the first problems are solved. This first step depends very much on the first motivational level. At the same time, the first pupil-parent-teacher interaction appears to stimulate or inhibit the child. The most pertinent observation is that for every child, it's all a lot easier if it has a design in practice. At this level, it is very important that each solving step is synchronized with question and curiosity. We do not learn to solve problems just to reproduce and apply a certain algorithm, just by applying rules mechanically, but by always asking questions, keeping the curiosity about "why?". I think that, by starting with the primary cycle and continuing with the secondary, there is an excessive emphasis on formal fairness, at the expense of understanding meanings, of depth.

Moving from the level of observation and intuition to the use of reasoning and theorems is a key moment in development, all that is learned in sixth and seventh classes. "It is an extraordinary moment and this special attention should be given to it and to contemplate the beauty of this intellectual act which is called theorem and which represented a tremendous
"The theorem word, which defines the mathematics brick, has an etymology in ancient Greek and it means show. The process of configuring a theorem is a show. Education means show. The association of education with the idea of performing also takes into consideration the joy that must accompany both. " (Academician Solomon Marcus, "Education in Performance")

The primary importance of mathematics is not the theorems and notions introduced, but the fact that it teaches you to think in stages, rigorous and in order, each stage relying on the previous ones. And still starting from the easiest notions. And because I want to plead in favor of simple explanations and at the same time generating curiosities and questions, I reveal a story that I have experienced as a student of the University of Mathematics at an exam with Mr. Academician Solomon Marcus. And I will never be able to forget the lesson I received in the January 1988, calculus exam. I received an oral exam on a topic I liked .... I went to the board to present, I wrote the demonstration steps on the blackboard and came to the end with a sum of squares of real numbers. Of course, I wrote non-honestly - without further explanation - and with the 19-year-old arrogance that that sum is obviously greater than or equal to zero. The Professor looked at me seriously and asked, "Why, Miss?" I replied, wondering, "Because every term is non-negative, because the square of a real number is never negative". Then came the question that laid a silence in the amphitheater and which blocked me, "Why, Miss?". I would have liked to answer him that I knew from my school and high school teachers, that it was obvious ... But I chose to sit in a student's bank and think like him: " Because plus times plus equals plus, minus times minus equals plus too and zero times zero equals zero!". Professor Marcus's reply came with a smile: "Well, you see, you know! Try to explain as simple as possible! ". I can not tell how much that moment changed me, I can not say how many times I tell my students about it, and I can only thank Professor Marcus for the advice he gave me to teach mathematics the most clear and simple way.

Our objective as mathematics teachers is to succeed in changing the mentality of students, parents and colleagues from "Mathematics does not form people, mathematics is a sum of formulas and algorithms that the student memorizes and applies mechanically " to "Mathematics is the main way of rational, fair and innovative thinking education."

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THE USE OF TECHNOLOGY IN ENGLISH LANGUAGE TEACHING

DOBRE ROXANA
SCOALA GIMNAZIALA BALCESTI- GORJ

Abstract:
Nowadays, we are dealing with a digital world, where everything is under control of the Internet and new technological inventions. It is quite difficult to undermine their contribution to foreign language teaching. Technological devices, tools such as applications, videos, worksheet banks, podcasts, special teaching platforms, websites, are extremely beneficial for students.

Keywords: language, tools, teaching, technology, mass media, videos, devices multimedia.

1. Introduction

Foreign language teaching represents a complex process which implies various factors that contribute and combine together in order to achieve the success of second language learning. To result in a favorable outcome, teachers have to devote a lot of time and effort to find the most appropriate, effective and satisfactory methods of teaching. One of the major problems we are dealing with is that not only everyday reality is affected by the new technology, but also the development of language skills started to depend on it. Taking into consideration that the number of English learners is increasing day after day, fortunately, more and more modern tools and technology devices are implemented into the process of teaching. Currently, teachers tend to use modern tools such as electronic devices, smartphones, e-learning platforms, worksheet banks, websites, videos, podcasts, applications, etc. All these inventions facilitate classroom environment and diversify learning activities.

2. The role of modern devices in English language teaching

The use of classroom tools which involve the new technologies is gaining more and more supporters not only in private schools, but also it made its way to the public schools, where foreign language lessons are more often supported by different digital materials.

The aim of multimedia usage is crucial, especially for the young generation of language teachers who understand and support the idea of technology in the classroom, on the contrary to the older generation which criticizes and underestimates its importance. Each lesson can be personalized and directed outside the course book. All students gain the opportunity to work with authentic language materials. Learners become exposed to the real world expectations and requirements connected to language skills, and therefore, they are more likely to understand new things and use their knowledge in a productive way.
More and more, students are eager to learn and they can stay focused longer during the classes, because the variety of materials available prevents boredom and the feeling of monotony. Nowadays' students are familiar with the way of collecting materials and useful information. The majority of them use devices as smart phones, tablet computers, personal computers at home.

Another important aspect is that students are being exposed to different fields and aspects of living so, their sphere of interest broadens as a result of it. Students can develop their own pace of language learning and use supplemental teaching platforms which help them to consolidate their knowledge and to use English properly.

I consider that modern technology in the classroom allows young learners to develop abilities needed in their future workplaces. They acquire practical skills such as research and critical thinking which are essential in our society. Their learning process becomes more efficient and self-directed.

3. Multimedia in English language teaching

The key role in eliminating boredom and the feeling of monotony from the classroom is occupied by videos, which support both the development of listening skills and the expansion of the vocabulary. While kids prefer watching animated stories with superheroes or cartoons, older learners are more likely to watch documentaries or travel journals. Lyric videos are very entertaining and give various options considering the fact that the teacher can use students’ favorite songs. As a result of such activities, students can experience the language not only aurally but also visually. It gives them a better context and insight into the natural use of English.

In order to enhance the quality of education and boost the effectiveness of second language teaching, a wide range of multimedia can be implemented. The routine of using only a course book can be easily avoided. Traditional course books usually offer gap filling and true or false exercises, which do not really give a sense of real communication.

4. Conclusion

The usage of modern technology devices can be an excellent tool to teach a foreign language. Such devices do not reject traditional methods or undermine their importance, but rather support and complete the whole educational process of teaching, learning and evaluating by offering alternative forms of spreading the knowledge and putting it into practice.

With the help of activities involving multimedia, the classroom becomes more dynamic and an interesting place which makes learning more efficient and pleasant. However, the implementation of such exercises depends on the presence of electronic devices in the classroom. Unfortunately, in Romanian schools, especially the schools in rural areas, it still prevents some teachers from trying new means of teaching a foreign language.
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THE ROLE OF THE TEACHER AS MANAGER TEAM OF STUDENTS

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Abstract

The essence of managerial roles of teachers in the classroom is the orientation and conduct of human and material resources available to the class and educational process at a time, to achieve the objectives, in conditions for maximum efficiency. Management is a process that determines the attainment of the goals of the Organization: the focus is on what makes the Manager and what results from his work.

The school is an institution specialized in the realization of education students, systematically, with specialized personnel, in accordance with a scientifically based program.

Keywords: planning, organization, communication, leadership, coordination, guidance, motivation, advice, monitoring and evaluation.

Introduction

He school is an institution specialized in the realization of education students, systematically, with specialized personnel, in accordance with a scientifically based program.

In the system of education and social education, the teaching must relate to those we educate, establish cooperative relations with their parents and with other stakeholders of society. He not only educates the Chair or in the classroom, but also through contact with each relationship children and parents, working a job growth and development, management and targeting.

The body of the article

In the educational-educational process, the educator is the central figure for the pupils. The main functions or managerial roles of the teacher can be grouped into the following components (Iucu,R.- 2000):

a) planning;

b) organization;

c) control and guidance;

d) evaluation;

e) counseling;

f) educational decision.

Plan

It refers to the writing of written documents, including a system of decisions regarding the objectives and the future means, actions, resources and stages for their realization.

We retain the main sub-planes:

a) analysis of the previous managerial cycle with the help of evaluation tools;

b) diagnosis of the initial condition;

c) weather;
d) Planning is the result of planning activity that needs to be flexible, with initiative. The most important problem of planning is the optimal correlation between objectives - resources - time.

**Organization**

Assume knowledge of the operative means, the place and role of each member of the pupil class, his / her ability to perform educational tasks.

A very good solution in organizing the school is the Internal Order Regulation. For the teaching staff, class manager, it is very important to prepare the materials as a support for the educational and didactic activity, to organize the ergonomic space of the class.

The teacher should have an interest in organizing, focusing on the priority objectives within a set of requirements, with a clear specification of the themes and responsibilities on the controllable terms.

**Control and guidance**

By way of control, the class manager looks at how the provisions of the regulation apply, which can help to identify the disturbances, deficiencies or bottlenecks that are in the way of achieving the objectives.

The control functions are:
- surveillance;
- Reverse connection
- to prevent possible educational crisis situations;
- creation and refinement.

**Evaluation**

In the context, the evaluation is the verification of the extent to which the goals and objectives of a managerial stage have been achieved.

The evaluation steps are:
- obtaining information through tools such as: statistical reports, analysis of written documents for the purpose of building a managerial database;
- statistical processing;
- Making appreciations.

**Counseling**

It is a special relationship, developed between the teacher (the class manager) and the student in need, in order to approve it, and it is normal that the master, the teacher who knows him best, can do the best.

The main phases of counseling are:
- clarifying the student's problem;
- formulation of the problem;
- intervention;
- conclusion.
Educational decision - from a managerial point of view, it is a process of selecting a line of action from a number of alternatives to reach a certain objective result.

Conclusions
All managerial roles operate in permanent interdependence.
The teacher's responsibility involves summing up several roles: teacher, parent, counselor. Effort is considerable and often requires much organization, dedication, patience and sacrifice.
Only the satisfaction that occurs at the end of the four years of working with students when the binder between the schoolmaster and the pupil is the only source of energy necessary to the class manager to continue this noble activity.

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THE NEED FOR USE TECHNOLOGY IN KINDERGARTEN

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Abstract

Digital education is a process but also is a tool by which kindergarten activities can have a positive impact on children and thus much better results. Being a part of new education, the use of technology in the kindergarten is no longer seen as a fad or as an innovating movement, it’s seen as a necessity. That lessons who is conducted with technology involve children actively, help them to assimilate information, and build up skills and competencies for the future world.

Key Words: preschool education, digital education, technology, change, Romanian education, software, etc.

Introduction

The new paradigm of modern education puts the child at the center of the educational act: in teaching process but also in learning and evaluation process, so it is intended to work with preschoolers by means of active techniques (participative, attractive and efficient) to fulfill their need for play. Using computer in kindergarten is a method in which all the elements listed above intertwine with the help of which childrens learns through play.

Technology is already part of everyday life, so it should also be a key issue in children's education. Our preschools have been born and grow with all this technology, so schools also have to change with the times and adapt to the way the students learn the best. Classrooms in Western countries or other continents already have and are already implementing technology solutions to make learning more effective through various software and gadgets.

There are many educational platforms and software on the educational market in Romania, but most are intended for general / high school students; less numerous being for pre-school children. Why? It is a question that we will answer throughout the article and we’ll try to find solutions and ideas.

Why digital education in kindergarten?

The CompTIA study showed that 9 out of 10 students believe that using technology in school / classes could help prepare them for their own future.

In the future, many currently jobs may no longer exist and we’ll need jobs that are technology-based or have a digital component, so for better adaptation and digital skills training, we propose using technology from early ages in the kindergarten. When we say technology in kindergarten, we do not refer that children must use tablet / computer for games, we refer to educational software for digital lessons and gadgets that makes children more involved.
One of the purpose pre-school education is to prepare childrens for school and for life (intellectually, physically, morally or emotionally, etc.). This is only achievable through daily activities within the group of children through integrated activities, freely chosen, complementary in which we often use the computer in the didactic means. Using this didactic-computer tools, children learn more easily and in a very pleasant way.

The need to use technology in kindergarten is also required by the changes brought about by the constructivist paradigm, with education technology / digitization, the traditional roles of children and teachers have changed. The preschool has become more active and more involved in his education, and the teacher has become more an intermediary and activity support than just a distributor of knowledge and information. Activities developed with help of technology can be adapted for each child, to his progress and style of learning. Through these learning tools, educators can offer children the ability to work and excel at their own level and pace.

The digitization of education is not a taboo subject for the Romanian preschool education, the teachers use educational platforms to make activities more attractive, but the weak spot in the implementation in kindergarten / class technology is the absence of these specialized software or the necessary materials (computers, networks wireless, etc.) especially in rural areas of this country.

Because of the fact that it’s hard to conceive, in terms of content, the age-specificities of the child's symbolic and preoperative thinking in this period (according to Jean Piaget), there is a very limited range of software on the educational market, so that preschool teachers only have to create and develop them themselves. A software for kindergarten children should only contain just live-colored pictures, images-representations that children have been appropriated (animals, plants, etc.), animism, sound, fun, interactive and more. These softwares have to be conceived as stories that have a logical storeies, like a game (this being their fundamental work) for better assimilation of information or better skills training.

Examples of good practice

In our didactic experience, we have developed and applied educational software with different results, and what we have seen useful for the other teachers will be synthesized below:

- the technology used in kindergarten must be attractive, fun, interactive
- a software must stimulate intelligence, curiosity, reaction speed, etc.
- although these softwares are used at any stage of the lesson, but from our own experience, we recommend that they be used for deepening consolidation and evaluation activities.
- the software must respect the children's particularities (including time - not to exceed 15-20 minutes)
- increased attention to the static position of children in front of computers
- total involvement of the teacher in the design of the software (knowledge, resources, time, etc.)
Conclusions

Using technology in the kindergarten is a way to increase and improve the quality of the educational act. In pre-school education of these times, digitization of education is a necessity, the computer being the one that supports the process of teaching-learning-evaluation, in support of the educator and especially in support of the children. This is not used to replace activity of the educators, or just for the free time of children. By using the computer, the instructive-educational process in the kindergarten becomes more attractive, fun, directly participative, allowing the assimilation of knowledge, formation and improvement skills, and especially the easier learning through the playing.

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THE IMPORTANCE OF SCHOOL MANAGEMENT COMMUNICATION
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SECONDARY SCHOOL ASUAJU DE SUS
MARAMUREȘ

Abstract
Managerial communication is an essential component of communication due to its immediate, direct and indirect impact on the evolution of the human community. It is present in all activities undertaken by the organization, is at the center of all actions, puts its mark on the results obtained, determining the success and the failure. Ensures the operationalization of management functions, the enhancement of individual and collective performance, the establishment of fair and efficient relations between the members both vertically and horizontally.

Key words: human specific activity, managerial activity, organizational communication, increase of quality, information.

Introduction
Communication in any kind of institution, but especially in educational institutions, is a very important problem facing today's society.

I present very briefly the importance of school management communication, its efficiency in the management of the educational unit. I chose this subject because of the importance of communication in personal, social, institutional life. I believe that it is an essential component of the whole activity within an organization, whether school or not.

The specialized literature is very rich in the treatment of this subject, the important proof. Managerial communication emerged as the discipline of management from the need to put at the disposal of the manager optimal means of interaction in order to fulfill its functions and roles. It then developed as a discipline, endowing the manager and organizational working tools. The first managerial communication courses were introduced in Harvard, Virginia Darden School and Dartmouth Tuck School in the USA in 1920. Gradually they become mandatory for the education of any American manager, imposing somewhat later in Europe.

The most important managerial function is the communication to ensure the stability of the organizational development, the premise not only of the stability but also of the organization's development. To make the right decisions, organizations need to continually improve their capacity to process and process environmental information. The typology of today's manager, who knows how to use communication as an instrument in all the managerial functions, especially in the area of organization, operational management, group formation and team development, negotiation and conflict resolution, control and not, ultimately, motivation.

I. Communication
The link between individuals in a community, among school organizations is communication, human specific activity. This makes it possible to know the views of the members of the community, to ensure the normal functioning of the organization. Hundreds of definitions have attempted to relay what communication, but, I think, the simplest is the
one given by the Latin translation of the communicator: to make known; to notify, to be, to get in touch with ... from a managerial perspective, communication is seen as a process of understanding between people, with the information transfer. Communication links us to others, helps us to understand each other. Communication can be defined in a variety of ways, expressing the various levels and forms of the human relationships that it mediates.

Communication is a complex process of transferring information via a specific channel between the receiver and the transmitter in a specific code. From the perspective of communication relations between individuals, it can be classified in interpersonal communication and organizational communication.

II. Organizational communication

It is a process, usually intentional, of exchanging messages between individuals, groups and organizational levels within the organization in order to achieve both individual and collective goals. An essential condition for the effective operation of any organization and the achievement of the set goals is the effective communication that occurs when the right people receive the information in time.

III. Managerial Communication

It includes a number of particularities that must respect the rules imposed by the managerial culture and the organization's policy.

Managerial communication is a fundamental process of mutual interaction where managers at any level send ideas, feelings, decisions to subordinates. This communication is a way in which people synergistically correlate their efforts, influencing and modifying perceptions, attitudes, behaviors, feelings, opinions of individuals and groups. In the major or current issues of the organization, both managers and subordinates through communication, discovers, discusses, agrees or not, accepts or rejects. Managerial communication due to its immediate, direct and indirect impact on the evolution of the human community is an essential component of communication. It is present in all activities of the organization, it is at the center of everything that it does, it strikes the results achieved, determines both success and failure. With major implications for quality and efficiency of management, managerial communication is an important tool for implementing strategies and changes. It is present in all aspects of the work of managers, ensures the operationalization of management functions, increases individual and collective performance, establishes correct and efficient relationships between employees.

IV. The manager's role in communication

In this context, the manager can act as a leader, representation figure, delegate person, informational role, monitor, disseminator of information, or decisional roles. In view of the objectives assumed, the manager must be a good communicator, using a series of transmission systems and communication processes. He has to ask, to answer, to inform and to inform, to listen, to consult, to document, to understand for the best relations with his superiors, his subordinates and his equal. The ability of the manager to motivate and lead subordinates, to prevent, to resolve conflicts appearing in the organization as well as to his / her power of persuasion depends on the quality of communication.

Studies conducted in organizations in emerging countries show that for a successful manager the share of communication activities is very high, accounting for between 50-90%
of his time. A manager uses, on average, over 70% of the time to communicate, this meaning to speak, listen, write, read. Depending on the hierarchical position of the manager, this weight differs.

V. The importance of managerial communication

Managerial communication is important because it creates a collision of behaviors and interests that make it easier to understand the organization's goals and boost employee integration. It also provides a participatory contribution to the manager of the institution, being a driver of managerial activity. The importance of this communication is also the fact that it becomes an integrating element and a coordination and control mechanism ensuring a climate of social efficiency.

The importance of communication is all the more important in today's society, being treated as both science and art. When does a manager prove that he is the owner of effective communication secrets? When respecting and implementing the functions of communication: informing, communicating decision-making, training, education, and motivating the promotion of organizational culture. Communication becomes effective when the manager manages to harmoniously combine these functions, foresee problems, barriers that may disrupt the communication process, provide transparency, and offer the interlocutor the opportunity to intervene. These functions must be understood in their interdependence: environment, system-managerial, operational context.

VI. Improving communication

For greater efficiency, managerial communication needs to be continually improved and refined. As to the directions of the actions used to improvement communication should be remembered as improvement of the oral and written communication style, choice of the most appropriate means of communication, giving more importance to the psychic peculiarities of the communication partners according to gender, culture, etc.

Going to a higher stage, improving communication requires the use of modern communication methods and techniques such as active listening, meeting as a short-term meeting of a group of people to solve informational and decision-making tasks.

On the managerial level, communication is an instrument by means of which the manager transmits and receives information and decisions, accepts or rejects certain solutions, plans, organizes, trains, controls, prepares and implements the change.

Conclusions

For any manager, communication development must be a permanent concern that addresses all the stages and elements of the communication process. Effective managerial communication increases the consistency of the message, the expressiveness of communication and the intelligibility of the communicated ones. The true manager - which also involves the human part in daily activity, tries to spare time for the dialogue, to ensure a balanced communication climate, to prove objectivity, to respond clearly, to take into account the opinions of colleagues, to communicate with them about the problems they are facing, and creates opportunities for feedback by asking for reasoning and supporting the point of view - communicates correctly and efficiently.

The manager of an educational institution must ensure with maximum efficiency the achievement of the educational mission of the school institution, in close connection with the
local community to which it belongs to the context of decentralization of education, increasing school autonomy towards the ministry and school inspectorates, and increasing dependence on local community resources. Conclude by recalling the following quote, found in one of the materials: "Almost every problem, every conflict, every mistake or misunderstanding has at the lowest level a communication problem" (- "The Communication Process," Prof.Liviu Rosca).

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ONLINE COMMUNICATION – ADVANTAGES AND DISADVANTAGES

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Abstract

Online communication skills have become more prominent and essential in the 21st century. However, there are pupils, students and teachers who can often lack the experience and don’t reflect the expectations of their job or the people they meet. Thus it has become necessary to learn these in order to gain proficient communication skills which will benefit them later on in work and social life. On the other hand, this comes with its shares of disadvantages since online communication has generated various problems which seem to increase as technology advances.  

Key Words: Online Communication, Education, Academic Use of Internet,

Introduction

Even for those who are knowledgeable with the use of the Internet, communication online can cause a lot of misunderstandings and in order to avoid such situations, pupils, students and teachers should be equipped with plans for a good online communication. The Internet is a strong area of connections between people and conversations which are all wrapped up by communication. One of the reasons for this it’s because it provides opportunities to everyone around the world with plentiful ways.

With a wide access to the Internet and other technological devices it was inevitable that they’ll become a part of many people’s daily lives including pupils and students. They have started to access a wide variety of information which they use for their educational purposes as well as entertainment and social life.

Many children however focus their attention on the entertainment part of the Internet and usually stick to it in unhealthy ways which cause them to forget that the Web is not only limited to that but it can open a path to many opportunities that one can take or be inspired by.

The purpose of this work is to showcase and provide a visible tunnel with strategies showing the advantages and disadvantages of such communication especially because nowadays the Internet has become a storage place for Information and Communication which should be imparted to pupils and students through a safe space.

The work will be presented in two chapters which will primarily focus on advantages and disadvantages of online communication in educational purposes and various strategies on each.

Chapter I: Online Communication Advantages

Due to the many advantages that online communication has brought for everyone, it’s not at all a surprise that this communication has become more popular than traditional communication. This has spread through professional means in jobs, schools and universities while others rely on it for more of a personal use. With such use this sort of communication
has brought people together all around the world. Some of the advantages for online communication are the following:

- **Cost effective and flexible.**

  Conferences services on the Internet are cost effective from a lot of perspectives as long as you have a mobile or internet connectivity. This can help students and teachers throughout the world in order to present their subjects and have various discussions. Due to its flexibility, communication can happen at any time.

- **Speed and time.**

  Ever since people started to use the Internet their workspace has become more proficient with the fact that Information can arrive fast to the intended target through conversations, messages or e-mails. As a result money is saved and it’s easier to contact a relative, business partner, colleague, etc. Face to face communication is also enabled nowadays with video conferences some of which are essential in communication companies.

- **Access to Information.**

  Any sort of Information can be accessed throughout the Internet through various news websites or videos which are more convenient than the traditional means of acquiring information. Online courses, instruction videos and tutorials have proved to be a very beneficial way for people to learn in the comfort of their own space.

- **Improves Education and opens more opportunities.**

  Online communication has brought many cases of students involving themselves in collaborative learning through online groups which makes them more active in the learning process. Their contribution and discussions helps with self-development and improves decision making. Schools have access to pupils and students easier and often through the use of the Internet presentations can be done, which has expanded the reach of the curriculum on a regional as well as international level.

**Chapter II: Online Communication Disadvantages**

While there are many benefits to online communication, that doesn’t come without its flaws. There are disadvantages in several sections of a business environment, educational and personal spaces.

- **The detriment of Online Learning.**

  Pupils and students can develop easier in smaller groups. In a group at school pupils and students may become competitive and strive to achieve better results for themselves. This can be a good stimulation for them can prove quite beneficial. Through online learning or communication a proper interaction cannot be achieved.

- **Online Learning lacks interaction with the Teacher.**

  Most spot on in universities, online learning often creates a single sided discussion which results more often than not into a monologue that pushes away the means to having a conversation/debate/discussion about the particular subject. Teacher-Pupil/Student relation has always been essential and cannot be easily overlooked. A teacher can become far more flexible from seeing the movement of the pupils and students, thus adjusting his teaching method in order to maintain their attention.
Online communication can cause misinterpretation. Video conferences and discussions despite their flexibility are not always available and cannot offer a full-fledged communication. On the other hand, face-to-face communication comes into play in order to shape a good communication between people especially with non-verbal cues. One major misinterpretation that’s often taken through online communication is by typing with capital letters which is often seen as a way of shouting.

Children growth without an educational environment

In a school, teachers carefully approach children with subjects and ways in which they can all participate thus developing their personality and growth. Online communication and information can often be dangerous due to the fact that it can bring isolation and in some cases cause growth problems especially if the information those children receive isn’t controlled by responsible adults.

Conclusion

With its ups and downs, online communication has become an educational tool that keeps growing. Through its use it can provide opportunities in order to develop as a person and achieve one’s goals in their life. Such studies however, should be conducted still as online communication keeps developing and advancing and it’s a powerful tool. Online communication and learning can become a sword in which case Education has to become its sheath.

Education should be Global, not Local

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ABSTRACT

School evolves in a positive way when the manager relies on the implication of every resource needed for the educational act. This way, following the specifics of a certain educational institution, we can realize if the manager takes into consideration also the institutional values regarding the organizational development. The organizational culture is the result of practical management activities, from the members relationship interaction and as an answer to the problems that appear both in the internal as in the external environment.

Key words: education, institutional development, management, teachers culture, values.

Introduction

A major role in forming and transforming the organizational culture is held by the leaders of the organization, who accept certain values and promote them among the collective. Team work is the ability to work together to achieve a common idea.

