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THEORETICAL APPROACHES – NEW INTERPRETATIONS

CRĂCIUNESCU ROMULUS, Points de vue concernant l'identification et la systématisation des phénomènes psychosociaux :

Une systématisation relative dans la connaissance des phénomènes, psychosociaux peut être réalisée à la base de deux critères d'identification de leur spécifique: les niveaux d'organisation de la vie humaine complexe biopsychosocioculturelle et l'interaction entre le psychique et le social.

IRINA MACIUC, ANCA PRICINĂ, Rethinking adult education and autonomous learning:

An introduction to the nowadays learning issues reveals that the Adult Education and Self-directed learning achieve complex connotations and new conceptual dimensions.

Self-directed learning is generally seen as equivalent to autonomous learning.

We argue learning opportunities and the factors that influence adults' participation in training and learning activities.

Many adults want to take direct responsibility for their curriculum or approach to learning in the local culture.

NOVAC CORNELIU, Strategies of psychological approach of personality dimensions:

The paper focuses mainly on the analysis of the contemporary strategies of psychological approach of personality: personality description according to typological criteria; psychometric orientation through study personality; the factorial analysis of personality; The Big-Five Model of personality; unidimensional theories of personality; social-learning approach.

Finally, the author gives an original explanatory model of personality, based on the principles of informational differentiation and integration.

MARCEL CĂPRARU, Can a non-swimmer teach swimming?

The answer to this question lies in the preconceptions of most students and and their parents about the nature of teaching and learning and the practices of a majority of teachers which are in stark contrast to the demands of the constructivist classroom.

FLORENTINA MOGONEA, The student's self-knowledge – an essential condition of self-evaluation:

The student's self-knowledge and self-evaluation represents two major purposes of the present learning system. The success of the undertaken activities, the achievement of all the social and professional actions depends on the existence of an appropriate self-image, a positive self-esteem and a real trust in its own self. These can be assured by a correct knowledge of the individual's own possibilities and by the existence of a proper account between these possibilities and the level of expectations.

The self-knowledge represents an important condition of achieving the self-evaluation, but also an effect, a consequence of it. As, generally, educating students to be aware of their own personality is superposed over the school time, it is obvious the importance of school and teachers. This is possible because school has specialized stuff and educational means that are necessary reaching these aims.

The class master is the one preoccupied with this tack as he/she has numerous and different possibilities of assuring the self-knowledge to the students, by approaching proper themes during special classes or by initiating some activities outside classes and school, but this is also the duty of all the teachers that teach a class. Each teacher must be preoccupied to create moments in which students must be put in the situation of knowing themselves.

To be helpful to the teachers we have accomplished a classification of the self-knowledge methods, then briefly presenting some of them. Some of these methods are successfully used in other fields than the educational one. Taking into consideration the invariable of an element between this field and the one from which we have "borrowed" the method/methods, namely the human being, we consider that the methods can also be used in school.

CĂTĂLIN STĂNCIULESCU, Psychological approaches to inference:

It seems that no general psychological account of how people do inferences and how errors occur in inferences can be given. Abstract mental operations (Hunter 1957), visual imagery (Huttenlocher 1985), and linguistic factors (Clark 1985) are all present in the complex processes of making inference, but in different degrees. This is a strong reason to believe that these categories cannot be reduced to another, and therefore to accept that theories that use them are rather complementary. However, it is a problem whether accounts based on these categories are relevant in explaining how people do inferences, or we should be more interested in how the knowledge is stored, represented and accessed in inferences (Johnson-Laird and Wason 1985). In the extent to which all people are affected in doing inferences by temporary lapse, lack of attention, seduction by the content and so on (Rips 1999), it is also a problem whether these factors can be still relevant in explaining the committing errors in argumentation. It is also a problem how can distinct studies of deductive and inductive reasoning be still relevant (Thagard 1999), if hypothesis that there is no difference between the two kinds of reasoning is to be taken seriously (Harman 1986).