Organizational culture in school can be defined as ensemble of values, beliefs, aspirations, expectations and the behaviour outlined in time in each organization, that prevails within it and that directly and indirectly conditions its functionality and performances.

Content of the article

When people share beliefs, values, expectations and aspirations, the school organization can exercise much better the organizational planning function, having already immediate diagnosis, a subjective one most of the time, but one that can lead to development.

Organizational culture can be compared to an “iceberg”, mode of visible post (with secondary, derived components) and a hidden part (with primary elements). An analyses of an organizational culture can be done only based on obvious surface elements, from which, depending on the criteria, one can reconstruct the invisible part. The visible part includes symbols and slogans, rituals and ceremonies,”myths and heroes””, behavioural and fashion models, physical attitudes, the jargon used by the members of the organization. The invisible part includes the proper components of the school organizational culture. In order to determine these parts one should look at the interpretation and corelation of the verifiable, visible elements. From her one can find more alternative theories, that depend on the intuition and the experience of the analyser and also on the contextual origin of the components and their heterogeneous and even conflictual character.

More independent subcultures actually, create the organizational culture. According to E. Paun (1999) these are:
- the managerial culture-although it is a distinct type, by it self, is the one that is less obvious. Its shapes and contents are get insufficiently defined. The school manager has always been considered one among the others, an equal, not a superior teacher. This was due to the fact that he came from among teachers, but also due to the managerial function.
- the culture of teachers- for the culture of these kindergarten and primaru schools teachers, are a series of values like love for the children, job devotion, cooperation, while for the
teachers culture most often the dominant values are the one related to curricular specialization, academic exelences, competition and intelectualism. Sometimes conflicts may appear between the two cultures, the kindergarten and primary school teachers often feeling patronized by the teachers.

- pupils culture- represents an univers of values, rules, meanings and semnification, explicit and implicit, that are mostly constructed looking at the pupils interactions. The classroom is the crucible of this culture and relationships and the interactions between pupils are its its main source. Still, this culture is significantly influenced by the pupils relationships and interactions with the teachers and with the manager of the school, as well as the various interactions pupils have in the extracurricular environment.

The organizational culture of teachers is the most diversified segment of the school organizational culture. It includes substructures that can be sometimes in divergent, conflictual and competitive relations.

Cristea S. (2004) mentions that this concept expresses a certain level of "organizational health". From the methodological point of view, this depends only on the efficiency of the evaluated actions of the school, as an open system characterized by:

- The ability to interact with the environment;
- The ability to value entropy;
- The ability to solve internal conflicts;
- The ability to function on its own.
- The ability of self-regulation at the reverse internal connection level with the purpose of correction, improvement, adjustment, restructuration, reformation.

Conclusions

Organizing school as an open system assures the promotion and the maintenance of an open psychosocial climate, defined by high level pedagogical competences, high level pedagogical and social commitment, liberated management style, intimate air, positive evaluation, motivational stimulation of the staff. This mean the understanding of the general context and the particuly one of managing the development of the learning system and process. The manager is not only a profession at central, local or territorial levels. The manager stands for a generally human ability to understand the problems of the educational system, at their best, global, innovative way.

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TEACHING AND LEARNING WITH TECH- BASED TOOLS. WHY AND HOW TO DO IT

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Abstract

Technology is all around us now and it has reshaped the way we do things - the way we communicate, travel, conduct business, do shopping, etc. Naturally, technology has changed the way we learn and the world of education as a whole. Roughly speaking, technology has changed the way we look at learning in terms of time, space and goals or potential. There is a growing need for immediate access to information and feedback among today’s students and, as far as I can judge, digital technologies can help with that. Also, technology has made it possible for learning and teaching to be more individualized, more interactive, and more enjoyable.

Key words: technology, change, education process, interaction, growth

Despite not being a digital native\(^2\) (but a digital immigrant\(^3\)), I was quick to embrace the use of technology both in daily life and in the workplace/ in the classroom.

Whereas the benefits technology has brought into our everyday life are well-known and widely accepted, when it comes to relying on technology as a trustworthy teaching and learning tool, people in my profession feel strongly different.

Although apparently "75 percent of educators in the world think that technology has a positive impact on the education process"\(^4\), I feel that, in this country at least, too many teachers are still reluctant to integrating technology in the classroom, I mean to integrate it to such an extent so as to make a difference.

As far as I am concerned, embracing technology as a teaching and learning tool seemed to come natural to me. Due to numerous PD activities I have attended over the years - as well as due to extensive reading on the subject – I have come to understand that denying my students a tech-rich learning environment would be a failure on my side as an educator.

In very few words, it is only natural for children raised in a tech-saturated world to require a tech-rich learning environment. It is no longer a secret that the rapid dissemination of digital technology which started in the last decade of the 20th century has changed the way we think and process information.

Today’s students expect learning to occur more rapidly and in a more engaging environment, they rely heavily on visual input and expect to get instant feedback, they take great interest in learning new languages (English, in particular), to list just a few characteristics.

\(^2\) Digital Natives, Digital Immigrants, 2001, Marc Prensky

\(^3\) idem

\(^4\) www.teachhub.com

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So, if we want them to excel academically – and we do – we as educators should probably consider dropping teaching methods and tools we used to rely on and, for a change, use new ones which, apparently, are more likely to suit their learning needs and, consequently, more likely to help them achieve their learning goals.

Also, we the educators should bear in mind that school is supposed to equip students with skills, tools and resources that would set them up for a successful life outside of school as well. It just would not be fair on our side as educators to expect them to excel in a tech-saturated and ever-changing world like ours without having granted them knowledge of and access to more technology in the classroom.

More than ever before, as a result of constant and rapid changes in today’s world, people need to learn new skills, often on their own and, if they are already acquainted with using tech-based tools, it will only be to their advantage.

However, without underestimating the advantages presented above, what I discovered to be extremely valuable about digital tools is the fact that they enable people to learn at their own pace (or what we call individualized instruction), something which is pretty hard to achieve, especially when teaching in an overcrowded classroom.

In what follows, we are going to provide examples of teaching and learning activities which rely heavily on technology. Obviously, it takes more than this for a shift in attitude to take place, but the examples here are for everyone to try. In other words, we have selected tools which are user-friendly, likely to be available for use in many schools and, of course, likely to appeal to a large number of students. I have used most of them myself and, for the most part, received positive feedback.

Each and every suggestion below will be accompanied by basic information and guidelines so as to give teachers an idea on how and for what purpose the tool should be used. For further information, the reference materials can be consulted and, of course, any other material on the subject.

Last but not least, we thought it would be more practical and hopefully more appealing to the reader to have a top – a top 5, as you would expect.

So here is our Top 5 Tech-Based Teaching & Learning Tools

1. Kahoot!
   - It is a quiz-based learning platform that makes learning interactive, challenging and fun;
   - It can be used to review students’ knowledge, for formative assessment and also whenever we feel students need a break from more conventional learning activities;
   - Suits learners of different ages and it can be used for a wide range of school subjects;
   - It is free of charge and easy to use.

2. AnswearGarden
   - It is an effective tool in collecting classroom feedback (real time feedback), as well as in brainstorming activities;
   - Saves a lot of time.
- It is free of charge and easy to use;

3. **Prezi**
   - It is probably the most elegant presentation software which can be used to make presentations on anything;
   - It can be used by both teachers and students;
   - Suits all learners as it is visual, kinaesthetic and as sounds can be imported, it can be auditory too;
   - Good to develop students’ teamwork skills as they can create prezis together (in small groups) on a particular topic.
   - Great cross-curricular tool which links ICT with other subjects.
   - Prezi Basic can be used for free.

4. **Teleskop**
   - It is an application that was devised to be used by teachers to collect feedback from students at the end of a lesson (or after an assessment test);
   - It is easy to use both by teachers and students (all students have to do is open a hyperlink using their phones);
   - The feedback collected is honest and valuable as students do not have to reveal their identity;
   - It is free.

5. **Google Classroom**
   - It is an excellent collaboration tool which connects teachers and learners;
   - Allows teachers/instructors to create a class and invite learners (parents can also be invited);
   - Allows teachers to create, review and mark assignments;
   - Teachers can easily monitor student progress and provide instant and, most importantly, individualized feedback.
   - Students have free and unlimited access to resources and materials, which makes it possible for them to learn at their own pace;
   - Schools can register for free.

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THE DYNAMICS OF EDUCATION BASED ON KNOWLEDGE FROM THE PERSPECTIVE OF THE COMPUTERIZATION OF THE ROMANIAN EDUCATIONAL SYSTEM

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Abstract

The educational system in Romania is under the pressure of using the latest information and communication technologies to prepare pupils / students for a predominantly informational society. Such an ever-ascending domain requires the accumulation of information in order to be able to use information technologies with applicability in an extremely wide spectrum of post-educational life.

Key words: education, education in Romania, educational management, educational system

Introduction

The report of the 1998 UNESCO Conference on "Teachers and Teaching in a Changing World" outlines the crucial implications of technology integration in classes. The most important is considered to be "Transforming the teaching-learning process, in its essence, from the perspective of how the teachers and their students access knowledge and information. With the new information and communication technologies, the teaching profession evolves from training centered on a teacher-based mostly on teaching to student-centered interactive learning environments." (Daniel Joh-Information and Communication Technologies in Teacher Education, UNESCO, 2002).

In order to achieve this goal, it is important that teachers who are both active and ready to use IT tools and those in the primary education phase should benefit from the chances offered by advanced communication technologies. In Romania, educational reforms have failed to implement these programs, the school educational paradigm is almost identical to the one 100 years ago. So, the traditional wooden board has been replaced with the magnetic board, the place of the chalk has been taken by the marker, etc., but we have the same kind of educational process. Thus, computerization of education implies the creation of an interactive environment in which teaching-learning changes and introduces digital content, opportunities to access educational platforms, tools, collecting information and processing it quickly and efficiently.

By introducing the digital book that is more attractive, scientific information remains basically the same, only that it is presented so that the pupil interacts directly and becomes an active component of the learning process.

Therefore, in order to have an eloquent comparison with the countries of Europe, we need to be aware of the differences existing at the level of educational systems between them and the existing system in Romania. Clearly, for this kind of situation, we are aware that the process of computerization, digitisation is a long-lasting one, that requires medium and long-term training and strategy.
Content of the article

The changes that take place in all areas: scientific, political, economic, cultural, require that the young generation entering into this knowledge-based world will change its optics about the global economy and the status of education. The new society in which the trainable person enters should be based on the knowledge in which:

- The amount of basic information doubles annually,
- Thousands of technical and scientific articles are published every day,
- In the next three decades there will be more changes than they have been in the last century.

In countries with a developed economy there is a balancing from the industrial to the informational field requiring new skills for the labor force. Thus, information technology has created a large number of professions generating new jobs that have eliminated former professions.

In this situation school has to change its paradigm and to adopt integration of information technology in learning. In this regard, teachers, psychologists, researchers are required to provide alternative information or instructional modules that will adapt to new requirements, that will show how digital technology can create new learning environments. They will enable students to engage in their own learning process and thus they will be able to take on more responsibility in defining their own knowledge.

Obviously, there is already fear in Romania that traditional education through its running, accumulations are not enough for young graduates to successfully access a highly computerized society. There is a desire for change in the educational process at the level of decision-makers by applying computer technology to help create a knowledge-based education system.

The computerization of education in Romania is a "digital / adaptive pedagogical strategy at the educational policy level in the conditions of the cultural model of the computerized postindustrial society" (Criste Sorin, Pedagogical Dictionary, 2002, p. 182).

Thus, at the practical level, the process of computerization in the educational act supposes the capitalization of all the opportunities offered by computer technology to achieve the aims of education.

The post-December society was extremely open to this challenge, more through personal initiatives and efforts, many professions using the computer. In teaching, teachers had more than one program of their own design than programs offered by equipping schools with modern technical and teaching material. Progress has been obvious since 2000 when ICT has been introduced into the framework plans, through the education curricula, in 2017. Until then, computer science has been an optional school subject. The journey was difficult because it was initially needed to train teachers, to equip schools with the minimum of computers, to connect to the Internet, to set up computer science laboratories. These were the key goals of the education reform in Romania.

Other Goals:

- accommodating students and teachers with computer databases;
- developing training programs for teachers;
- youth training for lifelong learning (life / long / learning);
- initiating and developing a market for educational software;
- the financial support for such a project was intended to have the effects listed below:
- the pre-university education institutions will have a minimal endowment with computer technology;
- Internet access;
- development of educational software;
- rational integration of the computer into the teaching of the school subjects within the framework plan.

The SEI program was launched in 2001 by MEC. It consisted of a set of projects and activities geared to the ICT implementation. The strategic goals of the SEI program were:

- digital literacy;
- a modern information technology based on computers and internet - support of the educational system;
- the introduction of modern technologies in the pedagogical teaching – learning process;
- providing schools with complete IT solutions for the teaching-learning-evaluation process.

How did the school influence the computerization process?

This was done by:

- launching innovations in the teaching process;
- optimizing the existing situation in the school;
- abandoning the traditional approaches of didactic process under all its dimensions: teaching - learning - evaluation;
- redefining the role of the teacher;
- redefining goals.

The reform process has also changed the school institution from the point of view:

- material - due to the use of new equipment;
- conceptual - by changing the content of the programs;
- relational - by changing interpersonal relationships.

Teacher training was a strategic goal because "whatever qualities the educational means would have, we should not forget that they diminish an important component of modern teaching technology only to the extent that the teacher knows how to use them in the teaching-learning process and to ensure the increase of school efficiency "(Jinga Ioan, Istrate Elena, coordinators, Pedagogy Manual, 2002, pag. 371). Teachers decide when and where ICT means are appropriate for achieving goals at particular subject or student age.
Therefore, the ICT skills that every teacher should acquire in his / her success in teaching are:
- text processing;
- communication;
- general information procedures, web search, on-line tools;
- download procedures;
- specific knowledge of computer use for teaching-learning-evaluation.

Efforts continued through the "Internet in Your School" project conducted by The Sectoral Operational Program "Increasing Economic Competitiveness", "Investing for Your Future" co-financed through the European Regional Development Fund.
- The overall goal of the project was:
  "Facilitating public access to educational institutions in areas of market failure - rural and small urban areas disadvantaged from the point of view of access to modern means of communication - by increasing the use of ICT, supporting the connection to the Internet through broadband connection, as well as strengthening the ICT infrastructure ".

The main actions to achieve this goal were:
- Creating a Local Node (NLC) on the Internet for each of the 2446 educational institutions and 42 school inspectorates;
- Connecting the NLC to the LAN infrastructure of the educational institution;
- Creating a Regional Connection Node (NRC) for each region of the country;
- Connecting the NLC to the Internet and NRC;
- Ensuring connectivity between regional WANs and EDU-WAN organization;

Conclusions

The progress of the Romanian school in the difficult and long process of computerization and digitisation of the educational act was made with special efforts so that we can say that progress in the year 2019 is more than obvious, the Romanian school at the pre-university level offering to the university environment students with potential in the field of computer science.

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MY FRIEND, THE COMPUTER

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Extracurricular project for preschool pupils – introduction in IT field

Abstract

The paper presents how a group of preschool students learn new skills using educational computer software. Using computer in kindergarten should not be a scope in itself, but a way to improve the quality and efficiency of teaching, learning and assessment. Digital resources support their own learning. Throughout the implementation of the project, we used electronic materials such as: educational games, song auditions and stories, educational films about man and nature.

Keywords Computer software, preschool students, learning, multimedia, education

Although, it seems to be a complicated thing, even for many adults the using of computer supposes only the application of some well established algorithms utility programs. From this reason, the software designers are concerned more and more by the child’s need and his relation with the computer, regarding the obtaining of an interactive and in the same time stimulating learning. The computer is for child the ideal game / play partner, the learning at the computer has an interactive character, being based on the dialogue between the machinery and the one who learns. Furthermore / in addition, the introduction of the computer in the designing, development and evaluation/assessment of the nursery school activities offers new possibilities of information structure.

The entrance of informatics in school began with computer, which continuously improved and evolved. Progressively / Gradually raised also its capacity of using more and more complex softs, from storage and replaying the information, for algorithmic learning, till the heuristic problems solving and even creation. For children initiation in informatics / computer science, for the elementary learning at certain ages and typical situations it is used the computer, as unique means of learning. But the complex learning, solving of difficult problems and situations and efficient individualization mode compulsory the combination of the computer with other means. This way there appeared the multimedia systems, obtained through association of different technologies. As a distinct note, the efficiency of multimedia system does not insist on information learning, but on the operation with them, application in varied situations, combination, search, explorative learning, models simulation.

If the pre-school students benefit by a quality orientation even from the first years of life regarding the using of a computer, they will have the chance to enter the more and more complex world of information, but also to benefit by the satisfaction of using this information for its benefit. The role of the grown-up is to create competences of technology using and to select with discernment the programs for children. Taking into account the fact that the possession of a computer is not always at the handling of all the families, the nursery school should assure the access of pre-school students at the using of a computer, forming the necessary abilities. Although the researches over the effects of using the computer are still ambiguous, there have been emphasized/ highlighted some positive and negative consequences. The computer still makes the object of some arguments related to the
advantages of its introduction in all the aspects of existence and the idea according to which it could be a dehumanizing factor.

The advantages of using a calculation system are maximum obtained when the computer is used rationally both as time and as accessed date. Children need in the present context to be able to use rationally a computer and can be mentioned as positive aspects: creativity development, rising of school efficiency, existence of on additional help in homework performing, the possibility of using a communication means. Through the computer using in the kindergarten / nursery school, the child is helped to have a good pronunciation/speech, to visualize the graphical writing of some simple words, to identify it with the right term, to listen classes for learning foreign languages. By listening and speaking in the same time with the computer, the child forms easier a right pronunciation. Also, at the computer, the pre-school student can listen to songs, to play educational/ didactic games, to watch cartoons, documentary movies and children films.

Long time computer use represent a risk factor for obesity development, discomfort/tension at the back muscles level bad position of the spine (scoliosis, cifoses), nintendinites (characterized severe pain at the level of right thumb tendon extension, as a result of repeated button pressing during games). It favors the appearance of epileptic crises- photosensitive epilepsy is determined by “frequent flickerings” or by the rapid light images. With the help of educational software programs the teaching-learning-evoluation (appraisal) process of knowledge is more efficient.

Using of educational software in optional activities has benefic effects in all aspects, but these must respect a number of requirements: the used language to be accessible to pre-school pupils, the new terms must be explained, the tasks of the softs must be designed in audio format, clearly stated, in an accessible mode, that allows understanding of the task, the soft has to contain a pictograph that has role to repeat the task, in the case of not understanding of the requirement, but also a way of concrete exemplifying, the tasks must be diversified, to stimulate logical thinking, but also the other psychic processes, the educational soft must contain attractive tasks, to motivate the child to solve. The complexity degree of the task must rise gradually. There can be introduced also task that follow the reaction speed, as a result of requirements complexity rising.

It is said that the illiterate of the XXI (21st) century will be the one who will not know how to work at a computer.

The present project proposes to open for the child the way towards “the third literacy/alphabetizing”, with skills in educational and computer science domain.

Bibliography

MANAGEMENT OF INTEGRATING HUMAN RESOURCES

Grosu Aura, Liceul Tehnologic Ruşeti

Abstract: Through human resources strategies, the educational institution can produce individual changes that can be transferred by staff and in the wider environment. Providing, developing, motivating and maintaining human resources are priorities in the decision-making algorithm of a school organization.

Key words: human resources, management, strategic planning, effectiveness, benefit

Introduction

Human resources are the creative, active and coordinating element of the activity within the educational unit, they decisively influence the effectiveness of the use of material, financial, informational resources. Managers and executives of departments are required to give due weight to human resource management, as improving individual performance directly influences the efficiency of a school's work.

Chapter I: MANAGEMENT OF HUMAN RESOURCES

Human resources management ensures the need for employees in a school institution, by staff category, in order to carry out the activities and achieve the expected results. Human resources should not be seen as a component of the cost of production but as a cost-effective investment within the educational unit as the main agent in promoting education and performance.

"Human resource management materializes in the applicative plane through actions and processes that, to the extent that they operate in a coherent and convergent way" can guarantee the successful achievement of the individual and collective goals of an organization's staff. (Bush, 2015)

These objectives and processes mainly focus on human resource planning, recruitment, selection, staff integration, vocational training and assessment, evaluation, interrelationship, safety and security of work.

The development and implementation of human resources strategies is a specific act of managerial activity both in relation to the organization and in relation to human resources, which can become agents of change in the extra-organizational environment. In order to make correct decisions in the field of human resources, the managers of the school organization must consider a complex set of factors related to: the objectives pursued by the organization, the characteristics and the individual needs of the employees; the traits of the external environment in which the organization evolves.

Achieving the goals of the organization, while ensuring the satisfaction of its employees, makes it necessary to respect some principles regarding:
- ensuring equal opportunities for all employees of the organization;
- observing the right to information of each employee;
- ensuring proper rewards;
• supporting professional development for each member of the organization.

A successful human resource management aims at efficiency, change, development - on the following key areas:
• attracting human resources that the organization needs;
• developing human resources in the organization;
• motivation of committed human resources;
• maintaining human resources that meet organizational requirements.

Chapter II: STRATEGIC PLANNING OF HUMAN RESOURCES

Strategic Planning of Human Resources "is a process of predicting the activity of the school institution that allows it to have stability, to quantify and to maintain a permanent link between the human resources and the proposed strategic targets." (Vlăsceanu, 1993)

Advantages of Strategic Planning of Human Resources:
➢ it is a particularly useful tool in managing organizational changes;
➢ indicates the influence of human resources strategies on the overall strategy of the organization;
➢ allows to maintain a flexible organization of staff;
➢ human resources are used in a much more efficient way;
➢ reduce personnel fluctuations.

The main steps that need to be pursued for a strategic planning of human resources are:
• analyzing the mission of the institution and the organizational culture;
• analyzing the objectives, policies and strategy of the institution;
• analysis of the external environment in which the institution operates - what are the opportunities and threats;
• analysis of existing staff (assessment of strengths and weaknesses) and estimation of human resources needs in the medium and long term;
• setting human resources objectives, policies and strategies;
• implementation of human resources plans.

In conclusion, the strategic thinking in the field of human resources assumes the assumption of clear principles and goals regarding: the present situation in the organization, the horizon the organization wishes to achieve, the solutions that can ensure.

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THE BEGINNING OF THE DIGITAL REFORM IN A ROMANIAN RURAL SCHOOL

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Abstract
The Romanian School after 1989. The education system faced a great challenge. The question was: what we learn and how we learn. The pressure was very strong: from the economy (application of new technologies), industrial interest, commercial interest. Education was to face the training of the digital workforce, but also the increasing demand from parents to introduce a new school subject, even an optional one, in the field of information technology. There were timid beginnings of the reform in the field of informatics. That's where we started from and that's where we are in the computer age now.

Key words: education, communication, digitisation, computerisation, educational system.

Introduction
Year 1990. Certeze Gymnasium School, Satu Mare County, Romania. Classrooms equipped with classical wooden desks, which, as one member of the Certeze-Gieres Friendship Association (France) noticed, reminded of those of France in the 1950s, desks which kept the traces of boredom or chewing gum, for the happiest.

As you have noticed, in the sentence above, it appears the name of an association resulting from the union of Certeze in Romania with the city of Gieres in France. The school was part of this association. One of the 2001 projects, which brought the most valuable help in the educational field, was the donation of the 20 computers made by the Family Allowance House in Lyon, France. This has enabled the development of the informatic embryo, by setting up the first rural Computer Room in the area and, I think, the first in the county, too. The new computer room contrasted strongly with normal classrooms. Communication became easier and faster also because the City Hall was paying an internet subscription. The computer revolution reached Certeze, Romania !!!

Content of the article
We started with these lines to emphasize the fact that at that time, in Romania, there was an impressive number of unions with towns in Western European countries. All these associations have also contributed substantially to the pedagogical act of the Romanian education, through all kinds of projects: exchange of experience (a fashionable expression in those times) materialized by visits of students from our school in France and excursions of French students from Gieres in the Certeze village-Romania, donations of school books and textbooks and, for the school community, the substantial contribution to the asphaltling of the school's sports field, the purchase of a minibus, which laid the basis for the pupils’ transport into their excursions (later the Ministry of Education in Romania purchased for schools minibuses for students to ply).
Let's get back to the computer part of the topic. In the same year, 2001, the Ministry of Education started on May, the 3rd, the "Informatics Educational System" Program, which stipulated the endowment of the schools with computer laboratories. Many years have passed until it was the right time for the school in Certeze.

But until then, students have benefited of the computers donated by the French association. Monitors were monochrome. We also had a mouse (with a ball). The operating system was Windows 386. When time allowed us we ventured to games, too. I think we liked Pac-Man, even the monochrome version, the most. Slowly, we began to make friends with computers. Every day we discovered something and we enjoyed being together: teacher-pupils.

Based on my specialization in Technological Education, I followed the advice of our specialist inspector. "Dear colleagues, the number of hours allocated to this school subject will be reduced (2 hours at the beginning and then only one). I suggest, for your sake, to begin to learn the mysteries of the computer. It will be of great use for you. " We did not even imagine at that time how right he was. The program allowed the establishment of an optional school subject. The most common name of it, in most schools, was “My Friend -The Computer.”

I have come to sustain my first teaching degree with a scientific work entitled "Technological Education-Computer Assisted Lessons". Four assisted classes, each with a teaching-assessment lesson, presented in PowerPoint.

Year 2017. I left behind, with lots of regrets, the school where I had spent 26 years. My job went into activity restriction. Following the mobility steps of the teaching staff, I got to another school in my home town (to my former school, I was commuting 5 km).

I was going to teach Technological Education. I also had a leading position in my new school. After the first days of accommodation, I asked about the computer lab. Everybody smiled. Then I found out that because of the lack of space and in order to work in one shift, the laboratory was disbanded and the computers were distributed in classrooms. I was initially sad, but when I saw that they were used with a video projector, in the teaching act, I said: “That’s not bad.”.

At the end of the school year, I proposed to the Council of directors of school a reorganization of the space for the auxiliary teaching staff. We set up a classroom in the accounting service room, where we transferred the students from the computer lab that was to be equipped with all the necessary things. We purchased complete desktop computers and restarted the computer lab.

Just in time. The Ministry of National Education approved through the OMEN 3590 / 05.04.2016 the new framework plans, which included, among others, that a new school subject was to be introduced in the school year 2017-2018: Informatics and Information and Communication Technology-ICT. The Order also specifies that the framework plans will be applied gradually, and that in the school year 2018-2019, Informatics and ICT will be introduced to the 6th grade, in the school year 2019-2020 to the 7th grade and in the school year 2021-2022 to the 8th grade. The beginning is good. The teachers can choose the textbooks, which are accompanied by a CD. The textbooks are posted on a website of the Ministry of Education. Attractive digital format. Images and video audio content. First
semester - ICT and in the second semester - Computer Science. For the first time, computer science in a program and in a textbook destined to the secondary school students.

But, because there had to be a “but”, in the textbook chosen from the same publisher for the 6th grade, the digital format, the video content and the interactive activity disappeared. However, it is a good textbook, which may be improved in the years to come.

At the same time, for teachers who teach this school subject, The Teaching Staff House invites teachers to attend a course on introducing this new subject. I attended the course with pleasure, we learned from our colleagues, specialized in Computer Science, new methods of teaching the subject.

Conclusions

This experience, I believe, is common to many teachers in the Romanian educational system. A great number of specialists believe that we should not ask ourselves whether training is improving by using computers, but how to use, in a better way, the unique qualities of computers. These unique qualities are represented by computer interactivity, the precision of the operations performed, and especially the fact that it can achieve a meaningful and differentiated interaction with each student. The use of computers leads to the discovery of unique qualities in humans and people become more humane (J. Hebenstreit, 1988).

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DIDACTIC CONTEXT OF INTERCULTURAL EDUCATION

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Abstract
The national, ethnic, accepted and lived identity is the landmark of accepting, assimilating and respecting the culture of other communities. In social-historical conditions of demographic mobility, the coexistence of nationalities is ensured and guaranteed by a favorable socio-political and pluricultural environment. Under these circumstances, intercultural dialogue only creates the optimal support for good coexistence.

Keywords: Intercultural, education, dialogue, perspective, communication

Introduction
In the context of interference of cultures, intercultural dialogue creates openings for mutual knowledge of community members through their own values, acceptance and observance of differences.

The cultural foundation of education provides the basis for our reporting to other countries, peoples, nations, ethnic groups. The coexistence of nations, peoples, ethnic groups implies the coexistence of their cultures objectively.

Intercultural Dialogue and Contemporary Education

Interethnic communication has social, economic, political, cultural interests as a mobile and is based on cultural dialogue. Intercultural dialogue facilitates relations of collaboration, understanding and social harmony by supporting duality of identity / alterity, motivating the individual's need for identity and its correlative, the need for alterity.

From a psychological point of view, the need for identity (ethnic, cultural, linguistic) is a condition of human psychic balance, and the need for alterity, reporting to the other, ensures the possibility of intercultural dialogue. Identity and alterity are inseparable and should be treated as such because they express the essence of human being as a cultural being.

By using principles such as tolerance, mutual respect, equality, the school will be able to highlight the cultural differences and the spiritual values of the students, referring them to the general values of the community. Thus, the objective of intercultural education could constitute an attempt to break out of cultural centrism by creating an intermediate space between two cultural codes.

Intercultural reports bring new positions to cultural realities, determine the extraction of new meanings or the new meanings of the same cultural symbols from the perspective of changed references. Intercultural means therefore interdependence, reciprocity, exchange, and the two dimensions of cognitive knowledge and experience (subjective, relational) come to emphasize the dynamic connotation of interculturality. The first dimension
is to acquire conceptual areas that would allow for better integration into everyday life, to give up prejudice and stereotype, to develop a form of dialogue that would allow communication in a different world. The other dimension is about how to live in a certain way, accepting otherness, cooperation and mutual understanding.

Establishing the perspectives and objectives of modern intercultural education implies also specifying the meaning of the term "education". It has its etymology in Latin "education, education" - to nourish, care, grow with reference to humans, animals and plants. It is trying to deduce its significance and from another Latin term "educo, educere" - lead, lead, both being considered correct. Education thus refers to a complex process of transforming man from a primitive state - the state of nature, to an evolved state - the state of culture, thus defining education in a cultural and intercultural context.

Intercultural education is one of the "new education" defined as a formula that corresponds to a paradigmatic change of the educational act in favor of innovative learning. Values advanced by new education are specific to contemporary society: peace and cooperation, tolerance, democracy, communication and the media, change and development, etc. These values enrich the axiological content of education by making it more dynamic and orientate the sense of education from the classical multidisciplinary model to the interdisciplinary model.

Conclusions

Consequently, curricula have been linked to the diversity of cultures and cultural interactions, thus promoting a new mentality that illustrates that society's development comprises two dimensions: culture and education.

Intercultural education is a response to cultural pluralism that constitutes a synthesis of defining elements of a certain space to constitute a moderating environment in order to build a new civilization. This dimension is cultivated by the school, which best perceives that all cultures are equal in their humanist approach, so they are not different but complementary, therefore the school will achieve a consensus between the national values and the cultural differences of humanity, forming them thus giving the pupil a national-universal cultural horizon.

Bibliography

MODERN TECHNOLOGY IN SPECIAL NEEDS EDUCATION

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Abstract

What does technology for children with special needs mean? The computer is a way of learning, resource, friend and teacher. Technology has the role of maintaining, remodeling and adapting the learning process according to the pupil’s school level. Students with autism, Down syndrome, cerebral palsy and speech delays can “speak” through technology, assistive communication technologies being a constantly growing area.

Keywords

Assistive technology, disabilities, special needs education, technology

Introduction

We live in the age of technology. It is an essential part of everyday life, including the educational system. There has been much debate on whether the effects of technology have been beneficial or not. Technology certainly makes life better, but it can also be harmful.

The most important cons of using technology are that it can lead to health problems, it has created a lack of privacy, it can be addictive and it isn’t cheap.

In this article, I want to highlight the pros of technology regarding special needs education, which I noticed in my 12 years experience as a teacher working with special needs children. I consider technology a friend and an ally, and I want to emphasize the importance of using technology in my classroom.

Content

1. Assistive technology in classrooms.
2. Communication and interaction
3. Individualized Learning
4. Virtual Reality Learning
5. Teachers can create an exciting way to educate students and also prepare them for the future

1. Assistive technology in classrooms.

In my school, every classroom has a computer that helps students with special needs in the process of learning. Assistive technology improves reading, listening, writing, memory, mathematics, social interactions using a variety of apps on touch screens computers, tablets or even phones. Visually impaired students use screen readers, joysticks, screen magnifiers, alternative keyboards, text-to-speech voice recognition software and braille displays.

2. Communication and interaction

Communication is one of the most important skills that a person with disabilities needs to constantly improve in order to adapt to every day life. With the help of computers, specialized programs, private entry / exit devices, some of these children today can write,
count, act on objects, communicate with others, follow a practically normal school course. The computer gives them the ability to draw icons, letters or groups of words, associate them in an intelligible message and print them to a printer or listen to them through a voice synthesizer. Some tools, such as the KINDA Multimedia Activity Generator, allow extracting - in the course of a school activity - urgent messages with pre-coded phrases. Technology becomes the voice of children with special needs, such as Alex, an autistic 16 years old student in my class. He communicates various messages with abstract content using apps like ChoiceWorks, Agnitus -learning games or simply writing what he wants to say on Office Word.

Also my students are discussing different topics outside their classes with other students of the same age as they, using social media platform such as Facebook, Youtube, Pinterest, Twitter, Yahoo and Instagram.

3. Individualized Learning

Every pupil, with special or typical needs, learns at his own pace. My class is made up of 15 students, ages 13 to 18, with different degrees of disability, so they need different learning ways. Using technology helps me cater my lessons to individual students needs enhancing the learning environment for all of my students. So I plan different learning activities, which I present at the same time to all my students. The lessons thus developed create a pleasant learning environment, offering equal opportunities to all students, regardless of their disabilities.

4. Virtual Reality Learning

Working with special needs students, I always have to bring intuitive materials in my classroom. That is absolutely necessary in order that my students learn the contents. Technology allows me to bring the whole world into my classroom, through virtual reality. We can see whatever we want, we can hear whatever we need and we can be wherever we want and need. Realistic immersion in virtual environments provides learners with a richer understanding of the material. So from this point of view, technology is not so expensive.

5. Teachers can create an exciting way to educate students and also prepare them for the future

Integrating technology into my classroom lessons, gives students the opportunity to work with images, videos and other graphics. It is easy for me as a teacher to create an interactive learning environment, increasing the interest of students in developing their own skills and in education in general. Also having computer skills, knowing how to work in different applications and programs, offers future adults with special needs a huge advantage in finding a job, becoming an adult that society no longer counts as a burden, but an active and productive member.

Conclusion

In my experience, the benefits of using technology in my classroom outweigh the cons. Using technology in my courses, learning becomes interactive, modern and enjoyable.
for students. Technology clears the boundaries of deficiency and offers pupils with special needs equal opportunities to learn and find a job after graduating from school.

I will continue to use technology in my work, and I will try to constantly update my knowledge in this domain, so I can offer the best to my students.

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THE IMPACT OF ADVERTIZING ON THE CONSUMPTION BEHAVIOUR

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Abstract
Marketing is at the same time an art and a science referring to the exchange process whose goal is on the one side the ensuring the fulfillments of the needs of clients and at the same time the obtaining of an economic efficiency, i.e. a profit by the companies. In order to meet these goals any company tries to promote its own offer using several strategies which it combines aiming to obtain the promotional mix.

Key words: advertising, company, market, profit, promotional.

Introduction
One of the major goals of any company constitutes the satisfaction of the maximum fulfillment of consumer’s preferences.

The consumption needs generally refer to the needs, necessities, aspirations of people with regard to the acquisition of a product or service. These needs could be satisfied by the sale-purchase process, when the offer of products interacts with the demand, and the latter becomes achievable. Analyzing the financial possibilities of the consumers, for the purchase of large consumption goods, as well as with regard to the use of some services which should satisfy a series of necessities of a social, cultural, educational needs nature, the consumption in general and the touristic in particular, “meets the characteristics of an aggregate indicator, while its expression in momentary terms outlines the fact that its volume depends essentially on the level of income of the consumers and the price of touristic products.”(Minciu R., Economia Turismului (The Economy of Tourism), editia a III-a revizuita și adăugită, (Third edition revised and with completions), Editura (Publishers) Uranus, București, 2004, p.137.)

Content of the article
Taking into considerations some aspects referring to the decision of purchase of a good or acquisition of a service, decision which is taken depending on a variety of variables at the economic, social, cultural scale etc. the consumer behavior represents “all decisional acts achieved at an individual or group level, connected directly on obtaining and using goods and services, in order to satisfy present and future needs, including the decision-making processes which precedes and determines these acts.”(Balaure V. Op.cit. p.180.)

The behavior of the consumer can be analyzed as a consequence of gathering some experiences. The behavior of the consumer does not stop only at the sale-purchase act but implicates also other aspects referring to the choice of the product or service, the frequency, the interaction between seller and buyer. On the other side, an important element with regard to the consumption motivation is represented by perception. This consists in the “mental activity of noticing, understanding, judging etc. of the stimuli which can be achieved by the system of sensorial receptors. On the other hand perception is explained by physiological elements (the physical perception of the stimuli) as well as by psychological aspects (cognitive perception), i.e. the psychological significance attributed to stimuli. The most
important feature of perception is the fact that it is selective due to the peculiarities of the consumers, completing the need (Balaure V., Op. cit. p. 183.).

It is particularly this aspect of market research of adapting the offer to the necessities and the motivations of the clients which constitute the object of the marketing activity.

Advertising constitutes a promotional instrument often used in the sector of large consumer goods, representing at the same time a variable of psychological nature which acts upon the purchase decision for long term purchases. The decision to acquire a product may be influenced by a wide promotional policy and mostly by advertising whose purpose is exactly the one to inform the potential clientele and to outline the quality characteristics of the offered product.

Despite the fact that the request expresses a social need, influenced by the financial possibilities of the consumers, the sale-purchase act is the result of the confrontation between offer and request, being determined by factors which could change the attitude of the consumers towards a product.

All promotional actions a company pursues and implements, must have as purpose a good information of the clientele in connection the products and services offered. Thus, advertising, besides the role of information may also have one of influencing the purchase decision, a fact that can have a special impact in on the purchase decision.

The fact is known that the consumption needs cannot be satisfied but in the situation the offer corresponds to the ever more varied expectations, preferences, and exigencies of the consumers. The behavior of the consumer is various and the difference from one person to the other. The role of marketing is exactly that to satisfy and one side the consumption needs and also to obtain a profit. Therefore a series of techniques are used to stimulate the consumption need while the promotional activity is to act on the purchase decision by different means, having also the role to inform the clientele in connection with the existing products and services.

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Abstract: Competition exists when there is scarcity of a desired outcome. Individuals or groups are then positioned to vie for the attainment of that outcome. Educators collectively create a more or less competitive future by the way they encourage their students to think and treat one another. When a teacher introduce the competitive element into a situation it creates a sense of external urgency and drama. Competition brings a variable into the equation that shifts the participants’ attention from the task itself to attention to the cost of their performance in the task. “There is some subscription to the position that there is no such thing as healthy classroom competition”. While it can be debated whether competition should be incorporated in schools at all, it is a prevalent practice and will likely continue.\textsuperscript{[3]}

Key Words: management, classroom, competition, winning, losing

1. COMPETITION IN THE CLASSROOM

There are a few principles to “consider when judging whether a competitive classroom situation is more beneficial or less”.

First principle: competition for valuable outcomes will have more detrimental effects on a class than competition for trivial and/or symbolic outcomes. There are essentially three types of “valuable or real” outcomes. They are:

a) material things of value - this includes privileges that have a substantive impact;

b) the teacher’s conspicuous and/or lasting affection;

c) recorded grades. When the teacher gives students a meaningful reward for winning, the winning becomes important, and he makes a statement that students should care at least as much about getting the reward as they do about the quality of their effort.\textsuperscript{[5]}

Recall the discussion of motivation: when the teacher does this he has extracted the intrinsic motivation from the situation by introducing an extrinsic reward.

Second principle: the shorter the life of the competition the more likely it is to have a beneficial effect. “The length of the contest increases its sense of prominence and decreases its sense of intensity and fun - both undesirable effects”.\textsuperscript{[11]}

For example, if the teacher keeps track of the number of books each student has read over the course of the semester and he posts the tally on the classroom wall, the initial effect may be an increased motivation to read. Initially the teacher may assume the strategy is effective. However, as the contest goes on he notices that students are reading books just for the sake of winning the contest and he will have an incentive to falsify the number of books they have read. Over time he will notice the competition is becoming less fun and increasingly burdensome. At the end of the year the competition will have produced one somewhat happy and very relieved student, many students who feel unhappy about losing, a good number\textsuperscript{[10]} who “will feel a little unhappy but highly relieved that the chart is no longer being held over their heads to shame them”.

Third principle: the leader of the competition must place a conspicuous emphasis on process over product. If winning is the point, students will take on a “just do what it takes” attitude. If students are encouraged to value the process, they will feel justified in staying focused on the learning outcome and feel assured that it is okay to put their attention into
quality as the primary goal. However, facilitating this mindset is only possible when the context itself does not place so much value on winning that the leader’s emphasis falls on deaf ears. The two first principles are prerequisite.

2. THE PLACE OF COMPETITION IN THE CLASSROOM

A thoughtful and intentional use of competition has its place in a classroom. Competitive contexts offer unique learning and growth opportunities. The primary goal in the classroom is to help students become familiar with the feelings and tendencies that can emerge and take a thoughtful and intentional approach to their participation within the competitive context. Teaching students how to deal with competition could be compared to sex education. The teachers are not endorsing any particular behavior; they are assuming that students may find themselves in situations where knowledge and a proactive mindset could be valuable. They should have a healthy and informed approach to it.

In most cases, the competitive context brings out feelings in students that seem natural. In a sense, these feelings are natural; however, they are not going to lead to a feeling of natural happiness and peace (the natural condition). Students should receive guidance to see that feelings that competition brings out are normal and predictable but not necessary. Feelings such as worrying about losing, needing to win to feel good about oneself, needing the drama of the competition to feel interested, or being so worried about the outcome that one loses focus on the process are all normal but ultimately dysfunctional habits of mind. The teachers must help students recognize these normal tendencies and replace them with more functional thinking to guide their choices and define their state of mind during a competitive experience.

To accomplish “competition education,” a teacher incorporates three factors. First, make certain all competitive contexts are healthy. If he creates unhealthy contexts (he gets excited about or give meaningful rewards to the winners or he places a great deal of emphasis on the outcome as important) he creates confusing messages and undermine results. “Second, help students be aware of their competitive feelings in low stakes contexts.” Third, help students test their ability to stay conscious and intentional in higher stakes competitive situations.

Low stakes competition includes situations such as “looking for a ready group,” having students engaged in group presentations, or have them take part in small-scale competitive games. During these low-threat competitive contexts the teachers must be clear about the purpose of the competition (i.e., fun and learning, not winning) and help students pay attention to what is going on internally. When it comes to facilitating games, they have to be very direct, making the statement: “If we can play these games for fun, we will keep playing them. If we start worrying about who wins or loses or we start doing sloppy work to be done first, we will stop doing them.” If, the teacher gives minor privileges (e.g., getting to go line up first) to groups or individuals for being “ready” early, he needs to make it clear that they all need to be “ready,” that it helps the whole class, and the teacher is just using the game to emphasize an important collective skill. His message to students may be, “This is good practice for games in life. We are all capable of being the first ones ready; if your group is
ready first, great. If not, you made a good effort that helps us all. So we all win when we try our best.”

As the teacher raises the level of competitive energy he should help students keep in mind that the reason that he uses skills that they have developed in a competitive context is not to see who is better, but to practice how each of them does with a competitive learning environment. He is primarily testing his character, and only secondarily testing their skills. He is helping students learn how to perform under pressure, and to learn that one can actually perform in high stakes contexts without feeling pressured, anxious, or that their self-esteem is attached to the outcome.

As students grow in their understanding of how to take part in competition without losing awareness of the most intentional, functional and productive outcome, the teacher must be specific and proactive in the messages he send and the consequences he delivers. In each competitive situation, he has to keep in mind the following:

a) potential problems,
b) messages to resolve and bring awareness to those problems,
c) the actions that he will take if students cannot do it on their own.

In the classroom, the feedback and positive recognitions are reserved entirely for process-related performance and the quality of the participation. The students learn that winning is not the point, and losing is not a big deal. Neither winning nor losing is meaningful. What is meaningful is what the teachers learn about themselves in the process, how they treat each other, and what they learn about their skill level.

3. CONCLUSION

The teacher needs to remember that, in a class, games are for fun. Games and competition provide a combination of learning opportunities and a chance to play. What makes a game fun? The greatest indicator is that the participants do not fear the potential consequences. Teaching students how to play without fear of failure or letting their egos become too involved is prerequisite. Second, students can access the joy of the moment and have fun with the process. Involvement, challenge, adventure, and suspense all can feel fun if the students feel free and the situation supports fun over comparison. The influence of comparison will be a fun-killer. Fun during a competitive context occurs when the participant sees the competition as the game, and the fleeting reality, and the learning, relationships, and self-respect as the lasting reality.

The use of competition can produce beautiful results, but unless the teacher takes great precautions he will regret putting it in the hands of young people. If it seems harmless, it is because he does not perceive the threat clearly. While consequences for promoting a fear of failure are not the same as they would be if a student were to injure themselves with a power tool, the teacher needs to be just as safety-conscious.

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MANAGEMENT AND SELF-CONSCIOUSNESS

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Abstract
Both in theory and in practice, it is fully accepted that leadership style influences the results of management activity and the efficiency of the group's entire activity. In the literature, there are many approaches to leadership, some focusing on behavioral aspects, others on basic human personality structures. There are even more complex approaches such as the dynamic perspective, the perspective that reunites, the definition of leadership style, the attitude-motivational side and the behavioral side.

Key words: self-awareness, education, leadership, educational management, educational system, leadership style.

Introduction
Since ancient times, at Community level, important concerns have been highlighted in regulating relationships between people through rules aimed at protecting each individual of the community, the community as a well-defined entity or certain segments thereof.

The basis of these norms has always been the values promoted at different historical moments and in different areas of human coexistence, based on the dominant concepts conveyed in society about the source, value and meaning of human existence. Thus, a multitude of value-for-money pairs was created to direct the lives of individuals and human communities in accordance with the human ideal and the system of interests promoted at a given moment, from the multitude and variety of these pairs, detailing a category distinct, identified as belonging to the sphere of ethics: the sphere of morality. The nature of this sphere is given by man's problems, in relation to the meaning and meaning, value and purpose of human being, values, norms, attitudes and manifestations related to the categories of Good and Evil, all promoted, sustained and defended under the sanction of public opinion of your own consciousness.

"You do not have style but you are." (Mircea Cărtărescu)

In a general sense, style is its own way of being, behaving and acting of the manager in the process of leadership. The management style can be defined by the totality of the particularities characteristic of the manager's activity, the specific ways of thinking, acting and acting, the way in which he intervenes in the activity of the subordinates, his ability to adapt to the different situations, and appropriate techniques (Gheorghe V. 2018).

Recently, leaders in educational management and international business schools have advanced the "Learning Management Accountability Principle", which also identifies leadership as essential certification, emphasizing alignment with the core values of the United Nations. Leadership courses are important components of business education programs, even if they focus on management, finance, accounting, marketing or any other functional department. In spite of the majority, students who graduate from business school are placed in a situation where their success will depend on the applicability of leadership and management
skills. Previous research has supported a positive relationship between "inner knowledge and self-awareness" and, overall, the United States schools, leadership courses are used as tools to understand the success in leadership (Goleman 2008).

Van-Velsor, Taylor and Leslie 1993, in a review of the causes of the derailment of leaders, reported four areas of failure: a) problematic interpersonal relationships; b) failure to meet the objectives; c) team coordination; d) inability to adapt to transition and change.

Self-consciousness is related to all four areas, but seems particularly applicable to the individual with adaptive abilities to change. This is directly related to self-esteem and leadership talent (the standard model of scientifically-developed leadership skills and derailment factors) that are also part of the skills that leaders need to have for workplace success. In addition, self-awareness and self-evaluation ability are the basic principles for possessing emotional intelligence (Goleman 1998).

In many of behavior of a leader in different situations. True understanding of the art of leadership requires experimental learning by strengthening the social-cognitive, psycho-cognitive and ethical dimensions of the individual. So, for students to adopt and exemplify leadership behaviors, teachers should not only address cognitive knowledge, but also fundamental values and emotions. Although they are multiple and innovative, educational approaches that can be used to facilitate student learning in this area are challenging for teachers.

Despite the fact that definitions seem to vary, self-consciousness is a self-centered assessment process in which individuals carry out their own self-analysis in order to better self-knowledge and improve weaknesses. More recently, the need for self-reflection and self-awareness has been exemplified by numerous studies of emotional intelligence (EI). Goleman (1998) describes emotional intelligence as the ability of the person to demonstrate self-awareness, self-management skills, social consciousness, and social skills that manifest themselves in increased frequency and in the most diverse situations. This model of emotional intelligence described by Goleman is made up of 5 groups of 5 such skills. Each group is highlighted in terms of how the individual manages to evaluate himself and others.

Conclusions

Therefore, above intelligence and analytical capacity, leaders need to be able to understand and recognize their own emotions, which will allow them to respond to the needs of others and to establish the necessary relationships within the organizations they lead.

Despite the fact that these qualities may only influence to a small extent management and leadership, there are empirical studies that support the correlation between the emotional intelligence of leaders and their success in business.

Bibliography

LEARNING BY COOPERATION, FACTOR OF COHESION GROWTH OF PRIMARY SCHOOL

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Abstract

"Learning through cooperation takes place when students work together, sometimes in pairs in small groups, to achieve a common goal: solving a problem, exploring a theme, producing / creating new ideas and solutions in a given situation" (Dumitru, I. 2000).

"Group learning and cooperative learning are often used to designate the same thing. In fact, group learning refers to the study activity of a group of students - they may or may not cooperate. Cooperative learning designates a learning situation in which students work in groups with mixed skills and abilities and are rewarded on the basis of group performance. "(A. Woofolk, 2001, Educational Psychology)

Keywords: team, education, cooperative learning, active methods, teacher

INTRODUCTION

As we all know, we live in a society where the pupils' interest in school is getting lower and lower. From the earliest age, pupils have other concerns than school, so teachers use different modern methods and strategies, to various activities to attract students to school to make them interested in the subject.

I chose this theme because we believe that cooperative learning means interaction, good understanding and harmony at the level of a collective, the ability to communicate with others, to gain self-esteem and confidence in one's own forces. As part of the co-operation, the teacher plays a role as mediator, consultant, encouraging each member of the group to carry out its responsibilities. Within the group, pupils interact with each other, acquiring a greater receptivity in the accumulation of knowledge.

Advantages and disadvantages of learning through cooperation

Children are explicitly asked to train small teams to solve an exercise, work, project, etc. Children must share their tasks and relate to each other. As a team performs its part, the next takes over its responsibilities, compares and complements the information, etc. An important factor in cooperative learning is to capitalize on the knowledge already accumulated by the children and to create the possibility of acquiring new ones, to structure the acquired and the new information.
- is necessary to overcome the self-imposed restriction of interacting with children with similar cultural background;
- More and better ideas appear;
- Children learn from each other, not just from educators;
- Encourage personal contribution
- There is an appreciation of diversity;
- The child comes in contact with opinions other than his own, forcing him to keep an eye on them;
- Valuing colleague information in building their own knowledge;
- Social development is achieved, social skills are acquired: self-esteem, sense of identity and ability to withstand stress and adversity;
- Imposition of teamwork will not always succeed in integrating shy children with major communication deficits;
- The productivity of some children may sometimes decrease when forced to work with other children;
- The educator faces the need to achieve a compromise between efficiency and performance;
- Requires more time;
- Some children can dominate the group;
- It is possible to lose sight of the ultimate goal of learning, paying close attention to intragroup relationships.

**Methods and techniques of fastening and systematization of knowledge**

Analyzing the teaching staff's position in the face of training and learning issues, Professor Ioan Neacșu states that "educators are urged today to continuously promote effective learning rather than any effective but participative and active learning.

Specific to group methods is that they promote the interaction between students, their personalities, leading to more creative and more active learning with results.

*These methods are classified according to their teaching function in:*
- teaching-learning methods;
- Methods of fixation and systematization of knowledge and verification;
- solving problems by stimulating creativity.

**CONCLUSIONS:**

The demands of today's society require us to deal with the multitude of demands and responsibilities, to adapt to any situation that involves change. The new changes and profound mutations that characterize social life bring a series of challenges to education, changes that the child at the heart of this universe of knowledge actually feels.

If we, too, resort to cooperative learning, learning that involves observation, involvement and direct participation, then the pupils will learn these behaviors even more if they are strengthened by learning. Approval or disapproval by the group, rewards, recognition and acceptance in group or vice versa, marginalization and rejection by group members will influence the group's behavior.

**BIBLIOGRAPHY:**

The analysis of the curriculum education process is a work that highlights the interaction between teaching-learning-evaluation, essential aspects of the education process, a process that has a special meaning in the formation and development of the pupil’s personality in view of its social integration.

Keywords: development, evaluation, training, learning and teaching.

The process of education is the main subsystem of the system of education that has to make the students teaching and learning through designed activities, organized and directed by the teachers in accordance with certain rules and principles, in an appropriate context to methodical resources, suitable teaching materials in order to achieve the objectives of education. The process of learning is a fundamental function, aiming at the formation and development of student's personality in order to its social integration in school and society. The main parts of the educational process are: teaching, learning and evaluation.

- Teacher teaching constitutes the action of transmitting knowledge, but also coordination, facilitation and effort learning control submitted by students.
- Learning represents the activity of teaching designed by the teacher to induce behavioural changes at the level student's personality.
- The assessment provides information on the quality and functionality of the educational process as a whole and about its components.

The initial evaluation is carried out at the beginning of a training program and is intended to determine the level of training of students at this time, the conditions in which they can integrate into the next activity. It is one of the prerequisites of conception of the training program, the degree in which it possesses the knowledge and abilities needed to assimilate the content of the next stage, constitutes a decisive condition for the success of the didactic activity. This relationship becomes obvious when the teacher starts working with students whose potential he does not know at the beginning of a learning cycle or even at the beginning of a school year. (I.T. Radu 1983).

The objectives of this evaluation concerns knowledge of students' general learning abilities, the fact that they master the knowledge and skills necessary to understand the content of the programs that follows. Student assessment is done through oral examinations and, more importantly, by written tests. These tests make a diagnosis of student training and also fulfill a predictive function indicating the conditions by which students can assimilate the contents of the new training program.
The initial evaluation, although challenged by some teachers, has a clear purpose: to establish as precisely as possible some things absolutely necessary for each teacher to learn his teaching strategy at a particular class. The initial evaluation is made when a teacher takes over for the first time a college of students.

The simplest way to do it is to test. After the teacher consults the curriculum of the previous class(es) and compares it with the curriculum of the current class, he establishes the list of essential issues in the subject matter without which he cannot perform his/her teaching tasks in good conditions. Based on this list, the test items and response modes are formulated; unlike test exams, the initial evaluation test must contain such items that pupils' answers should be edited by the teacher if they master or not certain knowledge and skills that are strictly necessary for continuing the training.

After the application and correction, the teacher makes the inventory of the gaps and typical mistakes, based on which he makes a first group of students in the class to differentiate and individualize the training. Of course, along the way, depending on the evolution of each student, the situation may change, the students regrouping accordingly.

The summative evaluation is carried out through partial checks over the program and a global estimate of the results for long periods, generally corresponding to the school semesters or the school year.

The summative evaluation makes a survey both for students and the subject matter of which is subject to verification. Because of this, the summative evaluation cannot provide complete information about the extent to which all students know the content to be assimilated. Then the evaluation does not accompany the didactic process, sequence with sequence, and consequently, it does not allow its improvement until after relatively long periods and usually for the future series of students.

From the modern perspective, the summative evaluation is determined by specific contexts, built by all actors - so the students know what to expect - and defined according to the correction criteria established together. Thus, this joint teacher-student construction confers summative evaluation a real place in the educational process. So the essential requirement to make a fair and balanced summative assessment is to bring in the main actors - students.

Continuous evaluation, also known as formative or progress evaluation, applies throughout the course of the learning process. The purpose of this assessment is to give the teacher and the pupil a feedback on the degree of mastery of the subject matter and the difficulties encountered, or in other words, where the partial results are compared to the final projected ones. This control can lead to resuming the explanation, modifying some elements of the didactic approach, or organizing recovery programs. The functions that continuous evaluation performs are those of diagnosis and improvement of the instructive-educational process.

The efficiency of the learning process is the interaction between teaching-learning-evaluation. Each of the three sides of the learning process relates to each other in order to
enter into a real and effective interaction. The teacher works out the teaching objectives according to the pupils' age, selects the contents according to the class level, chooses and combines the methods, means and forms of organizing the lesson according to the students' particularities. The student relates to the teacher's intentions, adjusts his / her learning ability according to the explicitly formulated requirements, receives, processes and redefines the knowledge taught in a personal way according to his / her skills, capacities, interests and aspirations. The evaluation tends to become an integrated part of the educational process present on the entire process: initial, continuous and final evaluation.

Bibliography:
EDUCATIONAL BETWEEN TRADITION AND DIGITALIZATION

Mangalea Leocardia-Carmen, C.Ş.E.I. Buzău

Abstract

This paper analyses the main effects of children’s digital exposure on the cognitive abilities related to reading – information break-down, assimilation and interpretation. It is a subject of interest to both teachers and parents: the former have to make sure that at the end of the educational process children are equipped with the necessary skills that ensure functional literacy, and the latter must have accurate and sufficient information available in order to balance children’s level of exposure to traditional vs. digital means of learning.

Keywords: digitalization, literacy, cognitive, skills, reading

Introduction

This paper represents a critical analysis of the way in which the technological breakthrough of the 21st century, and in particular the subsequent digitalization of our communicational and informational means, has affected education with respect to the formation of certain cognitive abilities.

Our main interest in this subject stems from the necessity to be fully and accurately informed about the characteristics of the digital era and most importantly, of the effects it has on children with respect to the skills they need in order to successfully navigate current society. It is paramount that both parents and teachers are aware of these things, and that the educational system incorporates modern methods of teaching while fulfilling its purpose of developing life-long cognitive abilities.

The subject has raised the interest of the scientific world as well, however, we are still in the early stages of research when it comes to conclusive scientific studies. While that may be the case, we still have a responsibility to bring digitalization on the international debate scene, and adjust our methods accordingly.

1. The impact of technology

The impressive evolution of digitalized technology is reflected in the majority of our life areas. Today it is almost unimaginable to be engaged in something (a euphemism for “to live”) without first using our telephones, and then our computers, which is explained by the fact that they give us a vast informational pool. Secondly, they transcend other means of communication, giving the speed with which information is transmitted. In this context, the question arises, and for good reason, whether we (and our children) approach a lengthy written text like an article, a scientific paper or even a book, a novel, approximately the same way we navigate our Facebook newsfeed or inbox, and that is, by scrolling through them? As Nicholas Carr mentions in an article called “Is Google making us stupid?”, published ten years ago in The Atlantic:

“My mind now expects to take in information the way the Net distributes it: in a swiftly moving stream of particles. Once I was a scuba diver in the sea of words. Now I zip along the surface like a guy on a Jet Ski.”
2. Digital information: main characteristics

In education, research should not be focused necessarily on the optional format of information (printed or digital) or on consequences which are not strictly related to children’s education and development – the ecological debate, for example, is carried out in different areas of interest. In education, we believe it is preferable to focus on efficient methods of forming the habit of learning, to create the appropriate environment for study and to form the correct attitude towards it. By this, we mean the ability to concentrate, critical skills to analyze, filter and interpret information.

For the average adult that has had the opportunity to form the correct attitude towards reading and learning, the way in which information is presented does not have such a notable impact. The children of the digital area, on the other hand, because of their constant exposure to technology, are developing completely different skills.

Printed materials, perused in silence, in a less dynamic and stimulating environment, encourage a contemplative attitude, and the patience needed for lengthy and in-depth reading and learning. The digital environment takes its toll on our mind in a way that hinders the capacity to focus, to critically analyze and assimilate new information.

Firstly, because of the variety of stimuli, and we are not referring strictly to colors or ads inserted in the middle of what we’re reading, sometimes accompanied by sound; the screen is a strong visual stimulus in itself, much more engaging than a piece of paper, for children so much so than for adults.

Secondly, in the virtual space there is a specific re-arranging of information – the famous F pattern, for example, which, after lengthy exposure, almost annihilates the capacity for linear reading. The F pattern reflects the tendency of most digital users to read only the first few lines in full, then to skip part of the information, and then to just jump (or scroll) down to the bottom of the text.

More important, however, is the fact that digitalized means offer functionalities which a simple book does not have (like hyperlinks, add-ons, bookmarks etc.) – functions which, much praised as they were, offer a dynamic and utilitarian dimension to the act of reading and learning, and these limit the capacity to concentrate on a lengthy text, on its the informational content.

Electronic devices have found an eager audience amongst youngsters today, especially children. “We do not intend to stop this trend”, says psychologist Jim Taylor (Taylor, 2012), but should we perhaps slow it down? When it comes to younger learners, some experts remain skeptical whether they should use tablet or an e-book. Although research is still ongoing, it seems that such devices disconnect them from the real world.

Conclusion:

Digital information has specific characteristics, such as additional stimuli and functionalities, which can hinder the process of learning and the formation of cognitive skills like concentration, information filtering and assimilation. While it is indeed highly
recommended to use modern means of teaching such as digital boards, textbooks, tablets and so on in order to better engage our students, we must remain aware, at all times, that there are also shortcomings to an overly digitalized learning process, and that we must, nonetheless, develop life-long skills of learning in today’s children.

Bibliography:
THE ROLE OF THE EDUCATIONAL SOFTWARE

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Abstract

Educational software is a complex program, an interface that allows an interactive way of working. A software must provide the necessary information for a particular theme, it must ensure the interaction between computer and student and teacher. Computer use improves learning by: interactivity, the ability to deliver diverse and dynamic student presentations, widening the sphere of knowledge and motivating learning.

Key words: computer, interactive way of working, learning process, educational software, information technology.

Introduction

Information technology has penetrated into all areas and has also influenced the education system.

Using the computer in the process of teaching - learning - evaluation is a modern, interactive method.

Any educational discipline can use educational software because it increases the interest and motivation of learning.

Educational software is a complex program, an interface that allows an interactive way of working based on button menus.

A software must provide the necessary information for a particular theme, it must ensure the interaction between computer and student and teacher.

Classification: there are several kinds of software.

a. interactive learning software - communicates and presents interactive knowledge;

b. simulation software - presents the simulation of reality situations that the student can analyze to get some conclusions;

c. training software - to train some skills;

d. Investigation software - presents structured information for the learner to take his / her own information;

e. thematic software - presents different themes for widening the knowledge horizon;

f. Test / evaluation software - to administer evaluation tests;

g. utility software - there are different tools: tables, dictionaries, formulas.

The effectiveness of a software can be determined by several criteria: - degree of difficulty; - scope of coverage; - internal structure.

The educational software must allow the complete stages of a teaching act to be completed:

- contact with new knowledge;

- application of acquired knowledge;

- updating knowledge after a certain amount of time.
An educational software is useful for students if:
- theoretical information is structured in schemes, tables, images and has an attractive form;
- have references to previous pages for updating knowledge;
- contain a menu with options for additional information;
- exercises / problems / examples to be varied, sufficient, correlated with the curriculum;
- to verify both current and past knowledge;
- the proposed applications are varied and representative to deepen the acquired knowledge;
- accessible to all categories of users, based on their capabilities and abilities.

Following the use of educational software we found that:
- stimulating inventiveness, thinking, and speed of decision making;
- learner learns at his own pace, without emotion; - creativity, competitiveness and teamwork are stimulated;
- optimizes teaching performance;
- supports and facilitates learning;
- increase the quality of the didactic act;
- substitutes materials and teaching tools, some of which are difficult to obtain.

In conclusion, computer use improves the learning process through: interactivity, the ability to deliver diverse and dynamic presentations to the student, widening the sphere of knowledge and motivating learning.

The use of computer and educational software is a necessity of the educational process.

Bibliography:
COMMUNICATION – AN EFFECTIVE TEACHING

Mihai Florin
Scoala Gimnaziala Ion Rosca Cochirleanca

Abstract

When we talk about teaching, we’re talking about communication. Everything that’s involved in it from presenting, speaking, gestures, impacts the listeners and teachers who master their craft need to ready in order to mentor and instruct pupils or students since they were entrusted by them.

Key Words: Teaching, Communication, Imparting knowledge

Introduction

A teacher’s communication is both receptive and expressive. Teachers have become the core in imparting knowledge and assisting students in understanding by explaining things clearly. To reach an effective teaching, a teacher must have his thoughts clear in order to communicate properly regardless of the pupil or student’s learning style. A few effective communication skills for teachers are presented in this work.

Teaching as teaching effective communication act

“The dream begins, most of the time, with a teacher who believes in you, who tugs and pushes and leads you on to the next plateau, sometimes poking you with a sharp stick called truth”. (Dan Rather)

A teacher for a long time has been considered as a valued personality in a society since teachings are seen as a distinctive and demanding profession that cannot be taken lightly. Throughout history we’ve witnessed various countries and regions where the progress has always been defined by the level of education. However, communication isn’t always present through the means of words. Body language, also known as non-verbal communication is equally important.

The reason why teachers are regarded highly especially amongst students it’s because they are flexible enough to adjust to several types of communications one of which is called the two-way communication. This focuses on the feedback from the receivers which may or may not understand what the teacher is trying to express. Once this communication happens, a teacher can then switch his teaching method in order to explain things in a more shapely way.
In order to be sure that teachers are communicating well, there are a few things that one should be aware and seek improvement if need be. The best way to find out what we need or identify what we lack is to always seek council or advice from more experienced colleagues or acquire feedback from the students themselves in certain cases.

- Does the teacher speak clearly but not too loud and fast?
- Are the tone and the speed of the teaching to an acceptable level?
- Is there a two-way communication?

We must ask ourselves these questions and seek to improve them in order to achieve an effective teaching method.

A few other important skills and elements are the following:

- Communicating to parents – It’s important for a teacher to express himself and communicate in a writing report or verbally the situation of a pupil or student to their parents. A student’s strong and weak points must always be acquired and expressed in order to seek where they need improvement. It’s important to have people around a teacher receptive rather than defensive which can happen if communication is not fluent enough.
- Interacting with colleagues – Teaching is mostly done in a classroom which is pretty much isolated from the presence of other people but a good method of teaching is to always collaborate and share knowledge with others. All the school institutes are a professional learning and communicative environment that should encourage people to do lessons together and learn from one another. In this way many weaknesses within certain methods can be covered.
- Communicate a teacher’s caring – Especially in the case of young pupils, children are drawn into the concern and caring tones of other people as well as body language. It can thus transmit a genuine commitment which shows care for the pupils, something that they receive. A good relationship between teacher-pupil leads to a healthy communication which then leads to good progress which improves the learning environment.

**Conclusion**

Results can be obtained through each of the skills/methods presented throughout the worksheet. Communication skills and motivation can have a really strong motivation on the students since it improves the aspect of teaching and may inspire others to do the same. A teacher is one of the few people who can impact other people’s lives since they’re entrusted
but in order to reach this goal, an effective communication is required and that requires experience, determination, interest and practice.

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THE FRIENDLY SCHOOL

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Abstract

The phrase friendly school illustrates the fact that this particular institution has to adapt itself to a constantly changing society which brings about new and new challenges everyday. In order to appeal to its students, school has to provide a safe, transparent, and flexible environment. Moreover, the forces involved in the process (school – students – parents) have to unite and build a relationship based on trust and respect, which has as a final focus the creation of a free spirit, adapted to the society he/she is going to live in. This mutual development is the only one that leads to achieving their supreme goal – education.

Keywords: education system, friendly school, management, parents, educational goals

Introduction

The concept of friendly school has been coined by UNICEF and it refers to the level of the early childhood education. On a psychological level, it envisages in fact the identification of the children who are excluded and the means through which they get integrated in the learning process. Nowadays, friendly schools are part of postmodern systems of education, which focus on the management component in their organization, rather than on the bureaucratic aspects, thus developing a type of school open for everyone (Cristea, 2008). This particular openness grants parents the opportunity of getting involved and making a difference concerning the achievement of educational goals.

External implication

Today’s society seems to be more and more affected by paradigmatic and technological shifts which, voluntarily or involuntarily, have a considerable impact on school life. Therefore, an organization which promotes education has to find itself in constant change, permanently adapting to society’s challenges, and always finding the most efficient way of improving the social and affective relations with its students.

The model of a parent-friendly school is already used worldwide and consists of an active relationship, a partnership built through validated procedures and mechanisms. In this context, parents should be accountable but also willing to take part in the so-called lifelong learning program. Accordingly, the school institution would also develop educational programs for parents, in which they would instruct them to give up excessive authority, to listen to their child, taking into account his/her opinion.

In order to support this change within the education system, one has to become aware of the importance of parents’ implication in various activities as a means of not only placing some of the responsibility upon their shoulders, but also as a way of conjoining two forces.
which should reinforce the same educational message, instead of seeing it as disparate efforts of achieving the same goal.

It is also acknowledgeable that over the years, community’s voice has gained more impact on the school life. In the Romanian school system, representatives of local authorities and parents have a ratio of 60% in the process of decision making in the school board. This allows them to be in contact with all the issues that an institution encounters during the school year, and at the same time they can provide useful solutions to various problems.

In the past, there used to be a stereotype related to the education system as it should prepare students for exams and provide a large amount of information. Nowadays, the focus is on the student and the way in which the school curricula can help him/her to develop certain competences.

Of course, not all students have the same abilities or the same interests and this is sometimes reflected in their exam grades. However, there are many students with various talents who do not necessarily need to excell in two or three subjects evaluated in the finals. As a result, the system should focus more on developing students’ talents, instead of labelling, grading, and imposing limits on them.

This is why there is a strong need of change in perception on both sides. On the one hand, the education system has to become more flexible, transparent, and innovative. On the other hand, parents should get involved more, because they know their children better than anyone else and sometimes they can bring forth the strong points of the students, helping them integrate more easily in the system, without causing frustrations on both sides or putting so much pressure on students’ shoulders.

A friendly school is a school within which all students can develop their skills, grow, form new abilities, and why not prepare them for a future carrer. School should also provide the opportunity of gaining certain skills that can help students adapt more easily to the society we live in, which is in constant change and continuously raises new and new challenges due to the technological progress.

Therefore, it is of vital importance that all these seemingly opposing forces unite: school – students – parents. This union is the one in which mutual development is ensued, growth and learning are constructive for all the factors involved in the process, and at the end of it all three forces are interchanged, nothing being lost, everything being transformed in the achievement of goals, respect and trust.

Conclusions

All in all, one has to admit that today’s society finds itself in constant shift of paradigms, which sometimes leads to instability. This is why, it becomes imperative that school as an intitution provide reliable and durable relations among the forces that are involved in its functioning, by combining them harmoniusly, with the clear purpose of buiding a well-educated society, with mentally healthy members, well-adapted for life.

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THE IMPORTANCE OF LANGUAGE EDUCATION IN EDUCATIONAL - INSTRUCTIVE ACTIVITY IN KINDERGARTEN

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Kindergarten with extended program no. 23 Focsani

Human language represents the most important mean of relationship between consciousness and objective reality, an instrument of knowledge. It is the fundamental act of legitimizing man and his position on the scale of evolution and progress of living matter. Age and place of intuition of language and speech are those of first childhood synthesized with “good family upbringing”. Today those tasks are taken by kindergarten, place of high responsibility where the child is accustomed with listening, speaking, reading and writing.

Key words: knowledge, education of kindergarten language, language, age

Each man gradually learns from his first year of life the speech of people in whose midst he / she is living, the language spoken by those around him / her complying with some rules (phonetic, lexical, morphological and syntactic) specific to that language. We all try to express ourselves as correctly as possible, as rich and expressive as possible, to be proud that we are speaking Romanian language, to put forward its beauty and harmony.

In preschool age when the child's knowledge horizon is developing and enters into contact with the surrounding reality, the desire to communicate with others is strong. This desire is motivated by the fact that it wants to establish relationship with the other children, with adults, he / she likes to ask and give answers, to tell lived or imaginary stories, to express his/ her own insights by words. Practically from here it starts the speaking of the language and we, the educators, must teach them to spell correctly with affective and intellectual participation, the words of Romanian language.

Our effort, educator’s, must concentrate upon methodic and directed influence of developing the language in order to expand the child’s possibilities of investigation, knowledge and communication, the child must leave kindergarten with a luggage of linguistic knowledge and communication skills which allow him / her to communicate in a correct phonetic and grammar language, coherent and expressive.

During preschool period, you also must take into account the psychological aspects specific to the pre-school age which are closely related to the framework objects and of reference that can be achieved in language education with the content of teaching - learning with the teaching strategies used and the establishment of the evaluation samples.

Knowledge in preschool children is achieved at the level of sensations, of perceptions and representations of the entire cognitive content having a predominant concrete character.
Concurrently with intense development of perceptions and representations, information acquired by the preschool child become clearer and based on them there are developed other psychic processes of knowledge: thinking and imagination. The language of preschool child records qualitative modifications as acquiring contextual character to the detriment of the situational one that still persists.

Under phonetic aspect, the preschool is lacking the clarity and precision of the sounds that make up the words and under lexical aspect, changes are made in the sense of increasing the number of words in the degree of generality of notions and understanding of the meaning of the words. Regarding the grammatical structure of speaking, the transition to more complex and correct forms is being made. The preschool child builds simple and developed sentences or phrases.

Regarding the expressiveness of language, the child uses gestures, mimics, intonation to announce his / her expression. At pre-school age it takes place the widening and complication of relationship between child and surrounding reality which is also found in his / her oral language.

We often ask ourselves what children must learn to become competent contractual partners. De Villiers and De Villers showed that beyond mastering morphology and syntax, must be considered the science of mastering and participating in it. They synthesize this conception as it follows:

- To learn how to contribute to the verbal exchange in a ordered manner avoiding “verbal clashes”
- To learn how to contribute to the conventional exchange without dominating it.
- To know when and when not allowed to interrupt the interlocutor.
- To observe at the conversation partner the signs of exhaustion of interest for the topics of discussion.
- To learn how to master the verbal contributions so that to relate to what has just been said by the other maintaining therefore a general coherence.
- To learn to recognize the differences between auditors and to answer flexible.

In the kindergarten, children do not study grammar but they acquire the grammatical structure of language, namely to respect the rules of declination, conjugation, accord between different parts of sentence etc. because he / she has around him models of speaking, he / she is engaged to know them by games and exercised, is corrected when he / she makes a mistake.

Language stimulation is achieved through all kindergarten activities but not all of us can make interdisciplinary connections. Concretely, within the education activities of language through the method of interdisciplinary connections and the use of interactive methods makes an essential contribution to activation, enrichment and nuance of children's vocabulary through a series of new words and expressions as well as stimulation of their oral creativeness.

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THE ROLE OF THE SCHOOL-FAMILY-COMMUNITY PARTNERSHIP IN PROMOTING THE SCHOOL’S IMAGE

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Abstract

The school-family-community partnership is a complex process which takes place through the involvement of children, their parents, the school guidance counselor, teachers, the school principal, and representatives of local authorities in the learning activities based on modern teaching-learning strategies, which lead to good and excellent school results, but also help promote the school’s image and earn the support of parents and local authorities alike.

Key Words: education, educational management, educational partnership, modern learning strategies, promoting the school’s image

Introduction

The school-family-community partnership represents a current issue of schools, as emphasized by the educational policy documents and research made in the field of education. The national law of education, namely law 1/2011, with its current modifications and additions, specifies that the parents are the indirect beneficiaries of the educational process and, at the same time, they are involved in the decision making process of the undergraduate educational system. This is due to the fact that parents have the right to attend the Administration Councils of educational units, as well as the right to organize parents’ associations with legal capacity that then allow the development and education of children, but also bring advantages to parents, children, the school, and the community.

In the approach of this topical theme, I – as a school manager – have identified and researched the problem of the school’s image in the unit which I manage, with the purpose of correctly identifying the school-family relationship, the role of parents in the school life of their own children, the school’s strategies in attracting parents to said school life, the attitude of the school staff regarding the parents’ involvement in school life, as well as the establishment of the relationship between resources and the socio-economical environment of parents.

Promoting the school’s image within the community is a mark of a quality-oriented management based on clear proof of school activities and results, but most importantly of the educational services provided by the school and an example of the students’ training according to the requirements of the educational system in relation to the needs of society.

By critically approaching the issue of the school-family-community partnership from the perspective of the parents’ trust in school, we can observe that this is a vital issue in obtaining academic results, particularly from the psychological perspective of the direct beneficiary – the student.

I approach the issue of the partnership by referring to the following aspects:

- Chapter I. The theoretical aspect
- Chapter II. The practical aspect
- Chapter III. The obtained results
- Chapter IV. Recommendations

Chapter I. The theoretical aspect

From a theoretical standpoint, the school-family-community partnership presupposes consolidating the relationships between partners, their effective involvement in the educational act and
in educating children, motivating teachers to use methods which are adapted to the learning needs of children, having partners to support the school, in particular parents and the local community.

**Chapter II. The practical aspect**

From a practical viewpoint, I have done an objective SWOT analysis of the school which I manage by referring to the curriculum, the human and financial resources, and the relationships within the community. In this way, I have noticed the following weak points:

- differentiated methods, which should correspond to the students’ needs, are insufficiently used
- the parents’ lack of involvement in school life
- the community’s low level of trust towards the school
- the school’s deficient material basis
- the lack of a coherent strategy within the school, which would otherwise lead to the attraction of donations and benefits for the unit

In the managerial plan, I have designed strategic targets which should solve the weak points, which were obtained from a complex SWOT analysis, and I have promoted as a school strategy the school-family-community partnership. Alongside the teachers, I have projected partnerships with all the institutions within the community, but I have focused particularly on the partnership with the parents. I have involved the parents in teaching, evaluating, extra-curricular, cultural and artistic activities. Parents of all socio-economical backgrounds have been involved by being continuously present in school life, communicating their dissatisfaction, and being supported, understood, and appreciated.

We have discovered that homework which had not been done by certain students was the result of the fact that parents were not able to help their own children, we have been empathetic with both parents and their children, together we have overcome legal barriers regarding the internal school regulations which related to the parents’ access inside the school, we have respected the confidentiality of the children’s data and problems, we have come to know the families and their struggles in detail, therefore having the school become a place where parents have been listened to, understood, and respected.

**Chapter III. The obtained results**

The obtained results have been encouraging, but we are continuously improving them:

- school results have increased by at least 10%
- the teachers’ attitude towards the parents’ involvement in school life is a positive one when related to the cognitive, psychological, cultural, economical capabilities of each individual parent
- the teachers use differentiated teaching strategies when teaching and evaluating, as well as performing activities like Open Doors Day
- the community’s institutions are open owing to the tight bonds within the partnerships and they support the children’s education through various didactic means. Local authorities support the school financially and enjoy the students’ results, as well as the positive attitude and behaviour of both students and parents
- the school promotes coherent, open strategies with regards to the students’ education and the mentality through which the students are educated from the perspective of European skills, which are relevant to the modern society which we live in
- the promotion of the school image within the community and at a county, even national level through the creation of a school website to allow the unfolding of partnerships in optimal conditions, particularly under a public aspect
the establishment of a parents’ association to support the children’s education, but especially lead to the improvement of school results

Chapter IV. Recommendations
These recommendations have a guiding aspect, by relating to the psychological profile of the partners, the manager and parents’ experiences, the socio-economical profile of parents. Using one’s own example of decision making, of empathy towards those around you, of knowing and applying as an individual according to one’s own capabilities, is a sign of managerial professionalism and a coherent leadership strategy, in accordance to the saying Cultivate a person’s qualities so that they may drown their flaws.

Conclusions
The SCHOOL-FAMILY-COMMUNITY PARTNERSHIP is an efficient educational strategy meant to involve the parents and representatives of the community’s institutions in the children’s education, in school life, so that the results obtained become not only an advantage for the family, the parents or the school, but for the whole of society.

Bibliography:
THE ROLE OF THE TEACHER IN THE DEVELOPMENT OF THE STUDENT MOTIVATION

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Abstract

Motivation is the main system that influences human behavior and gives us access to the personality of the individual. From this point of view the motivation was and is very controversial in the literature. The purpose of this paper is to present the importance of the teaching staff in the development of the educational action from the perspective of developing the student's motivation and to achieve a clear distinction between motivation based on instinct and motivation that exceeds personal needs.

Key words: motivation, teacher, educational process, personality, student.

Introduction

The theoretical-methodological framework

In this paper I will make a critical analysis of the understanding of motivation and the meaning of finding the need that determines a potential or a state of preparedness to respond in a certain way in certain given circumstances. The subject chosen is of particular importance if we consider the personality of the teacher and the pupil, but especially the role the teacher has in relation to his / her ability to develop motivation. Analyzing this theme will provide a way to understand this mechanism, which can improve the teacher's work in class.

There are a multitude of theories that either too closely approximate the instinct motivation and the biological side, or it is considered to be "a superior mechanism that transcends personal needs, reaching a form of metamorphosis" (M. Anita, 2010). William James and William McDougall have argued that people have instincts to help them survive and that lead to social behavior, such as attitudes of pity, love, modesty. Psychologist Clark Hull formulates in 1930 a theory that primary impulses like hunger, thirst and pain cause tension and activate. McClelland believed that people with a strong need for achievement are generally those who are effective as leaders because they place achievement above the other needs that others can have. Abraham Maslow proposes a model of needs hierarchized in 5 stages: physiological needs, security needs, social affiliation needs, need for self-esteem, need for self-actualization. It highlights the fact that the more a need is more continuously satisfied, the
more likely it is. In Vroom's opinion, people are motivated to engage in those attractive activities (increased valency) and achievable (with increased expectation). In this context, stimulation refers to an emotional state, to the level of intellectual involvement, but also to physical activity. Yerkes and Dodson highlight the law of optimal motivation, pointing out that simple tasks require an increased level of motivation to be able to be accomplished, while difficult tasks require minimal stimulation to determine motivation for the solution. The pupil will act in the direction of getting the maximum reward under the slightest effort, each seeking the optimal level of stimulation. In order to achieve these, we need to switch from need to reason:

**Influence of the teacher in the development of the student's motivation**

M.Zlate believes that "the reason is the mobile that energises and guides the action." We can say that the reason has two essential roles: one that energizes (it mobilizes the energy needed to satisfy the need) and one of orientation and direction (guides the behavior towards the object what can satisfy the state of necessity). Thus, to say that a reason is positive, it must have anti-entropic effects on the individual (positive motivation), be beneficial for him, and at the same time have no entropic effects on the society, the people who are around the individual meets a certain need.

Student learning activity is triggered by the emergence of a reason that guides behavior in order to obtain the state of necessity, and in order for the action to be fulfilled, it is necessary for the reason to be active throughout the activity to satisfy, providing the necessary energy. Consequently, we can say that the motif has three functions: trigger, targeting, and supportive and energizing function. In order for the student to continue learning, he must be dependent on the intensity of the reason and the significance of the reason for him / her. Here we can illustrate the teacher's ability to find a balance between the student's inner states and behavior. The student will constantly resort to two comparisons: what he has invested in the education process, which he has actually obtained, and compares his / her own results with the results obtained by other students in similar positions. The teacher should give the student a sense of fairness, feel rewarded as the effort is made, so he is always motivated to choose the best solutions from a variety of possible solutions. Any activity that is intended to be motivating for pupils should fit into three basic concepts: valence, instrumentality, expectancy.

The role of the teacher in this ample process is to induce the learner a state of necessity towards learning, no matter how complex that need is. It has to identify the means through which a concrete form of learning activates and manifests a state of necessity, because the reason is not synonymous with impulse. This is because identifying a reason means finding the answer to "WHY?" However, a student's needs are not constant in his behavior, as they have a dynamic dynamic character. In any activity, be it gaming, learning, work or creative, children want to achieve a certain level of performance to get personal satisfaction, to improve or maintain the level of self-image. Students can be intrinsically motivated by the teacher to achieve performance in the sense of accumulating and correctly using as much knowledge as possible in the field of interest, although they may be motivated and extrinsic in the sense of obtaining visible results (grades / grades).
The importance of motivation

The conclusion is that any form of motivation is better than lack of motivation. It has been found that it is more effective for the student to think he has control over the results of his / her own actions. However, it must be borne in mind that an internal orientation must be associated with competence, personal efficiency and the chance to experience the success of the sense of responsibility and personal control.

Bibliography:
STUDENT CLASS MANAGEMENT THROUGH THE GAME

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Abstract
The game is a natural collective form that ensures the involvement and freedom to experiment. The game breaks the barriers between the players, makes them more attentive, more disciplined in solving the tasks. The game is a beneficial activity that gives us confidence in our own forces and brings us closer to others more than other school activities.

Keywords
Game, learning, freedom, involvement, initiative, harmony.

Introduction
I start by giving the definition as we find it in Ed Polirom-2006-Romita Iucu
"Student class management is a field of research in the science of education that studies the perspectives of approaching pupils and their dimensional structures in order to ensure the appropriate conduct for the teaching-learning-evaluation process.,

The class manager gets results through his students, but he must always be responsible for these results;
- Makes decisions about the end;

As a class manager, the teacher takes a series of decisions, but each time he needs to carefully look at where these decisions lead, what results and what effects.
- delegate responsibilities to students; in class there are a series of responsibilities met by students. The teacher entrusts them to those who have the ability to do them.
- trusts students; The teacher knows his students well, he trusts their potential and shows them.
- appreciate the pupils according to the results;
This behavior is particularly important.
Any misconduct on the part of the teacher leads to the loss of students' confidence, hence to the loss of communication outcomes and other consequences.
- looks favorably on students' initiatives;
In order to attract them towards the achievement of the objectives of the class, the teacher manifests interest in any initiative of the student, regardless of their importance. It remains important, first of all, the students’ desire to achieve their goals.
- passes from the authority of the function to the personal authority; the teacher must always be concerned with the transition from the authority of the listener and the master of the catalog, to the authority deriving from personal qualities: professionalism, fairness, determination, efficiency, wide view, etc. life has shown that the second authority is sound, withstand in time.
- Facilitates cooperation between students;
"Gilbert Leroy appreciates that the environment in which the child develops influences its evolution, and its behavior depends largely on the nature of relationships with partners" (G. Leroy - "Dialogue in Education", EDP, Bucharest, 1974).
So in the exercise of the teaching profession it is necessary to know and to orient the relations between the pupils in order to assure the pupils to carry out the learning and education process.

**GAME in teaching-learning-evaluation process**

The game is a natural collective form that ensures the involvement and personal freedom necessary for modern learning.

Inventiveness appears to cope with any crisis situation that a game may present, because it is understood that the student is free to reach the goal of the game in whatever style he / she wants.

The first step to the game is awareness of personal freedom. Before we can play, we need to be free to do it. While accepting the student's right to equality while addressing a problem, the teacher assumes a heavy task. However, the reward can be gre

**Collective expression**

For the teacher the problem is simple - he has to watch the free participation of each student at every moment. The teacher's task is to activate each student. The student can not always do what the teacher thinks he has to do, but if he progresses, it is enough.

Participation and good collective understanding remove fatigue and pave the way for harmony.

When competition and comparisons occupy a considerable place in activity, the student struggles for status, pulling others down or praising. Those who can not fight against tension fall into boredom.

Therefore, removing the competition from the student's concerns, we help him / her trust the work system and solve the problems.

**Evaluation**

The evaluation is carried out after running smaller or larger stages and using specific tools. The evaluation is carried out in three distinct stages: measurement, results analysis and ameliorative measures.

All members of the class, including the teacher, are participating in the evaluation. In order for the student to understand better what he has done, it is essential that the teacher does not make the assessment directly, but to ask questions, to which all of them answer. Some students abstain from answering fear of not criticizing colleagues. But as soon as they understand that assessment is an important part of the process and essential to understanding the problem, this retention will disappear.

**Conclusions**

In the education system, the roles of the teacher are directly exercised over the pupils. There is no other interference between the two actors. Also, the teacher must be aware that in education the results can not be reconditioned and that their influence on the students is decisive.
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USE OF MODERN TECHNOLOGY IN LOGOTHERAPY

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Abstract

The therapy of language disorders is a complex and sometimes long step, depending on the type of the disorder. The general procedures of therapy include body gymnastics and mio gymnastics of the organs that participate at the realisation of the pronunciation, the education of breathing and of the balance between inspire and expire, the education of the phonematic hearing, the education of personality, the elimination of negativism towards speaking and some of the behavioural disorders. The general procedures are completed by procedures specific to each language disorder. Many of these specific procedures have been enriched by using the modern technology (computerised and audio-video systems).

Key words: education, communication, therapy.

Introduction

The audio-visual means can be used in different stages of the language disorder therapy, starting with the preparation for therapy and ending with its closure.

In the preparatory stage you can make musical auditions, you can listen to therapeutic stories, you can organise computer games in order to create a relaxed and attractive climate, to stimulate the between knowledge and the communication between speech therapist- speech impaired, speech impaired- speech therapist.

In the stage of general therapy are performed general mobility and respiratory exercises on a relaxing musical background, using calm sources (paintings, landscapes, water drifting, the sound of rain, the waves of the sea, the wind noise, etc.). The combination of the stimulus of auditory nature with the stimulus of visual nature in the general and respiratory gymnastics triggers some mental states of calm, trust and energy, offering an incredible cocktail of therapy success.

In the stage of developing the phonematic hearing, are performed exercises in which there are used CD recordings: exercises for the development of the auditory attention; exercises for the perception of the phonetic perception; exercises of phonematic differentiation; exercises of phonematic analysis and synthesis; exercises of distinction and recognition of the known persons voices; exercises of distinction of a man's voice over a woman's voice, of a baby's voice over an adult's voice, of the whispered voice over the normal voice, etc.; comparative exercises by which the actual voice of the child is compared with his anterior one.
In the stage of arranging the sounds at syllables and words level, is useful the recording of the scheme of the verbal material used, consisting of series of syllables and words in which the phoneme is in different positions (initial, median, final). Thus the period of work is shorten, the unnecessary wastes of time are eliminated and the correct way of pronunciation is rendered faithfully- the model pronunciation of the speech therapist.

In the stage of sound automation are used educational games on computer, through which the children are requested: to recognize and to name certain images; to complete certain words with missing sounds or syllables; to recognize the capital letters and the lower-case letters; to relate after images; to continue a story with given beginning; puzzle games.

Content of the article

The audio-visual technologies

Through the arguments which support with necessity the use of the audio-visual means in the effectiveness of the speech therapy, we remind: the recordings of the verbal material on a voice recorder (portable MP3 player) ensure that "language bath" necessary in learning a correct pronunciation; the voice recorder is a self-control mean of the mistakes an progresses made, putting the child in the position of hearing himself and of judging from the outside; the voice recorder ensures the therapist with a mean of control and evaluation of the efficiency of the proposed didactic strategy, helping him to reconsider the therapeutic step; the voice recorder is a precious ally for the therapist, which helps him to analyze, after the therapy sessions, the answers of the speech-impaired persons, based on which he can appreciate how efficient the methods were, the chosen means to achieve the proposed goals.

The computer, the top technology of our times, is the most complex mean which reunites as a total the audio-visual techniques and presents the great advantage of making some wide educational and instructive soft programs which help and streamline the didactic activity a lot.

Activities of language disorders

In the activities of language disorders therapy the use of assisted training software, through the opportunity to use a real thesaurus of images, through the intensity of colours, the presence of animation, of sounds, can transform the therapeutic process into an extremely attractive activity, during which the pupil will gladly learn. They wake up the subject's curiosity and interest for the therapeutic activity, they raise strong impressions and affective experiences. This thing is normal because, by its nature, the image is a synthesis of affectivity and knowledge. Indeed, these means contribute to the enrichment of the affective-emotional life of children, if we take into account that they do not only communicate information, but they also transmit emotions, feelings, attitudes, etc.. The results of the therapeutic activity depend on the way the speech therapist can integrate this programs in the corrective recuperative approach, of the way he uses them in order to obtain special didactic materials and to make attractive and effective activities. They are only instruments, their value depends on the knowledge, abilities and the involvement of the one who uses them.
In the conception and use of the IAC programs in the speech therapy, it will be taken into account on the one hand of the specific of the language disorder and, on the other hand, of the speaking and personality particularities of the speech therapist, as well as of the age particularities. It will be taken into account the level of the mental processes and the level of the development of the children's language, the character of the representations, the spirit of observation, the possibilities of generalization and abstracting, the children's ability to pick up and to interpret the audio and visual stimulus. Ignoring these requirements can determine the appearance of some limits and deficiencies (the determination of the intellectual and affective apathy, the risk of passivity, the standardization of the behaviour, etc.). To avoid these deficiencies, the use of these means must be done with discernment, so that to find justification every time within a clearly expressed psycho-pedagogical strategy. Thus, the therapist, through his knowledge and inventiveness, may acquire a valuable help in the therapy activity, the audio-visual techniques contributing to the realization of a real creation of the therapist which may have the marks of his originality. These should be used with balance, in combination with the classic means of the speech therapy, but it must not be exaggerated or abused of their use, because they are not meant to replace the therapist's work, but to help the therapeutic success: the re-education of the speech impaired speaking and personality.

Speech therapy

The international priorities in speech therapy consist in the development of informational systems capable of personalizing the therapeutic guides in the evolution of the child and of evaluating the motivation and the progresses made by the child. Nowadays, there is a fairly large number of such educational and therapeutic software. Some of them are simple and produce a single type of visual and audio feedback, while others are extremely complex, allowing a sustained and step-by-step training on several aspects of speaking.

STAR system is an evaluation and training system. At first, the program proposes tasks of recognition of the phonemes, then tasks of articulation of the phonemes (isolated, in syllables, words, propositions, phrases).

Chatback system allows the speech therapist to present the children models of correctly pronounced words (synthesized voice) that they have to repeat. This program is useful in the detection and the treatment of the children with hearing discrimination issues. The purpose of this soft refers to creating the possibility for the speech-impaired to hear and to see a correct model of pronunciation of the phonemes, words, etc., and to compare it with their own verbal productions.

ProTrain system is used to ameliorate the abilities of communication, allowing the speakers to see graphically and to hear the most important differences between the correct pronunciation model and their own method to try to articulate. This program was conceived for the treatment of the pronunciation difficulties, of the voice disorders and to model the accent specific for different foreign languages for the audio-visual specification of the subjects' parameters which causes errors to be reduced.

Nationally, it is worth remarking the research developed by the Faculty of Psychology and Educational Sciences within "Al. I. Cuza" University, under the coordination of conf.
univ. dr. Iolanda Tobolcea. These researches have led to the achievement of some assisted with feedback training software as: LOGOPED 1.0. program, usable in the therapy of speech impediments and the program DISLEX- TEST for the therapy of dyslexia disorders.

**LOGOPED 1.0 program** presents great advantages in comparison with the classic traditional activity: the contained material is presented in a gradation which is meant to ensure all the requirements of a progressive treatment; it attracts more interest and dynamism in the participation at the therapeutic treatment considering that the registration is made in colours, the rhythm of reading being followed on the computer's monitor and the result of the performances is displayed training the will of the subject to overcome his actual performances; the performances set out by the computer are established depending on the physical and mental capacity of each subject; it is achieved a "subject-computer" active relation through the appreciation given by the computer to the performances made by the subject; possibility of reward, stimulation offered by the computer for the subject's performances.

The facilities offered by LOGOPED 1.0. program also make it very useful in the therapeutic activities with the pupils who have dyslexic disorders, making available to them a vast lexical material grouped in multiple sections: reading syllables and words, reading propositions, reading phrases and texts. The coloured presentation of the words and propositions, displaying them on the monitor, the possibility to chose the grade of difficulty of the exercises make the activity of reading under the supervision of the speech therapist much more attractive for the pupil.

**DISLEX- TEST program** has as main objective the differentiation of the graphemes optically similar: m-n; u-n; p-b; b-d; isolated, in words and propositions, thus eliminating the confusions of optical- spatial nature between the graphemes and implicitly, the improvement of the subjects' lexical-graphical performance.

Depending on the psycho-individual particularities of the pupils, on the grade and type of the language disorders and on the inventiveness of the speech therapist, other educational, interactive and attractive software available in multimedia CD format can also be successfully used in speech therapy. These are created by: Infomedia PRO ("Lessons for grade I-ALPHABET BOOK according to the school curriculum", "Multimedia books for the little ones", "ALPHABET through crosswords with drawings for the little ones", "Interactive stories and not only- Romanian folk tales"), Erc Press ("Alphabet", "Reskio and orthography"), ISA Multimedia ("Interactive Alphabet Book", "Let's...write and speak correctly"), etc..

**TERAPERS system** (a system for the personalized therapy of linguistic expression disorders).

The idea of making a therapy based on computer in the case of dyslalia, for Romanian language, was based on 2 major premises:
1. The proven efficiency of integrating the computer in the classic speech therapy of dyslalia (therapeutic and educational software) for English language;
2. The proven efficiency of introducing the audio-video means in the speech therapy of other speaking disorders than dyslalia, for Romanian language: (in the babble therapy and the dyslexia- dysgraphia difficulties).
This system presents 2 major components:

* the calculus system of the speech therapist, which includes:
  - a 3-D virtual graphic model of the phono-articulator device;
  - audio component of monitoring the children's evolution;
  - an expert system which will produce interferences, considering the evolution of the audio data provided by the chronological system of monitoring;

* the mobile device with which the speech-impaired will work, including home exercises

The SOC for this application includes 3 components:

1. audio component (recording, processing, play)
2. graphical component (an adequate interface)
3. the calculus facilities necessary for the evaluation procedure and for the communication with the speech therapist's PC

With the help of this system, TERAPERS:

- a better archiving of the data about speech-impaired children (biography, medical history, the evolution during the speech therapy);
- filling up the file in electronic format in an extremely comprehensive version offers an ample vision of the children's language disorders (including the ones related to the particular aspects of the organs of the phono-articulator device);
- making a special learning ambience which induces an increase in the concentration and in the stability of the attention;
- the initial testing with immediate feedback determines the speech-impaired child to "analyze" his own pronunciation;
- the recording and the storage in audio files of the pronunciation of the improper sounds is a premise for choosing subsequent exercises for correction;
- the audio-visual feedback raises the level of exercising the phonematic hearing;
- the possibility of visual interaction with the correct pronunciation model proposed by the 3-D graphic model leads to a faster organization of the sound initially pronounced improper; towards the classic speech therapy, it is noted the shortening of the necessary time for the organization of the sounds. This is explained through the possibility that the 3D graphic virtual model offers in understanding the positioning "in space" of the phono-articulator device organs during the issue of the sounds;
- the 3-D model presented in an interactive manner makes that the speech therapist and the speech-impaired child to become "partners" in the intuition of the correct verbal mode; in the version of classic therapy, the child must imitate the movements proposed by the speech therapist;
- the impulsion of the speech-impaired child to have his own control to visualize the correct verbal model and to discover by himself the correct position of the tongue, of the teeth, as well as the direction of the airstream during the issuing of the sound, has considerably increased the preoccupation of the correct pronunciation;
- the effective growth and the very efficient use of the working time with the speech-impaired child;
- depending on the level of the pronunciation deficiency, the system proposes both the speech diagnosis, as well as exercises adapted to the possibilities of the speech-impaired child; this
personalization and this centring of the therapy increase the motivation and the confidence in the possibilities of correction;
- the possibility to practice the exercises with the help of the mobile device and in the absence of the speech therapist is very favourable in the stage of consolidation and automation of the sounds initially pronounced deficient;
- the ease of the speech therapist's work concerning the documentation of the speech therapy activity, through the possibility of archiving the list with the speech-impaired children, the speech therapy class book, the presence class book, the centralizer of statistical situations, the speech therapy file, this way making possible the use of the data in the eventuality of some subsequent inquiries, etc.

Therefore, the computer can be used in the speech therapy as a real clinical instrument. The speech specialist can harmoniously use his clinical and technical abilities in order to help his patient, directing more flexible and modern his evaluation, treatment and constant feedback.

**The speech therapy soft may:**
1. help diagnosing the speaking disorders;
2. produce the audio-visual feedback during the treatment. The monitor is very often used in order to: (1) show a certain correct model of organizing the sounds; (2) visualize the progress made by the patients during the therapy; (3) substitute the therapist's control in the periods of therapeutic practices from home, outside the therapeutic cabinet (and secondly to reduce the related costs);
3. monitor and evaluate the therapeutic progress;
4. offer some batteries of practical exercises for the clients who are not under the direct supervision of a speech therapist.

**Conclusions**

The elaboration and the implementation of the audio-visual means in the speech therapy allow:
1. the increment of the efficiency of the speech-impaired therapy by endowing the speech therapy cabinets with therapeutic software and computer to allow the application of the computerized adjuvant methods;
2. the elimination of the therapeutic losses through supervised practice pauses during the vacations; through IT techniques, the child will manage to continue the therapeutic exercises at home;
3. the stimulation of the research at European level of the language disorder therapies, by integrating a new IT technology (three-dimensional visual models, expert evaluation system, mobile device) in the speech therapy program;
4. the collaboration with other international projects that develop the same theme (with specific in the respective languages), in order to realize of a multilingual software system.

Introducing IAC in speech therapy will determine major changes in the way of organization of these activities, in the role of the speech professor, in realizing personalized therapeutic programs. The speech therapist will be in the posture of creator of training
programs/software adapted to the exact needs of the speech-impaired, generated by: age, intellect, learning rhythm, type and gravity of the language disorder, etc.

**Bibliography:**
SOLUTIONS NEEDED TO IMPROVE THE INTEGRATION OF PRE-SCHOOL CHILDREN WITH DISABILITIES

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Abstract

In the Research “The Development of Inclusive Practices in Kindergartens from Buzau County”, we highlighted the idea that an analysis concerning the integration level of children with disabilities in kindergartens from a county will give us the possibility to extract a series of recommendations for their empowerment through the tools of education. Analyzing the situation of early identification of deficiencies from birth, can allow us to really know the initial conditions from which to start in supporting the learning process and development of children. We have thus set out to highlight the educational path of children born with disabilities, to identify barriers and facilitators in their educational and social integration. To record the factors which influence early intervention, we have chosen as indicators: the registration data, institutional management, information, training and attitude of the actors involved: managers, educators, parents.

Key words: inclusive policies and practices, barriers and facilitators, early intervention, disability, special educational needs

Introduction

Equal opportunities and the right to education for each child can only be achieved within an inclusive kindergarten, that meets the needs of all children, encouraging development and creating a learning environment appropriate to their needs.

We identify the need for an educational trail of the 0-6 / 7-year-old child with disabilities. It should encompass both the legislative provisions and the child's rights to support services (medical, social, educational), and the mechanisms for their implementation. The conditions needed to integrate in kindergartens children with disabilities are identified from the analysis of the specialty literature and the research carried out:

- teachers training;
- enrollment of all children with disabilities in the kindergarten;
- unreserved acceptance of the child in the group, preparation of the whole group;
- preparing the community of parents and working with parents who have a child with disabilities;
- regular collaboration between integration expert and family, analyzing the progress;
- monitoring experiences and expanding positive ones;

Solutions needed to improve the integration of pre-school children with disabilities

We identify four levels of action for the effective integration of children with disabilities at pre-school level:

General Legislative Plan

At the level of the national legislation, there is a need for concrete provisions on the mechanisms of discovery and early evaluation of all children with disabilities, but also of
collaboration between the institutions that intervene in the life of the child from birth to school.

Early intervention is a right for all children with disabilities, and it should be blatantly emerge through concrete measures which address children and their families.

Monitoring children with disabilities from birth, through tools of the competent institutions is a priority in supporting their development and their school integration.

**Interinstitutional action plan**

Relationships established between institutions who deals with the child from birth to school, need to be formalized so that medical, social and educational services to be carried out in a continuous flow of cooperation.

**Institutional Activity Plan**

National policies on the integration of children with disabilities, the development of inclusive practices in kindergarten need to be reflected at the level of Institutional Development Plans. Managerial plans should include a separate chapter of measures and practices, as to ensure in each institution the tools and methods, for children, families and educators.

**Educators` action plan**

Educators having children with disabilities in their group, must develop an individualized Educational Plan for each of them, starting with the assessment of the child.

At the level of kindergartens teamwork is necessary: with the other colleagues, with the psycho-pedagogical counselor and the speech therapist.

If the pre-school child needs additional resources in the kindergarten, the intervention of support teachers is mandatory.

A special place between these stages is the training of the teaching staff. There is a need for both educators to be able to learn and act appropriately in the process of integration of children with disabilities through both initial and continuing education.

Effective integration of the child into kindergarten depends on:

- early identification of his/her problems and knowledge of developmental particularities;
- good teachers` training for the individualized adaptation of the educational program;
- team work with kindergarten`s professionals;
- an open, cooperative relationship with families for joint decisions and sustained activities;
- the educator has the task of encouraging relations between children with disabilities and others children and preparing the group to receive any disabled child;

An important condition in integrating children with disabilities into kindergarten is to prepare the educational environment and to provide the conditions for exploration and experimentation for all children, including those with disabilities.

For the proper integration of children with disabilities in kindergarten, it is necessary to constantly monitor the progress they make both in individual purchases and in interpersonal relationships.

A sinequivalent condition of integrating children with disabilities into kindergarten is to respect, valorise and activate him/her to stimulate his/her full potential.
Conclusions

Integration of children with disabilities involves the existence of an individualized Educational Plan, the educator develops and presents it to the child’s family.

The research has been developed to identify the way in which, early intervention is being put in place for children with disabilities. This intervention is dependent not only on national policy provisions but also on how they reflect in the collection and knowledge of local data and situations. Other important factors are related to the information, training and attitudes of specialists and educators involved in developing necessary practices.

Bibliography

DIGITAL TRANSFORMATION OF TEACHING

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Abstract

There is an increasing need for extending the learning process by taking advantage of modern technologies and the use of digital lessons in class is a natural choice on the path of this evolution. The current information explosion naturally leads to adapt the teaching to the student's needs. Classical teaching methods must be supported by modern methods so that students' dynamism, their willingness to communicate, are not restricted by old practices. The teacher must be not just an information provider but also a discussion partner, a moderator, and a mentor.

Keywords elearning, classroom, digital content, I.T.C., students

The study of Programming languages has been introduced over the last years into the mandatory curricula of the "Natural Sciences" profile and as an optional subject in the Baccalaureate Exam - Ed.). To be noted here that introducing the digital competency test in the same baccalaureate exam is compulsory for all students regardless of their graduate profile. Performance within the disciplines of Computer Sciences should not only appear in the specialized competitions for talented students, but it is necessary to manifest itself naturally to any high school graduate. Information Technology is a tool for everyone, a necessity of everyday life. Under these circumstances, the diversification of learning methods is needed so that students can assimilate easily and being interested into as a normal consequence.

There has been a need to teach programming to students who have not voluntarily opted for this. Thus classical teaching methods are no longer enough because the results obtained were not good and the interest for discipline was low. In an attempt to attract as many students as possible to programming, I tried to diversify teaching methods. Integrating the video projector into programming lessons led to clear progress in the proper writing of programs and debugging. This progress was especially noticed within the knowledge consolidation class, where problem solving was the foundation of the lesson. Students have been able to acquire language syntax better and a faster debugging of programs.

Another element that helped improve students' performance was the use of PowerPoint presentations and digital lessons. An increased student attention was obvious during these lessons, and the results obtained were substantially better.

Regarding Mathematics and Computer Science profile, it clearly appeared that students in these classes are more attracted to the programming than those in the Natural Sciences classes. They can choose for the Baccalaureate exams between Computer Science and Biology, Chemistry or Physics, which can later be an admission exam to an university. This may cause Computer Science to be listed below in the list of priorities at a given time. From these circumstances, the approach to a new, diversified and engaging teaching methods is necessary for both the teacher and the students.

I found that simple methods that involve discussing an idea, arguing a working method, grouping students and performing various tasks are an effective way to train, stimulate and enhance their interest in IT.
Around us, C++ programming language is the starting point for studying many other languages. Is it easily accessible to all students? Good or bad can be programmed in any language. It is easier to program in the language you know the best. It is important that digital materials used in class to meet the requirements of the lessons and to be adapted to the level of the class.

E-learning should not be regarded as an alternative tool within the lessons but as a complementary one. From this perspective, it must be implicitly linked to the finality of education through: goals, scope, objectives.

The principles used for creating digital materials are very important. Because there is no well-defined e-Learning theory, a combination of existing theories is used to create digital materials. Teachers must be able to adapt existing theories to digital ones. Strategies must be selected to motivate students, to encourage interaction, to provide relevant feedback and to support throughout the course of the learning. Competitiveness of a digital material also requires a high information value, therefore relevant information sources have to be identified and analyzed for the subject.

For the theme to debate, according to the student profile, the information is structured, the operational objectives are established and the content will be determined. Certainly, each teacher thinks about the performance the student should achieve after discussing a subject in the classroom: if he has to recognize a previously learned relationship or "identify some elements, or may need to be able to interpret certain methods, theories; whether to actually apply certain principles or to analyse some relationships, or even to create a model or to evaluate certain theories" (Vlada, 2006).

The defining of the objectives must include: identification of the measurable behavior, description of the conditions; criteria for acceptable performance. The description of the expectations through objectives guides the learning process to the level of performance considered reasonable and correlates the evaluation with the information subject to the study. I analyzed the results obtained by students following classical teaching and results after using the project method and computer assisted teaching (using digital lessons).

The first comparison refers to the results obtained from the classical teaching and teaching using "project method". The target group consists of 26 students in the Mathematics and Computer Science class. I compared their results and progress with the results of the previous year's students, when the teaching and evaluation were done in a classical manner. The lessons to be monitored are "Data Structures in C++". The way in which computer-assisted learning contributes to acquiring knowledge by students was obvious.

The second experiment was at two classes of Natural Sciences, of 10th grade: A and B. Using digital lessons I taught "C++ Arrays." I taught the same lesson using classical methods to class B. After the evaluation tests, I found that a higher number of students in the class A achieved better or even much better results than the students from class B. In class A there were 20% more students with scores ranging from 7-9 than from class B. And also A and 9% more with 10 grades. Students also answered a questionnaire about using digital material during teaching. The answers were in favour of using digital material during classes.

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2. CRISTEA SORIN - Curriculum pedagogic - Ed. didactică și pedagogică
3. JUGUREANU RADU - Proiectarea pedagogica a soft-ului educațional
Abstract
The present paper is a presentation of a good practice model on non-formal education of young generations through activities carried out in school and extra-curricular projects. The different approach of the themes of interest (civic, artistic, ecological education, etc.) makes it possible to achieve remarkable performances in the development of the cognitive, emotional and social intelligence of young generations. For a rapid integration into today's changing society, the younger generation needs additional skills and knowledge than those to be developed through content and activities included in school curricula.

Key words: urban culture, civic education, non-formal education, project

Introduction
Recent trends in socio-human and technical-scientific development determine the need to improve educational systems. The change in education, referring to the new dynamics of the social phenomenon, calls for an approach from other perspectives. Thus, prospective education needs to be seen as a multilateral phenomenon whereby education should assimilate change, but also guarantee the formation of change management capacities for the beneficiaries of learning (T. Repida, V. Lungu, 2013).

Prospective education refers to the design, organization and structuring of the training-formative approaches in accordance with the defining features of the society of the future. The prospective orientation of education implies a revision of the old methods and it is intended to educate young people by developing the capacity for continual adaptation to change. The school should be oriented towards a more attractive learning approach, "innovative learning" characterized by "anticipation" and "participation" (M. Palicica, 2002).

In this context, school remains the only place where the emotional, social and cognitive skills of young people can be harmonized. This implies that teachers must go beyond their traditional duty, that the family collaborate permanently with school, and that community members get more involved in school life (D. Goleman, 2008).

Thus, the young generation was involved in multiple projects aimed at the artistic education of young people and other forms of creativity. The educational system can be seen as a means of preparing young people for their role in a changing world. There is a recognized need to encourage young people to develop a wide range of skills and interests, to identify and nurture their potential and to encourage creativity.
Extra-curricular projects - model of activity for non-formal education

In recent years, I have been constantly concerned about completing the education of young people through the development of school and extra-curricular educational projects, considering that involvement in such activities adds value to the formation of the younger generation. Along with the constant concern of teachers to develop the cognitive intelligence of young people, I believe that we must also contribute to the development of their emotional and social intelligence, attributes that will facilitate integration into a continually evolving modern society. I mention that these projects also organized activities in summer schools, meant to offer an alternative to spending leisure time on school holidays.

Thus, the projects initiated in recent years have contributed to the formation of the young generation by acquiring skills in various fields:

- science education - "The wonders of science in the European multilingual space" - Summer School "The Magic of Sciences",
- education on knowledge of Botoșani traditions of multiculturalism and interethnic tolerance in order to educate young people in the spirit of European civic and cultural values - "Botosani - European model of multiculturalism and interethnic cohabitation" - Summer School "Ethnic Mosaic"
- Civic and artistic education - "Urban culture - artistic way of promoting beautiful arts for the modernization of Botoșani urban spaces" - Summer School "Talent Laboratory"
- Healthy Food Education - "Traditional Household - Healthy Diet in Botosani County" - Summer School "The Basket of Goodies"
- Environmental education - "Respect for green, respect for Botosani" - Summer School "We know, admire, respect, protect".

Among the projects listed above, I would like to give as an example of good practice the project "Urban culture - artistic way of promoting beautiful arts for the modernization of Botoșani urban spaces", which had as final products wall murals on a wall of the summer theater in town and on the walls of classrooms in college, thus contributing to the beauty of the surrounding areas.

The aim of the project was to promote new methods of urban education for young people and to identify innovative ways to bring Botoșani urban space to European standards, preserving cultural heritage and developing urban social relations.

The objectives proposed and achieved within the project were:

O.1. Stimulating the creativity and inventiveness of the target group in the field of media arts (photography, film, digital art, street art, urban 3D painting) by offering valuable cultural landmarks.

O.2. Understanding the notion of public space and introducing some elements of their history and their evolution.

O.3. Identifying the artistic potential of young generations through active participation in cultural and artistic exhibition events.

O.4. Promoting sustainable development by cultivating respect for the surrounding urban environment by knowing and comparing urban spaces in other representative European cities.
O.5. Developing proactive attitudes and promoting an example of a partnership that can modify mentalities and community involvement in solving urban aesthetics.

Through my projects and activities, I aim to contribute to the non-formal education of the young generation, to the active integration of young people into society and the European world, to the development of young people's mentalities and skills in contemporary society. Considering that a responsible young person nowadays should definitely be a protector of the environment in which he/she lives, by organizing the Summer School in “A.T.Laurian” College (the "Talent Laboratory"), I have intended to support the development of some activities to stimulate interest in the study of media arts (photography, film, digital art, street art, urban 3D painting) among young people.

Supporting and identifying young talents, increasing access to cultural manifestations, citizens' involvement in the knowledge and application of visual arts and the arts, developing international cultural cooperation and civic attitudes in urban areas are just a few of the goals.

Public spaces are important components of a city and they "talk" about its personality, being also important places for young people, where they can express their freedom of thought, creativity.

These spaces are places belonging to all, are territories owned or managed by the territorial administrative authorities. Thus, the project proposes to support the efforts of local authorities in order to increase the degree of urban culture among young people.

Urban culture cannot exist without quality public spaces and without involving citizens in the development of the cities where they live. At the same time, urban culture has its roots in patterns of behavior and types of constructive social interactions. When someone visits a city, its pulse is taken from a central square, a park, a boulevard or pedestrian, a well-known cultural institution. We can think of public space as a "soul of the city", a measure of the quality of social life, of the degree of culture and of the interaction between people, ensuring the diversity of human experiences.

The findings of the surveys demonstrated the need of young people to be informed about what urban culture means, without which a modern, civilized society cannot be conceived. School curricula contain brief information about this area, and for this reason, the interested ones had the opportunity to participate in this project in order to contribute to personal development.

An important component of urban culture is artistic education, and its role in shaping the life skills of 21st century young people is recognized at European level.

In the conditions of a more and more accentuated superficiality in all areas of social life, I believe that my approach can bring depth, seriousness and professionalism to attracting adolescents to these art forms (photography, film, digital art, street art, urban 3D painting). If we look around, we see a lot of buildings "drawn" without any aesthetic sense by young people with attitude, eager to be remarked, but without proving artistic orientation or social responsibility. I wanted to demonstrate that drawing on the walls of buildings does not mean vandalism when their role is to embellish public spaces and to convey a message that young people’s desire of being taken into account can be coordinated so that the results of their creativity align with an accepted aspect by the entire community.
Street art is an ongoing phenomenon. Even if it exceeded its unusual practice, leaving the "underground" area, it continues to raise interest due to the environment in which it is developed. In the conditions of a upheaval of values in the entire Romanian society, by the violent invasion of non-values in the media, and also by renouncing the aesthetic categories in the everyday life of young people, this project has proposed and succeeded in restoring the balance, the primacy of authentic aesthetic values, and especially in attracting high school students to media art, an extremely appealing artistic form for the young generations.

The idea of this project started from the involvement of the young generation in the reconsideration of street art: its role is both to improve the less friendly public / school space and to be a prompter for human interaction and affirmation. Young people were challenged to compare local, national, and European urban spaces and to discern which of these aspects are related to the culture and the aesthetic sense of a modern, educated man.

The participation of the college in this program aimed at raising awareness, empowering and developing the active involvement of young people and, together with them, of the entire community in the issues of urban aesthetics. At present, the city of Botosani has its own urban mark, with beautiful green spaces and special buildings. Beyond the architectural achievements of the City Hall, the Local Council and the owners, it is noticed that the mentalities of some citizens are anchored in inappropriate practices. The experience of previous activities has led me to believe that such projects give the best results in changing attitudes towards the community.

The approach of this project is focused on the symbolic dimension of the urban landscape and the relationship between the past and the present, between tradition and modernity. Their importance is even greater as the foundations of the personality and the responsible behavior of the future citizens start now, during adolescence.

Conclusions

We are convinced that art can be used for self-education, communication and social integration, the role of art education being extremely important for both the present and the future of society. Because the Romanian school emphasizes only the classic ways of artistic education (drawing and music), the activities within the project complement and support an aesthetic culture at European level. Thus, the project deals with topics related to photographic art, film and street painting.

Bibliography

SWOT ANALYSIS IN A SCOLAR INSTITUTION IN ROMANIA

Preda Mihaela, Scutelnici Secondary School

Abstract

It works as a radiography of the school and assesses at the same time the internal and external factors of the organization as well as its position towards other competitors in order to highlight strengths and weaknesses in relation to the existing opportunities and threats given. The SWOT analysis of managerial activity and a school organization is presented.

Cuvinte Cheie: managerial activity, education, school organization, community, quality.

Introduction

Ensuring quality education is a major objective for most education systems in the world. In order to improve the performance of the school organization, the Scutelnici Secondary, the aim is to understand and adapt the practices within the organization with those considered the best. „Organizational interpretation, through smart management, give to institutions the value and status of solutions seeking arena, a legitimate place for debating the future of society in order to find mutually beneficial solutions in relation to organizations and individuals who compose it” Puiu, M. (2006).

Thus, new standards can be established, which lead to a better satisfaction to the requirements of the beneficiaries of the instructive-educational process. Scutelnici is a municipality in Buzau, Muntenia, Romania.

SWOT analysis of the school organization

Strengths

- The teaching staff is qualified, with good professional training. „Educational change depends on what teachers do and think – it’s as simple and as complex as that” Fullan, M. (1982).
- Increased interest of teachers in vocational training.
- Teachers’ staff is mostly young, open to everything new.
- Well-equipped AEL laboratories connected to the Internet.
- The real possibility of using educational software in the educational-educational process is real support in performing some successful didactic activities.
- Good collaboration of the school with the local community and the local council through their increasing involvement in school life.
- Decisions within the school are taken from the analysis and debates within the Teachers’ Council, the Board of Directors, the Joint Committees attended by the trade union leaders.
- Ensuring the continuity of the qualified teaching staff on the job.
- The experience gained in organizing and carrying out extracurricular educational activities as forms of valorisation of the existing experience in the field of education.
- Counseling pupils in school and professional orientation issues.
- The increased interest of the local community in transforming schools into education centers, open to both students and adults.
- Educational establishments are concerned with providing security in schools (partnership with the Local Police Station).
- Running projects on school endowment and rehabilitation.
- Ensure a collaborative climate among all teachers.
- Movement of students from remote villages is organized with the school's minibus. (Table 1.)

**Weak points**

- Insufficient use of didactic materials acquired by teachers.
- School textbooks are inadequate to the needs.
- Lack of space for a library and a modern reading room.
- Conservatism and incapacity to accept the change of some teachers in computer literacy, as well as the organization of lessons and centering of student activity.
- The absence of space and leisure facilities for students.
- Existence of education simultaneously.
- Lack of school space at the coordination school, which is why it is learned in two exchanges.
- Low availability of parents for involvement in school life, as well as in knowing and solving the problems of their children. (Table 1.)

**Opportunities**

- There is no tendency for young families to migrate abroad.
- Support ME through the Rural Education Project. - The MEN program, SEI-AEL, has unquestionable advantages for the modernization of the educational process.
- Fast communication opportunities through fixed and mobile telephony, but also over the Internet.
- Members of the local community, preserving traditions and willing to share their experience with others.
- Legislative framework favorable to partnerships between educational establishments, between the school community and other institutions and organizations, companies etc.
- Popularizing the positive experience through the media.
- Rich offer of educational projects both at national and international level. - Introducing intertransfer credits into training courses.
- Permissibility of the legislative framework in obtaining funds.
- Possibility of obtaining sponsorships from local economic agents. (Table 2.)

**Threats**

- Parents' attitude towards the educational act.
- The complicated, often confusing, restrictive and ever-changing legal system.
- Poor financial motivation of the teaching staff. - Abolition of schools without legal personality within the commune.
- The minimum economic resources of the students' families in the school.
- Maintaining inequalities between rural schools and urban schools.
- At the level of the school population, the analysis of the demographic situation resulting from the official census shows the decrease of the number of children.
- Distrust of students and parents in the benefits of education. (Table 2.)

Table 1. Internal factors evaluation matrix

<table>
<thead>
<tr>
<th>IKF (internal key factors)</th>
<th>Difficulty</th>
<th>Rating</th>
<th>Specific score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teaching staff is qualified, with good professional training.</td>
<td>0,05</td>
<td>4</td>
<td>0,2</td>
</tr>
<tr>
<td>Increased interest of teachers for training.</td>
<td>0,03</td>
<td>3</td>
<td>0,09</td>
</tr>
<tr>
<td>Teachers' staff is mostly young, open to everything new.</td>
<td>0,05</td>
<td>4</td>
<td>0,2</td>
</tr>
<tr>
<td>Well-equipped AED laboratories connected to the Internet.</td>
<td>0,07</td>
<td>4</td>
<td>0,28</td>
</tr>
<tr>
<td>The real possibility of using educational software in the educational process is a real support in the development of successful didactic activities.</td>
<td>0,04</td>
<td>3</td>
<td>0,12</td>
</tr>
<tr>
<td>Good collaboration of the school with the local community and the local council through their increasing involvement in school life.</td>
<td>0,07</td>
<td>4</td>
<td>0,28</td>
</tr>
<tr>
<td>Decisions within the school are taken from the analysis and debates within the Teaching Board, the Board of Directors, the Joint Committees and the trade union leaders.</td>
<td>0,03</td>
<td>3</td>
<td>0,09</td>
</tr>
<tr>
<td>Ensuring the continuity of positions of qualified teaching staff.</td>
<td>0,03</td>
<td>3</td>
<td>0,09</td>
</tr>
<tr>
<td>The experience gained in organizing and carrying out extracurricular educational activities as a way of capitalizing on the existing experience in the field of education.</td>
<td>0,06</td>
<td>4</td>
<td>0,24</td>
</tr>
<tr>
<td>Counseling students on issues of school and professional orientation.</td>
<td>0,03</td>
<td>3</td>
<td>0,09</td>
</tr>
<tr>
<td>The increased interest of the local community in transforming schools into education centers open to both students and adults.</td>
<td>0,05</td>
<td>4</td>
<td>0,2</td>
</tr>
<tr>
<td>Educational establishments are concerned with ensuring security in schools (partnership with the Local Police Station).</td>
<td>0,04</td>
<td>3</td>
<td>0,12</td>
</tr>
<tr>
<td>Running projects on school endowment and rehabilitation.</td>
<td>0,07</td>
<td>4</td>
<td>0,28</td>
</tr>
<tr>
<td>IKF (internal key factors)</td>
<td>Difficulty</td>
<td>Rating</td>
<td>Specific score</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>Ensure a collaborative climate among all teachers.</td>
<td>0,05</td>
<td>4</td>
<td>0,2</td>
</tr>
<tr>
<td>Movement of students from remote villages is organized, with the school's minibus.</td>
<td>0,04</td>
<td>3</td>
<td>0,12</td>
</tr>
<tr>
<td>Subtotal</td>
<td>0,7</td>
<td></td>
<td>2,6</td>
</tr>
</tbody>
</table>

**Weak points**

- Insufficient use of the teaching materials acquired by some teachers.                  | 0,02       | 1      | 0,02           |
- School textbooks are inadequate to the needs.                                          | 0,02       | 1      | 0,02           |
- Lack of space for a library and a modern reading room.                                 | 0,02       | 1      | 0,02           |
- Conservatism and inability to accept teachers' change in computerization of education and the organization of lessons and centering of student activity. | 0,04       | 1      | 0,04           |
- The absence of spatial and material means of leisure time for students.                | 0,05       | 2      | 0,1            |
- Existence of education simultaneously.                                                 | 0,05       | 2      | 0,1            |
- Lack of school space at the coordinating school, which is why they learn in two exchanges. | 0,05       | 2      | 0,1            |
- The low availability of parents to engage in school life and to know and solve their children's problems. | 0,05       | 2      | 0,1            |

**Subtotal**                                                                                | 0,3        |        | 3              |

**Total Score**                                                                             |            | 1      | 5,6            |

Source: made by the author Preda Mihaela

**Table 2. External factors evaluation matrix**

<table>
<thead>
<tr>
<th>IKF (internal key factors)</th>
<th>Difficulty</th>
<th>Rating</th>
<th>Specific score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opportunities.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no tendency for young families to migrate abroad.</td>
<td>0,05</td>
<td>3</td>
<td>0,15</td>
</tr>
<tr>
<td>MEN support through the Rural Education Project.</td>
<td>0,05</td>
<td>3</td>
<td>0,15</td>
</tr>
<tr>
<td>The MEN program, SEI-AEL, has unquestionable advantages for the modernization of the education process.</td>
<td>0,1</td>
<td>4</td>
<td>0,4</td>
</tr>
<tr>
<td>Fast communication opportunities through fixed and mobile telephony, but also over the Internet.</td>
<td>0,09</td>
<td>4</td>
<td>0,36</td>
</tr>
<tr>
<td>Members of the local community, preserving traditions and willing to share their experience.</td>
<td>0,05</td>
<td>3</td>
<td>0,15</td>
</tr>
</tbody>
</table>
### IKF (internal key factors)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Difficulty</th>
<th>Rating</th>
<th>Specific score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative framework for partnerships between educational establishments, between the school community and other institutions and organizations, companies etc.</td>
<td>0.05</td>
<td>3</td>
<td>0.15</td>
</tr>
<tr>
<td>Popularizing positive experience through the media.</td>
<td>0.04</td>
<td>3</td>
<td>0.12</td>
</tr>
<tr>
<td>Rich offer of national and international educational projects.</td>
<td>0.09</td>
<td>4</td>
<td>0.36</td>
</tr>
<tr>
<td>Introducing intertransfer credits into training courses.</td>
<td>0.05</td>
<td>3</td>
<td>0.15</td>
</tr>
<tr>
<td>Permissibility of the legislative framework in obtaining funds</td>
<td>0.05</td>
<td>3</td>
<td>0.15</td>
</tr>
<tr>
<td>The possibility of obtaining sponsorships from local economic agents.</td>
<td>0.08</td>
<td>4</td>
<td>0.32</td>
</tr>
</tbody>
</table>

**Subtotal**

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Rating</th>
<th>Specific score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.8</td>
<td></td>
<td>2.86</td>
</tr>
</tbody>
</table>

### Threats

<table>
<thead>
<tr>
<th>Threat</th>
<th>Difficulty</th>
<th>Rating</th>
<th>Specific score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The attitude of some parents' disinterest towards the educational act.</td>
<td>0.03</td>
<td>3</td>
<td>0.09</td>
</tr>
<tr>
<td>The complicated, often confusing, restrictive and ever-changing legal system.</td>
<td>0.02</td>
<td>2</td>
<td>0.04</td>
</tr>
<tr>
<td>Poor financial motivation of educational staff.</td>
<td>0.02</td>
<td>2</td>
<td>0.04</td>
</tr>
<tr>
<td>Abolition of schools without legal personality within the commune.</td>
<td>0.03</td>
<td>3</td>
<td>0.09</td>
</tr>
<tr>
<td>Minimal economic resources of the students' families in the school.</td>
<td>0.03</td>
<td>2</td>
<td>0.06</td>
</tr>
<tr>
<td>Maintaining inequalities between some rural schools and urban schools.</td>
<td>0.02</td>
<td>2</td>
<td>0.04</td>
</tr>
<tr>
<td>At the level of the school population, the analysis of the demographic situation resulting from the official census shows a decrease in the number of children.</td>
<td>0.03</td>
<td>3</td>
<td>0.09</td>
</tr>
<tr>
<td>Mistrust of students and parents for the benefits of education.</td>
<td>0.02</td>
<td>2</td>
<td>0.04</td>
</tr>
</tbody>
</table>

**Subtotal**

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Rating</th>
<th>Specific score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.2</td>
<td></td>
<td>0.49</td>
</tr>
</tbody>
</table>

**Total Score**

|                     |        | 3.35           |

Source: made by the author Preda Mihaela

The total matrix score, over 2.5, indicates a strong internal position.

Analyzing the internal matrix evaluation matrix it is observed that the following factors have a high specific score: Well-equipped AED laboratories connected to the Internet.

Good collaboration of the school with the local community and the local council through their increasing involvement in school life. „But a lot of managers have already understood
that their organizations also operate in environment, which asks for quality, performance and effectiveness.” Olaru, M. (1999).

Running projects on school endowment and rehabilitation.

The lack of spatial and material means of spending free time for students. Existence of education simultaneously.

Lack of school space at the coordinating school.

The low availability of some parents to engage in school life.

Analyzing the matrix for the evaluation of the external factors it is observed that they have a high specific high the following factors:

The possibility to improve the material base through existing programs at local and ongoing level.

The M.E.N program, SEI-AEL, has unquestionable advantages for the modernization of the educational process.

Abolition of schools without legal personality within the commune.

Minimal economic resources of the school students' families.

The attitude of some parents' disinterest towards the educational act.

Conclusions

It is noticed that the organization has enough strengths that can counter the threats of the external environment and benefit from opportunities that can compensate for the weaknesses. „The quality of an education system can be influenced by many external factors (the social and economic background of the pupil, the level of education and occupation of parents, etc.) as well as school-related factors (teacher staff, learning conditions, type of school attended, etc.)” Froman, B. (2000).

If the ability to alter external factors in favor of pupils' educational success is low, with regard to the second category of factors, school intervention may be maximum.

Modernizing the material base of educational institutions, organizing extracurricular and / or educational support programs, reducing the number of pupils in a class, involving the family, community in school activities, etc. are just a few of the ways in which school can help improve the quality of education.

Bibliography

THE NOVEL OTILIA’S SECRET BY GEORGE CĂLINESCU AND THE MATRIX

Savin Mirela,
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Sarău Maria,
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Abstract

The novel Otilia’s secret by George Călinescu and the matrix is an attempt to help the students from highschool to study this author in a way that make them feel writers, give them the opportunity to express their ideas, reading the novel and discussing it one more time, studying literature throw the matrix, as a challenging with a new literary analyses.

Words-key: novel, family, matrices, literary analyses

In the present paper, we will make a critical analysis of the novel Otilia’s secret by George Călinescu from the perspective of mathematics and the matrices, but it will be a literary analyses. The subject is of general importance, being an important component of new education, an interdisciplinarity area throw the digitization of education or how to use the science in the classroom. This is exactly what we are going to do, in the following lines, through a concrete application, offering an objective direction, interpreting this novel.

George Călinescu is one of the greatest realistic novelists of the 20th century. He was born in 1899 and died in 1965. He had a most vivid imagination, a fertile inventiveness, a sharp satiric bite and a deep humanity that can be seen in the novel Otilia’s secret. Still, Călinescu is a writer rather difficult to be classified. His novel is a realist one, due to the subject matter of his novel, to his exposure of contemporary social ills: reveal the dehumanizing effect of money and poverty, the corruption in the family. So, his declared intention was to dwell on the destructive influence on Otilia’s family, exercised by the money, Costache Giurgiuveanu’s money. The novel opens with the presentation of the Antim street, and this is maybe one of the most beautiful images in the book and in romanian literary. The author’s omniscient eye surveys the scene like a film camera, offering a panoramic view of the life. The novel can be read, also, as an allegory: we can follow our dreams (e.g. Otilia). In this novel, the essentially good of Costache Giurgiuveanu is destroyed by the circumstance of the other characters. From this point of view, we can appeal at the matrices.

The matrices represent an important field of study in mathematics, more exactly in algebra, with many applications in daily life. The matrices were discovered by two British
mathematicians, Arthur Cayley and James Joseph Sylvester. J. J. Sylvester was the one who introduced the notion of matrix in his work „The American Journal of Mathematics“. Also, W. Hamilton and A. Cauchy brought important contributions in the field of matrices.

In mathematics and informatics, the matrix is seen like a container of evaluable information presented under a block of rows and columns. They are studied in high school. In this paper, we show an application of the matrices in literature, so we can speak about the interdisciplinarity between mathematics, informatics and literature. More exactly, we show that, in the novel Otilia’s secret by George Calinescu, the main characters (Otilia, Felix, Pascalopol, Costache Giurgiuveanu and Stanica Ratiu) and their personality features are briefly presented in a matrix in order to make our students understand and fix easier the heroes’ facts.

The matrix of the features of the main characters in the Otilia’s secret novel is the following:

<table>
<thead>
<tr>
<th></th>
<th>young woman</th>
<th>sociable</th>
<th>appealing</th>
<th>lovely</th>
<th>in love with life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Otilia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Felix</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pascalopol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costache Giurgiuveanu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stânică</td>
<td>mature man</td>
<td>upstart</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The image of the street that opens the novel imprints the atmosphere of the whole work because, reading by attention that page, the reader understood that Giurgiuveanu is an old man, rich, that loves this kid even if is not his real daughter, but he can give up at his money, that Felix is an innocent boy that want to be loved, Otilia is a sociable girl that needs to feel in love, Pascalopol is a rich man, a careful person that has no idea what to do to be inlove by someone and Stânică is a duplicitous man that is interested only by the money, Giurgiuveanu’s money.

From this matrix the reader discovers the degradation of the people, presenting a corrupt society dominated by the money. Therefore, we can rewrite the first matrix in the following matrices of money versus idealism in this novel as follows:

<table>
<thead>
<tr>
<th></th>
<th>young woman</th>
<th>sociable</th>
<th>appealing</th>
<th>lovely</th>
<th>in love with life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costache Giurgiuveanu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stânică</td>
<td>mature man</td>
<td>upstart</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ratiu</td>
<td>old absolute woman</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aglae</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this novel, the women are created after a different pattern. They are not accepting their destiny and they are rebelling against fate. This is doing Otilia and she ends badly in some opinions. Yet, Călinescu shows in many different ways how the individual’s life is determined only partly by his or her own efforts and in this part we are regarding Otilia and Felix destiny. Their destiny depends upon the pressure of things over which the individual has no control.

The matrix of the main heroes’ dreams of the novel is:

<table>
<thead>
<tr>
<th></th>
<th>to practice medicine</th>
<th>to have his own medical office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felix</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otilia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Călinescu uses the omniscient point of view combined with an adopted, a related point of view, the story being told in the third person and filtered through the consciousness of the characters involved.

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MANAGERIAL COMMUNICATION

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Abstract

Communication is vital because it makes the world to function! Communication facilitates human connexions, allows learning, raise and development. Effective communication is not just about talking and writing, it is also important to understand what we are saying and many times what we are not saying. The ability of communication is a fundamental requirement for the quality of interpersonal reports within an organization.

Key words: communication, management, education, performance, dialogue

Introduction

Communication is an information transfer from issuer (sender) to receiver (receptor) subject to correct understanding by the receiver of the message’s content.

Cohen, F.C. proposes a definition in his book, “Protection and Security on the Information Superhighway” that supersedes the simple exchange of messages and namely: “process by which an information source A influences over the information receiver B in a manner capable of provoking him/her some acts or feelings that allow a regularization of the B’s activities or of the group of which A and B belong to.”

Managerial communication

The managerial communication is a major component, fundamental of the management. The efficient and effective managerial communication represents a competitiveness factor, a strategic advantage of the organization. The quality of managerial communication depends on how the human resource is used and, in particular, the productivity of the work done by it.

The particularities of managerial communication comparative to other ways of communication are generated by purpose, objectives and roles of such communication, by frame and organizational structure and by the context of the organizational culture.

The managerial communication represents:
- A form of communication between people;
- An instrument of leadership, with its help the manager may exercise all specific attributions: prevision, training, organization, coordination, control, assessment.

To lead means to communicate, to transmit information, ideas, feelings, decisions to the subordinates, that’s why a manager proves that masters the secrets of effective communication when complies with and applies the functions of the communication:
- Information
- Transmission of decisions
- Dialogue
- Training, education, motivation
- Promotion of organizational culture

In the process of managerial communication there must be satisfied also a number of fundamental communication needs of each employee.
- The need to know
- The need to understand
• The need to express himself/herself

That’s why in order to satisfy these needs, the manager of the education unit must master the principles and skills of an effective managerial communication because communication is the most important quality which a leader must have.

The managers by the position they have within the education institution, have access to information much faster than employees, as a result of this, they have the task of informing, ensuring access to information, transmission of information timely and undistorted to achieve the objectives proposed in the institution. So, a competent manager does not communicate at random but according to a strategy regarding the act of communication itself and at the level of the educational institution.

Therefore, the efficiency of communication will be noticed immediately in the results of the activities carried out.

For example: if in the education unit with many structures there is received an information related to an activity which must be carried out by all teaching professionals from primary education in the next period, this information is effective if it is transmitted on many ways.

• orally – all teaching professionals meet during break with the manager and this transmits them the information;
• written – display or personal notification of those involved

Therefore the manager (issuer) assures himself also in terms of problems that may occur during the communication process.

Communication efficiency can be materialized through:

• transparency in communication;
• using correct information;
• rapid and undistorted transmission of message;
• avoiding tensional states;
• reasoning when taking decisions.

A successful manager is the one who involves the employees in daily activities, he makes time to dialogue, takes into account the colleague’s opinions, therefore he/she creates feedback asking arguments and support of point of view, makes conclusions and takes the best decisions, proves balance and objectiveness, communicates correctly and effectively.

The quality of managerial communication is influenced by the relation between manager-employee-collaborator. The type of their personality puts its mark both on the quality of the process and on the results obtained following this process.

Conclusions

In the relationships from the education institution to which we belong to, communication has a primary role. Efficient communication helps us to understand better a person or a situation occurred within the institution and allows us to take decisions and to solve easily the problems occurred. It depends on the way in which we communicate that the objectives proposed by the education institution be achieved and we enjoy of success in our carrier.

Communication is the most efficient way to a success guaranteed in any relationship and any circumstance.

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PROMOTING THE SCHOOL AND ITS IMAGE BY INCREASING THE SATISFACTION LEVEL OF EDUCATION BENEFICIARIES IN A CONTEXT OF DRASTIC DECREASE IN STUDENTS NUMBER

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Abstract

In the context of a decreasing birth rate and a drastic downsize in the number of students, there is a strong competition between the schools from the rural environment, so, in order to attract students, there is a need to promote the school among direct beneficiaries of education, and also, among indirect ones- the parents. One of the institutional strategy’s objectives must be increasing satisfaction for the education beneficiaries. The institutional strategy has a situational character, the strategic (institutional, managerial) and operational plans must be developed according to the analysis of the internal and external environment of the educational institution, respectively according to the needs of different interest groups (students, parents, teachers).

Key-words: school, promotion, educational beneficiaries, institutional strategy, functional areas.

Introduction

The institutional strategy of a school is the result of local community education needs with the regional, national and European educational policy standards, knowing the interdependence between the degree of education and the development of a community. Educational management should focus on consolidating the efficiency and quality of the education system, in order to provide education beneficiaries, with skills and competences to succeed in the labor market. Also, quality in education should aim at developing and capitalizing the full potential of students materialized in the system of knowledge and skills necessary for integration into social life.

1. Institutional strategy

Elaborating the school development plan, the managerial or operational plan bears the mark of increase in the educational institutions autonomy regarding the four functional areas: curriculum, human resources, material resources and developing community relations. One of the institutional strategy’s objectives must be increasing satisfaction for the education beneficiaries.

The strategic (institutional, managerial) and operational plans must be developed according to the analysis of the internal and external environment of the educational institution, respectively according to the needs of students, parents and teachers.
In order to achieve a good promotion of the school organization, the functional areas are highlighted by the opportunities to increase the satisfaction of education beneficiaries in the context of a drastic decrease in the number of students through examples of good practices.

2. **Opportunities to increase the satisfaction of education beneficiaries**

2.1. **Curriculum functional area**

In designing and carrying out instructive-educational activities, it is necessary to correlate the specific objectives of the school with those from regional, national and European level. As an opportunity, we have identified the value of existing human and material resources at school level in setting up SDC, taking into account the options of students and parents. As examples of good practices, we have satisfying the desire for information and knowledge of students in different fields of activity by implementing different educational projects within the school's decision curriculum.

Within the Curriculum functional area, in the opportunities chapter, the development of didactic activity quality culture was also identified, through experience exchanges with specialists from different fields of activity (Bush, 2015). As examples, activities can be carried out within educational projects following partnerships with various institutions: the forestry direction, the ISU, dental practices, etc.

2.2. **Human resources functional area**

Schools have qualified teachers, concerned with continuous professional training. Interpersonal relationships are opportunities that foster an open, stimulating educational climate for both teachers and students (Silvestru-Grigore, 2016). At the same time, a communication strategy is needed both inside and outside the school organization.

As examples of good practices conducted in school institutions, we have identifying training courses for teachers in communication and public relations, and also, motivating teachers by providing continuous learning grants.

2.3. **Material and financial resources functional area**

The school spaces must comply with hygiene standards, have adequate facilities and video surveillance systems, prerequisite for students to be motivated and stimulated by the comfort and safety of the school. As opportunities, we can identify the valorization of the informational technology existing in schools, but also the existence of the sports halls and equipping the physical education departments.

Examples of good practices are the use of informational technology in schools and in extracurricular activities, as well as the free use of the sports hall for sport related activities with students and different sporting disciplines instructors: sports dance, martial arts, etc.
2.4. Developing community relations functional area

In recent times, there has been a greater approach of community members to school and vice versa, through the involvement of parents and also, some institutions (City Hall, NGOs, Church, Police, Romsilva, cultural institutions, etc.) in school life. The opportunity by which the school reveals its openness to the community members is achieved by involving parents in instructive-educational activities (Goia and others, 2014). Examples of good practice include the provision of first aid lessons to students by medical staff, with the participation of parents, given the usefulness of these lessons for them also. Promoting the school's image in the community can also be achieved by engaging local authorities and parents in volunteering with students (Coman, 2000).

Also, in order to have a high percentage of students from terminal classes going to a higher education level, a good collaboration is necessary with high schools in order to achieve an appropriate professional orientation.

Another identified opportunity would be to collaborate with the media and other institutions in order to promote the school and its image both in local media and social networking groups.

Conclusions

The growth in the degree of pedagogical and organizational autonomy of the educational institutions in the last period, exercised through the participation of education beneficiaries in the decision-making process, has the role of providing education for all children complying with the conditions of fairness and equal opportunities. The involvement of the student, the teacher and also, the parent in the educational process is essential for the successful integration of young people into social life, knowing the interdependence of the three factors.

Collaboration between parents and school is successful if teachers and parents work together, in a tolerated spirit of respect for differences, to achieve the common goals previously set, in a spirit of equality, openness, trust, respect and responsibility.

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THE IMPORTANCE OF THE ACTIVITIES’ EVALUATION IN KINDERGARTEN

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Abstract

The commencement for the formal education training is kindergarten, due to its organization which helps the child benefice of activities that are concentrated on their evolution. This early education is based on a concept supporting the idea that personalities are formed in the early age. The philosophy of this kind of education has its roots in children education. Over the last decades, there has been an unheard of preoccupation in the enhancement of educational efficiency regarding children’s educational potential.

Key words: evaluation, activity, kindergarten, pre-school education, childhood.

Introduction

Nowadays, the Romanian educational curricular reform has suffered major changes in terms of organization and didactic structure, changes which imply a new vision on teaching-learning activities.

Evaluation represents an ubiquitous aspect in any human activity field, with the plain purpose of making that activity more efficient. G. Noizet (1978) once said that „in a larger acceptance, as a term „evaluation” designates the act through which, an event, a person or an object issues a judgment related to one or more criteria.”

The person represents the integrant party of this informational sistem, and that means the necessity of adapting to this addressed pace of change and various demands. This training process has to start from childhood in order for it to resist in a dynamic and permanently changing world, being more precise, it has to start in the first institution with a systematic aport in this process: kindergarten. For this reason it is outlined the necessity of new educational approaches since pre-school education.

The act of evaluation in kindergarten has the purpose of verifying children’s knowledge and abilities developed during the educational activities. Likewise it has the purpose of pursuing the formative aspects regarding the educatore’s work.

Pre-schoolars accomplish under their teacher’s guidance, with carefulness, dexterity and sleight, distinguished and authentic work made out of a large variety of materials and techniques.

If all of this children’s work would be systematically evaluated during the school year, aiming to their correctness of competence and skills, work aesthetics, and the creativity through its reversed function, evaluation also represents not only an important manner of adjustment, but a child’s activity self-adjustment, didactic and teacher’s activity. Thus we may elaborate a scale of values in order to appreciate and establish every learner’s place in their collective.

As the Educational Law foresees, the educational ideal, provides stability to educational processes which lead to a harmonious growth for a human individuality when forming the type of personality that suits nowadays society’s aspirations.

The impact that evaluations has over the projection and the accomplishment of the learning process might be compared to the one achieved by bringing computers in kindergartens and schools, which led to this expression “computer assisted learning”. Thus the necessity and the
importance of an evaluation that guides educational activities has become so important that they started using the expression “evaluation assisted learning”. (B. Maccario, 1996)

Evaluation is data collecting and organizing activity referring to the direct effects, visible or not, of the educator-child relationship, with the purpose of challenging a continuous growth in order to make the educational system more efficient; it represents “the process of obtaining information on children, teacher or the educational program and of turning this information to account in order to acquire appreciation, through which there will be taken some decisions.” (Neacsu, 1996).

Ausubel, when talking about evaluation, chiefly about the initial one, was saying that: “if I wanted to reduce all of the psychopedagogy to a single principle I would have said: the most important factor in children’s learning is the information a child remembers when leaving. Make sure of what they know and educate them in that certain way.”

Evaluation represents a permanent preoccupation for the specialists in Educational Sciences, both theorists and practitioners, becoming the main subject in numerous debates and researches. Out of this large variety, I will outline the following definition: “To evaluate means to issue value judgments regarding pupil’s learning, based on appropriate criteria towards to certain targets, in order for decisions to be made.” (D. Potoleasi. cit., M. Manolescu, op pag.4).

With time passing by, children, mostly from the second grade, gain the ability of evaluating the results of other colleagues and on top of that, the ability of self evaluation while comparing themselves with other kids in the same group, with value judgments or pre-established rules.

There are other specific features of the evaluation in pre-school education, as the interest, enthusiasm and honesty, all being specific to this age, with which children take part in this type of activities. As a result, it is better for the evaluator to issue encouraging estimations in order to support, stimulate and encourage children to obtain great result while studying.

The manner in which the teacher evaluates their pupils is extremely important, as are their guidance and coordination. The educator’s competence and devotion will always remain the most important conditions on a child path to success.

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CREATIVITY IN SCHOOL

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Abstract
The present paper, which I bring forward to teachers and all the interested ones, is to encourage the activities through which the students' creative ability is concerned. An efficient and attractive way for its fulfillment is the inclusion of the computer graphics in the school syllabus. The two major themes of the current educational system, education and informatics, could, when used to their real value, lead to a better, righteous society, where the value system is the base of its progress. Key words: creativity, graphics, informatics, the roumanian educational system, the preuniversitary school system.

Education and informatics
There are changes in almost all the areas of activity in the Romanian society but, of all this, the most important one is the educational one. "Education can be largely seen as a meeting between the individual and society, and the entire life can be marked by this continuous change". (P.H.Chombart de Lauwe)1

Informatics is in fact the art of the future. The new for nowadays society, is the information explosion. Any new technology changes the society and thus, the society is the one to be prepared for change. Informatics has pervaded all the areas of activity, and school has to prepare young specialists, ready to adapt and to contribute to the progress, personal development and the unity to which it applies. The difference will be made, in fact, by the creativity with which they approach problems.

The following chapters deal with the use of computer graphics for the creative development of students, namely: graphics programs, advertising design, Web-design, computer games.

Computer graphics
Nowadays we can't imagine the projection of programs without using computer graphics. The students can be encouraged to discover what facilities the use of computer graphic programs offers.

The students' creative thinking finds its way of expression when it presents its own ideas and turns them into practice, creating in this way projects and programs on the themes themselves have chosen. Through the use of graphics can be created: graphs of functions being applicable in mathematics, physics, etc., fractals, learning programs with the help of computers, 'mat' scratching using double recursion, any kind of drawing, simulations of the technological processes and even plays using animation techniques.

The most attractive 3D graphic programs are computer programs used for the graphic design in three dimensions. The top packs: Maya, 3D Studio Max, Cinema 4D allow the users to design 3D objects (in fact virtual objects or programmed models of real objects, 3D) for films (cinema, TV, video) and computer games. There are programs which grab your interest as soon as they are opened.
Advertising design

"Advertising design means design work and printing preparation of the graphic templates for packaging, catalogues, fliers, magazines, logos, exhibition panels, auto decorations and any other kind of advertising materials."/² The advertising design has to reach the aims: to catch the consumers' attention and to send to them the desired message. The advertising design contents encourage the students' creations in the way.

Due to the fact that, starting with the 1st of January 2019, Romania provides the presidency of the European Union Council for a period of six months, M.E.N. launched the contest for the logo design of the Romanian presidency at the Union Council. "A creative, legible logo able to present the way in which different domains (research and innovation, IT&C, education, tourism, industrial production and development, energy, agriculture, culture, sport) support and rely on each other".(edu.ro, 2018)/³

Web-design

"A web-design program is a computer program used to create, edit and update web pages and sites."/⁴ The purpose of such a program is to make it easier for the designer to work with web pages and sites, through a graphic interface usually with the user who displays the wanted results. The examples of web design programs include iWeb, Microsoft FrontPage, Adobe Dreamweaver which are commercial programs, and AMAYA, which is an open source program. It is very interesting to project your own site and to "beautify" it as you wish.

Let's learn by playing!

Video games are part of nowadays youngsters, being an area in continuous development. The game is a mixture of graphics and creativity. Regardless its category: puzzle, action & adventure, emulations, racing, sports, etc., regardless of the fact that is played on computer or telephone, a game can become a source of motivation for students to learn graphics and it is also a way to merge pleasure and usefulness!

In an intensely technologized world, as the one we live in, it is interesting to notice the fact that games, chosen carefully according to age, come with a major contribution to the development of intelligence and to the general well-being of children.

Conclusions

Generally, the result assessment of an activity is the needed "barometer" in any domain. Even if it is not so much yet, assessed in the different exams the students take part in, creativity will be at the bottom of their integration at the workplace. That's way, for the development of the students' creative ability, I consider that a chapter about computer design should be included in the school syllabus. Through the use of
graphics we can express our opinion over certain things and phenomena and simply each of us lets imagination fly.

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INCREASE THE EFFICIENCY OF EVALUATION BY USING A PERSONALIZED DATA BASE WITH A TESTING PROGRAM

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Abstract
It is well known the importance of the evaluation part in the curricular process. An efficient curricular process cannot be accomplished without this component. In achieving an evaluation as accurate as possible and easier to apply, an evaluation with objective items has been developed lately. It is an activity where we can use the help of technology through generating some special programs which are a means of evaluation and also a means of formation and development of data basis designed for the development of the evaluation component. The article here to be points the existence of such a program with applicability in any scholastic area.

Key words: evaluation, computer, application, methods, problems, solving.

Introduction
There are well known the evaluation problems which derive from the differentiate judgement of the level of solving the items during an evaluation which is intended to be as accurate as possible.

The experts notice that Informatics has very high educative potential comparing to what other technologies might offer. Informatics permits the adaptation of schooling to each student’s needs, to his rhythm of work, to his intellectual skills and level of knowledge, so, the diversification of pedagogical means and the personalization of schooling”.

Used in evaluation, the computer offers, both for teachers and students, a great diversity of modalities.

In contrast to the traditional means of evaluation, the evaluation with the help of computer is relieved of any elements of subjectivism, as well as the stressful feelings that students have both for current and final exams.

It saves the review team’s time and effort, which can be used in other fields of activity. In this way, the relationship teacher—student itself changed through the growth of students’ confidence and teachers’ objectivity.

Contant of the article. Presentation of the Test Reports program

The fall of 2012, as a sum of happenings, found me as a teacher (principal) at Tirol Secondary School. As, during my pedagogical career, I had never taught secondary school pupils, I found myself put in the position of changing my teaching methods and techniques. From the need of dynamizing the activity of pupils and make them participate with pleasure at class activities, I thought of introducing ICT type activities. Because first of all, as a math teacher, you need to check pupils’ knowledge concerning the multiplication table and the division with remainders, I created a program related to this topic through which students can
be evaluated. Through this program I proposed the solving of a 9 questions test, each one scoring 1 point, and in the end the student got a mark according to the right number of the given answers. The program was ready in about 3 days and I immediately had the chance to put it at work with my 5th grade students. The effect was extremely favourable even if the testing results were poor. The pupils hurried to my laptop to take the test and during the following classes they kept asking me to take them to the lab to take some more tests of that kind. Encouraged by the “effect” of that program, mostly because of the interaction between students-teacher and because the program only contained one topic from the 5th grade syllabus, I decided to make a data base program with an electronic collection of problems through which I tried to accomplish the same thing. Also having a personal ambition of proving to myself that I am able to implement in a program data basis specific actions without using search engines, I began to work. The program was ready in about 2 weeks, but I didn’t have enough material for my data base. I finally produced this material during the winter holiday of that year when I managed to introduce in my application about 600 problems. To illustrate the interface of this program, I will include some print-screens made on a computer.

The program permits the user to create a data base for evaluation on a computer on which a Window operating system functions. The data base will be formed by a 5 option multiple choice collection of questions (problems) where only one option will be the right one. The questions (problems) are introduced in the application in “Problems” folder as jpeg files and then registered in the application through “File” menu > set the problem, where the right answer will be configured as well.

This collection of problems can be created by each user and it can be structured on types of problems or units. The data base can be afterwards used to create tests on computer, one test having between 60 and 90 questions (problems). At the end of each test the student will automatically receive the grade and he is registered on a list of users which can also be “seen” on other computers with the help of the same application. This allows teacher to monitor from
distance students’ work. The data base can be checked by the student through “File> see problems.”

This facility permits the student to work before taking a test. The configuration of a test is established by the user and there is the possibility of creating a test with problems or questions from many units or of different types. The program also has a “help” system which offers details concerning the functionality of the application.

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EDUCATIONAL MANAGEMENT FUNCTIONS

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Abstract:
Educational management is, in my view, a subject that deserves to be approached by as many people as possible. Over time, it has evolved a lot so it has assimilated a number of methods, principles and processes that have contributed to improving performance and systematizing specific knowledge. I chose to write about the functions of education management to make them known in order to ease the managerial activity with a very important role in the educational process.

KEYWORDS: management, the provision, the decision, the organization, coordination, the control.

The management concept was used in the Anglo-Saxon countries and subsequently developed on all meridians. Etymologically, it is derived from the Latin "manus" (hand) and represents "maneuvering", "piloting", and the man who maneuvers, pilots is the manager. From the Latin "manus" in Italian, "mannegio" (hand-made) was formed, and by the French word "manege" it passed in the Romanian language with the meaning of "where the horses are trained". From French, the word came in English in the form of "to manage" what it means to manage, to lead. Managerial activity, as H. Fayol says, includes five categories of activities: provision and planning, organization, staff coordination and control.

Managerial activity, as H. Fayol says, includes five categories of activities: provision and planning, organization, staff coordination and control. The provision is the evaluation of the future, the surprise of the trends, the probable conjunctions in which the influence factors will act. There are three types of provisional activities:
- the forecast – long-term, over 10 years, characterizes strategic decisions at hierarchical superior level,
- the planning – on medium term, from a few years to a semester, the product of planning is the plan,
- the scheduling – on short-term, decade, week, shift, detailed on the actions taken, the means and resources used to implement the plan.

The decision is a key element in any management activity and consists in choosing a possible way of action from several possible ones. It involves three steps:
- preparation of the decision includes identifying problems, obtaining the necessary information about these problems, selecting, organizing and processing information, drafting action variants and draft action plans.
- the adoption of the decision implies an activity of analyzing and comparing the advantages and disadvantages of each variant, followed by the choice of the most advantageous or the less disadvantageous variant.
- application of the decision implies a series of organizational and motivational activities - communication of the decision, its explanation and argumentation, organization of the practical action, control of the execution of the decision, regulation of the action, adoption of decisions to correct the initial decision.

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The organization comprises the set of activities through which the physical and intellectual work processes and their components are established and delimited, and they are grouped into compartments, working groups. Through organization, it combines rationally and harmoniously all elements of normal functioning (resources, means, etc.). The organization as a function of the management has two distinct aspects: the structure of the organization (the configuration of the compartments, the attributions of each post), the organization of the personnel and the material resources.

Coordination refers to ensuring co-operation between compartments and people, harmonizing their actions, to avoid parallelism and overlapping, waste of forces and means. The coordination is expressed in the manager's ability to intervene operatively in the functioning of the parts of the system in order to harmonize them with each other as well as with the whole, both in terms of the technical, human, material, economic, and financial factors.

The training involves the manager's action to determine the subordinates to participate actively, responsibly and creatively in fulfilling their tasks in optimal conditions. It is done through command and motivation.

The realization of the training through the command implies the formulation of simple and direct orders, the orders not to exceed the competence of the employees, the promotion of a real discipline in the work, etc.

The control consists of supervising the functioning of the driven system, comparing the results with the planned ones or the established objectives.

Preventive control is designed to prevent potential deviations, possible and predictable errors. Corrective control is intended to correct deviations from the initially targeted route.

Evaluation is more complex than control and can only be done by this means.

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Abstract

The development of the quality of education, related to the mission of the educational institution, represents the progress made in the manifestation of the different values of the educational institution, the progress in achieving a common vision in the field of education, a vision shared by all the members included in the educational community of which is part of the educational institution, as well as the coherent answer to the different needs expressed by the members of the educational community, respectively by the clients of the educational institution.

Key words: e-learning, quality, education, education, progress.

Introduction

It is well known that, at least at declarative level, many concerns have been identified in our country regarding the achievement of quality education, which has been perceived in the last decade as the basis of the complex process of preparing the next generations with multiple effects which have the ability to manifest themselves directly over the entire community.

And despite the apparent deplorable state in which, unfortunately, the Romanian education system is currently positioned, it is noted that the authorities have made a habit of defining the concept of quality at the educational level as "an excellence in the efforts made to achieve performance, but also to the highest level of training in a particular field."

Body of the article

1. Functionality of Romanian education

Considered to be one of the primordial domains of social existence, a constant and long-lasting process that decisively determines the formation of the most important factors of a nation, education should be carried out in a constantly functional manner without has reported no malfunctions or failures at its level, no matter how they may manifest.

This is the reason why the constant necessity for the Romanian education should be to position not only competent leadership, but also one with maximum efficiency, two conditions which, unfortunately, have not been too much known in recent years in Romania, a state in which contradictory approaches on the political stage manage to impose its negative consequences in all the primal areas of society.

Under these circumstances, e-learning can be perceived as one of the most viable solutions to defining and subsequently developing at national level a new educational method, especially in the context in which it proves to be not only a special tool useful to teachers and pupils, but especially a real challenge in the increasingly dysfunctional Romanian learning process.

Leaving aside the many advantages that have already been highlighted as a result of the use of the e-learning system, it is necessary to notice the special role that it manages to hold in the management of new knowledge in the various fields of interest chosen through information...
technology the latest generation succeeding the gradual alignment of the dysfunctional Romanian education to the modern educational systems in the rest of the European states.

2. Quality assessment in education

Particular attention should be paid to the quality assessment system of education, and it does not currently have the capacity to generate concrete, real data on the scale and impact of the various changes that are made within the Romanian education system.

More specifically, it is necessary to establish with certainty whether the generalized implementation of the e-learning system within the Romanian education system leads to a series of beneficial changes, respectively whether the changes / expectations are or are not only "surface", if they are produced by conformism, imitation, whether they constitute a viable alternative or just a parallel one, especially if they have the capacity to affect in a sustainable and concrete manner not only the entire organizational culture but also the totality of the activities run at the level of any educational institution in Romania.

In this context, it is imperative to redefine the system dedicated to assessing the quality of education so that it has the capacity to determine not only the objectivity (formal construction), but also the subjectivity, thus avoiding the occurrence of possible potential nonconformity reactions or "double thought" reactions.

It is known that in such situations not only an external evaluation, however complex it may be, is sufficient, but completing the evaluation, which may include self-evaluation, is also required.

In this case, the implementation of various tools dedicated to self-evaluation must ensure the most effective involvement of all persons involved in the process, knowing the importance of the human factor in all phases of the self-evaluation process.

It should be noted that the process dedicated to quality assurance in the field of education must also take into account the periodic optimization of the various aspects and dysfunctions that are perceived or claimed at the level of the school activities of all the educational institutions. Constant optimization is achieved through adjusted value indicators as well as added-value indicators, in particular value-added ones.

At this moment, at the level of each educational institution in our country, the development process is realized only through a special project elaborated for this purpose, the project of institutional development aiming mainly at making changes within the respective educational institution, without the inclusion programs, as well as the various activities that aim at the normal functioning of the educational institution, but also how it manages to observe and implement the increasing and controversial legislative provisions.

By implementing e-learning, a much more precise channeling of the entire learning process, irrespective of its type, is achieved, all the educational resources provided to the main beneficiaries being accessible at any time, regardless of location or period. Leaving aside the extremely easy way through which any beneficiary can use e-learning platforms, it can be remarked that they give them unlimited access to databases that are particularly useful in the training process as well as to various materials of the multimedia type.

Last but not least, it is necessary to recall the numerous benefits granted to the beneficiaries of e-learning platforms in the interactions that can take place during asynchronous conferences (such as blogs or the numerous discussion forums) as well as
synchronous conferences, the most used being chats through which not only auxiliary resources can be provided but also ideas, suggestions or comments that may prove particularly useful in the learning process.

By associating the quality of education with the degree of satisfaction expressed by major interest groups in relation to the education offered to them, it can be rightly argued that the main reason underlying the drafting of a project is either the perception of unsatisfactory quality in certain areas of the school activity, or the perception of its insufficient quality.

Conclusions

It can be considered that the institutional development project of an educational institution is the decisive means of improving the quality of education, taking into account various quality indicators. At the level of the totality of the elements included in the institutional development project it is necessary to explain the quality indicators, their awareness, as well as their assumption, respectively at the level of the mission of the educational institution, the diagnosis of the institutional development project, the strategic goals and approaches, and actions and processes.

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THE IMPORTANCE OF THE STUDY OF INFORMATION IN THE ROMANIAN SCHOOL

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Abstract
This paper aims to present the importance of studying computer science in the Romanian school and aims to identify its long-term benefits. Worldwide, it has moved from the industrial society to the information society. To improve children's quality of life, "tomorrow's adults", we ask questions like: what are we evolving? How will life be in the future? What do we prepare our students for? The answer is in technology. The future of today's generation is in IT, seen as the engine of human society.

Keywords: computer science, digital natives, education, algorithmic thinking.

Introduction
In line with the national strategy on the Digital Agenda for Romania 2020, alongside extracurricular activities and continuing professional development and ICT skills development, school curriculum has an essential role in preparing graduates in this field. The directions of action in this strategy include: developing digital competences for students and teachers, using ICT (including OER and Web 2.0) in the learning process by including Web 2.0 platforms in teaching-learning processes, using Web 2.0 tools, the preparation of curricular / extracurricular, inter / transdisciplinary projects for the development of social and entrepreneurial skills.

Why is computer science taught in school? Because one of the school's goals is to teach students to learn, to find information and connections, to think logically, to build and define themselves, to form.

Content of the article
The discipline of Informatics and ICT must meet current requirements and expectations: focusing on typical processes of information processing and not on the use of specific applications currently available, the transversal character with openings to other areas and the real needs of the student, focusing on the activity learning and its outcomes.

Wikipedia states that: the term "computer science" (computer science) designates the science of systematic processing of information, in particular computer processing. The computer is very useful to both the student and the teacher, but its use must be done in such a way as to acquire knowledge and skills to enable the pupil to adapt to the requirements of a constantly evolving society and to improve the quality of the educational process. Teachers should contribute both to the development of children's digital competences and to their involvement in the life of their community by resolving creative digital themes. Through the training activities and workshops, another window is opened to explore the digital world with its development and learning opportunities so that children from the earliest ages are encouraged to actively engage in a career in technology. Educating students to develop usable products, the development of inventive and creative spirit appears as an objective imposed by the economic system in which we live and live in the future.

How important is computer science today? Informatics has become as important as Romanian mathematics and language. As Mark Zuckerberg said: "In 15 years’ time, we will
learn programming as we learn to write and read today. We will ask why we did not start earlier. "Today, many children want to study computer science and I think they know a lot about this discipline; they know how to work on computers, they know how to play, whilst elderly people do not know what computer programming means.

Due to the implications that computer science has in all professions today, its interdisciplinary character results. Students are fascinated by the fact that math problems have a practical application in front of the computer and can see what it can do, a million operations in a second.

Examples of Good Practices: Hour of Code is the largest IT event in the world that aims to make programming a language accessible to students from primary school to high school.

For small programmers, #SuperCoders is a contest launched by Orange that familiarizes them with technology and prepares them for the future; they make the first steps in the programming world by developing applications on three levels of difficulty (Storytelling, Maze, and Quiz). In the workshops, the projects to be done by children start from the 15th global goal (land life), being presented solutions for protecting the planet through animations, interactive stories and games by drag & drop technique, using the programming language created on the Scratch platform - programming through code blocks.

Another international contest is Bebras introducing students of different ages in the field of algorithmic and computational thinking. Competitors need not have programming skills to solve the requirements, but they must have a structured thinking based on the use of algorithmic and logical concepts. Questions are a problem-solving process that includes a number of features, such as logical ordering, data analysis, algorithm-based solutions, pattern recognition, abstraction, and understanding of connections between information.

Participating in numerous competitions on various topics related to the usefulness of information technology in everyday life opens new perspectives for students, gives them the motivation to start studying the field of computer science from primary classes and encourages them to deepen the knowledge of the computer and the possibilities offered by it. These contests are also useful for discovering passionate computer science students who want to deepen their computer study in the future to support them so that they can participate in large-scale Olympics. In the computer age, any field that pupils will embrace will need minimal knowledge of computer science.

**Conclusions:** We need to be aware of the fact that informatics has a primordial role in the formation, stimulation and structuring of logical, algorithmic and computational thinking. The manuals must be airy and friendly, adapted to the principles of computer science teaching. At the moment, we are confronted with the lack of education professionals (qualified teachers as IT teachers); we need passionate computer science teachers and model teachers. "To do computer science, you have to be passionate!"

Integration of ICT resources into education is beneficial and leads to an increase in school performance, provided that students have knowledge of computer use. This implies the introduction of computer science and ICT at all profiles and at all levels of education. Also, pupils should be working in small groups, and the laboratories of the educational institutions should be adequately equipped with high-performance computers connected to the Internet.
The Romanian education system is being modernized and adapts to the current requirements, as a consequence computer science has to stay in the attention of the pre-university education starting from the kindergarten.

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A NEW PERSPECTIVE ON MAKING LANGUAGE LEARNING FUN - THE CONCEPT OF “EDUTAINMENT”

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Abstract
A great way to give students meaningful opportunities to apply their learning and lower their affective filter is to make learning fun! Whenever EFL teachers use activities that create learning context that are engaging and fun, students are more prone to participate in the process and take risks. If the whole process of language learning is regarded as a fun activity, students will definitely retain information better because the process becomes both memorable and enjoyable.

Key words: edutainment, language learning, English language learning, fun language learning perspective

Content
To learn English properly, students need many opportunities to practice and apply what they have learned in class. During the English language class students often face challenges due to obsolete teaching methods, unappealing curricula, or fewer opportunities to use the learnt language outside of the school environment. At the same time practicing a new language can also be intimidating, especially for students with a high affective filter or negative emotional factors that may interfere with language learning.

Modern language teaching is a process focused on the learner, which means that the student’s background as individual has to be considered when planning the class activities, (native language, personal, social, and cultural aspects). Student’s motivations for learning the language is also a key factor. And since the predominant setting for learning a foreign language in school is the classroom, future teachers also need to become familiar with effective learning strategies and the context of formal, institutionalized and instruction-based language teaching.

The concept of language learning as a “fun” activity comes particularly from the North American continent. In the United States, it’s estimated that 43 percent of all schools provide ESL programs and 46 percent of all schools have ESL students. However, the challenge to learn and teach English is not specific only to the U.S. teachers, but most Romanian teachers of English of a foreign language face similar situations. The rapid development of today’s society, the higher exposure of students, even from early ages, to a multicultural and multilingual environment, the intrusion of mass-media, many times in an aggressive way, in learners’ life, the social, economic, and even the political changes that gave a greater influence in modern society, all these come to create premises for a more challenging environment when it comes to teaching English as a foreign language in our country. The global village that we live in, work force mobility, the many opportunities for young people to travel and work or to study abroad through the benefits of European educational programs.
such as Erasmus Plus, the increasing demands of today’s society for better prepared and more complex professionals, place a higher pressure on the process of language learning and teaching, both for the teacher and the student.

If not too many decades ago language learning began at the age of 10 in most public schools in Romania, nowadays kindergarten students have their first contact to a language they do not have a great exposure at outside the classroom. But the parents’ increasing desire to better prepare their children for whatever may life have in store for them, in addition to the already mentioned changes of the contemporary society, made consistent reforms in national educational policies. Therefore, learning English from an early age has become not only a necessity, but also an expectation that teachers have to meet. And this is where the concept of “fun learning” makes most sense.

Often teachers must integrate fun activities and language games into the lesson plans in order to get their students interested. When the language activities in foreign language lessons are fun, students will be excited to learn, making it much easier for teachers to teach. Fun EFL activities and games can be effective tools for ESL students and teachers. Whether the teacher teaches adults or children, games will liven up the lesson and ensure that students will leave the classroom wanting more.

The term “edutainment” is a blend of ‘education’ and ‘entertainment’. This new concept is used in reference with a variety of forms of entertainment that also serve the purpose to educate. One industry that is loaded with edutainment products is children’s software. Most language games for children are developed not only to entertain, but to educate as well. For example ‘Reader Rabbit’ is a popular line of games that help kids learn to read in a fun way. The concept of edutainment typically means to instruct its audience by blending a mixture of language learning activities in some familiar forms of entertainment: TV programs, multimedia software, computer and video games. Nowadays many educators strongly believe that enjoyment and success must go together when it comes to foreign language learning. Language teachers just need an internet connection to be able to quickly find and easily use materials appropriate for their preferred communicative style of teaching. In this way the teacher can use materials designed to develop learners’ skills within a relaxed context involving interaction. Many teachers and students believe that a foreign language must be brought to life in situations by gestures, by handling or touching things, by actions and incidents, by pictures, by dramatization, by providing interesting stories (listening materials or relevant printed pictures), and not least by language contests or games.

Games can be used to warm up the class before the lesson begins, during the lesson to give students a break when the teacher is tackling a tough subject, or at the end of class when there are a few minutes left. There are literally hundreds, probably thousands, of games that can be played in the language class. Teachers use EFL games in order to test vocabulary, to practice and improve the speaking abilities or to learn and revise tenses.

Even though most teachers are familiar with Howard Gardner’s Theory of Multiple Intelligences, they may still struggle with the implementation of this theory into teaching and learning activities. Since classrooms are made up of diverse learners and the teacher needs to differentiate the teaching and learning strategies. “The classroom is often a direct reflection of the teacher who has physically set it up and expressively established the ambience of it. The
teacher’s attitudes, emotions, and educational pedagogy affect the way he/she physically arranges the room, and these things also affect how the teacher establishes the classroom procedures and routines. This in turn affects how students, parents, and others feel as they walk into a classroom.”

A classroom with a positive learning environment will hopefully include students who feel confident about their abilities and efforts. One of the best ways to help a student develop healthy self-esteem is to find and emphasize his/her strengths. Self-esteem and motivation are essential aspects of the teacher’s successful attempt to make the learning process enjoyable. The ability to institute discipline should be a complementary ability of the teacher, who should try to manage the language class enabling both a positive atmosphere and a well-organized, structured learning environment. Teachers have to encourage students in areas of both strengths and weaknesses and find ways to recognize each learner as special. They should avoid the natural tendency to compare one student with another. Experience tells us that some students learn English as a foreign language with greater ease, more quickly, or with better results than others. “As a teacher, practice active listening, in which you repeat what students have said to you and then speculate and recap how certain situations might make them feel. This will help you to better understand their points of view. When you have the time, invite students to express all their feelings appropriately.”

As Harmer (2007: 157) mentions the rapport the teacher establishes with the students is crucial to effective teaching and learning. In this respect, he makes a list of things that a teacher can use in order to make the learning process enjoyable: “start as we mean to go on (students will find it extremely difficult if we only begin to insist on certain behavior when things go wrong)”; “know what we are going to do (students are far less likely to cause problems if we give them interesting things to do)”; “plan for engagement (students who are interested and enthusiastic do not generally exhibit problem behavior)”; “prioritise success”; “equality rules (in any dealings with the members of the group, the group has to see that we treat everyone in exactly the same way, irrespective of who they are)”; “praise is better than blame”.

Despite all the best efforts of a teacher to make the learning enjoyable and to create premises for successful language learning, sometimes things get out of hand and students behave in inappropriate ways.

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FLUENCY IN ENGLISH

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Abstract
It’s well known that English is a ‘must’ in almost any domain of activity: science, research, engineering, programming, medicine, tourism, sport, education, economy, industry etc. Although most people pretend to be good speakers of English, the reality is totally different. To be fluent in English and become a proficient English speaker, one has to be extremely motivated and put all his focus into the task of learning.

Key words: internet resources, listening, native speakers, proficient, role play.

Introduction

Top teachers and schools can offer their students the opportunity to learn faster and advance to the highest level of fluency in English. Choosing the best methods is a hard task for teachers, though. Depending on the age and English level of the students, best teachers can opt for the most appropriate teaching methods and techniques.

Students like adventure, exploration and travelling and they love it when teachers include these aspects in the learning process. They love going on trips to English speaking countries where they can practice their skills in the real world and enjoy their destination at the same time. That is why English teachers should take into consideration all these aspects and try to make every single class fit their students’ needs.

Listening as a first stage

Students come to school with a rich passive vocabulary learnt at the kindergarten or at home (in front of the TV or tablet), on the street or at the supermarket where the labels on the packages and the names of many products are written in English.

It has been demonstrated that starting learning English from an early age is a very important aspect in achieving complete English fluency. Impossible as it may seem, children can learn without difficulty up to 4 languages until the age of 6. They enjoy learning English through fairy tales and stories adapted to their age, nursery songs, cartoons, videos etc. The first stage of any language acquisition is mostly listening. When watching videos or movies, children can hear words being used in real sentences and conversations, which later will help them learn how and when to use them correctly in their own English dialogues. For this reason, many English teachers focus on listening and reading activities before moving to the next stage which is speaking.

Most listening texts should be based on a discourse that is either genuine improvised, spontaneous speech or a fair imitation of it. Students should be encouraged to develop the ability to extract what they need from a single hearing, although some students don’t understand fast, natural, native-sounding speech and need to hear things more than once in
order to understand the conversation. Therefore, the discourse must be redundant enough to provide the information more than once within the original text. (Penny Ur, 1999.)

English can be learnt while doing other everyday activities, without being actively involved in the process through speaking (listening to English songs while dusting the furniture or cooking, enjoying your favourite English programmes/films while lying down on your couch after school/work, reading instructions or ingredients on a label etc.).

There are also people who choose to subscribe to different English magazines, newspapers or websites to get the latest international news and world events. Others try to keep a diary in English and stop looking up relevant information in their native language online. This is called passive learning and we soak up the information by listening, watching and reading, developing huge passive vocabulary. (https://englishharmony.com)

**Role play**

There are more and more English teachers dedicated to their profession who can help students learn English in a fascinating way. They can find the most appropriate teaching methods to motivate their students and make them love English.

Role play is a game that most children enjoy. It approximates natural language and gives the children the freedom to have a dialogue without being provided with any prefabricated conversations as aids. Role play is seen as a separate classroom activity with its own sets of procedures. Functions such as questioning, greeting, advising, suggesting, apologizing, agreeing, informing, urging, persuading, inviting, requesting, commanding, and inquiring could serve as the basis for a role play exercise. (Richard A. Murphy, 1995).

**Online resources**

Living in a digital era, learning a foreign language seems to be more and more enjoyable. Latest technology can provide more and more schools with internet access and computers for every student. Whenever possible, teachers can use official sites as teaching and learning resources. Internet resources can be used in a very creative way during the classroom practice, but selecting the best resources can be a challenging task for most teachers. First, they need to confront the vast amount of information hosted by the internet and use it productively in the classroom.

There are websites, web-based services and management systems that can be used by teachers and students to find previously-created lessons, to create online courses or portals for classrooms, to post grades, class calendars, to progress reports or to publish lectures, lessons and other educational materials. Teachers can also find popular online communities where they can connect, share and chat with other teachers around the world. To sum up, internet can provide a wide range of resources for the education process and make it more accessible. (www.teachhub.com)

**Conclusion**
Reading/listening to genuine English conversations, getting in touch with native speakers, using online resources and travelling can help students improve their English in an enjoyable way. Moreover, anyone who wants to become a fluent English speaker has to understand grammar rules too and combine passive learning with active learning.

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