MIHAELA AURELIA ȘTEFAN, The psychologic development – new educational perspective:

The psychologic development as a new educational perspective deals with the problem of human development: specific, disagreement, stages the chaugins of behaviour during bifetime after a short review of this mather, the present study deals

with the specific of learning in different stages of ontogenetic development from the point of view of education along lifetime.

The social development make the study complete and final underlining the consequences of different theories regardin the matter.

EDUCATIONAL PRACTICE – NEW INTERPRETATIONS AND PERSPECTIVES

CLAUDIU MARIAN BUNĂIAȘU, The tension management of students' groups - strategies and conditions of management efficiency:

Nowadays, besides the positive aspects of the curricular and institutional reform implementation, one can also witness a negative educational fenomenon - the depreciation of the psycho-social environment within students'groups. This is due to several causes which include an incorrect management of the learning process. Tension, in several and varied forms with different degrees of manifestation in students'groups, represents a negative educational reality of the national education system, intensely stressed out by the specialized literature, and media. This leads to an increase of efforts from specialists and several other educational and management factors in order to limit the incidents redarding discipline within school environment.

Even if, lately, the problems concerning tension in school started to be the focus of teaching psychologic and communities as well as other educational environments or environments concerned with education, 2 major deficiencies have been identifield to this respect:

- *specialized studies'focus mainly on the description of visible conflicts, on the attempt of configurating efficient strategies to solve problems instead of putting forth methodologies of prevention by anticipating their triggering factors, by identifying and improving ways of students'influencing which are to generate the best educational environment. This would be stimulating, cooperative, of mutual help and respect among students, among teacher and students, among classroom characters and the school's management staff.*

- *the usage of incorrect management strategies at the level of students groups'psycho-social environment characterized by the inconsistency of a psycho-pedagogic and management training, relevant to the problem of prevention and interference, in the cases of tension within students'groups and the minimal competence development to exercise this training.*

Thus, the elaboration, development, experimenting and validating of strategies and management efficiency conditions in the field of tension management within students'groups is an absolute/major necessity for programs of continuous training or self carrier and management improvement. This stands for the basic motivational aspect for choosing the theme of the present study and of increasing the efforts towards the identifying of solutions which could improve this field. In the suggested study, the part within students'groups, their ethiology and description, focuses on the issues of school violence and aggressiveness.

After summarizing references from the specialized literature, we endorsed the thesis according to which the concepts must not be treated as synonymous but differentiated by means of triggering factors; thus, aggressiveness is mainly related to human instincts while violence is primarily determined by the socio-cultural and educational environment, by the socio-organized context where the individual/formal or informal group is included.

Among the tension preventing strategies in students' groups presented by the current study as methodological solutions of managerial nature, we mention:

- educational practice's focus on the educational actions based on the educated subject in order to value him/her;*

- the prevalent usage of teaching methods based on a more active students involvement, on students acquiring new learning experiences;*

- a higher value for the group-work, team-work as class management forms which insure the consolidation of inter-human relationship, the synthality of students' groups;*

- an increase in the percentage of educational interaction methods (brainstorming, synectic, Phillips 6.6. technique, Frisco method, the mosaic method) which excellent results in the development of communicating, and cooperation relations for solving tasks and for students' education in the spirit of humanistic values;*

- organizing optional subjects/interrelating or transrelating subjects based on cross-curricular topics established after a close analysis of students' needs;*

- organizing activities of partnership for education, with purposes of indiscipline prevention, with specialized factors from the local community;*

- extending the ways of cooperating with the family, meaning mutual activities in the planning, monitoring and evaluation of school-decided curriculum, in order to establish and put practice forms of indiscipline prevention;*

- development of strategies for teachers' self improvement in the field of tension prevention (self-management).*

The present study also mentions strategies of intervention in the case of tension occurrence which may decrease the psycho-social environment of the students' groups:

- the complex analyses of tension occurrences and the establishing of their ethiology;*

- the usage of correct research methods leading towards data accumulation concerning subjective and objective factors involved in the conflict;*

- the involvement of the group in putting up solutions and in choosing the best one;*

- the elaboration and usage of intervention programs specific to various types of tension;*

- the usage of negotiating techniques and procedures between the battling parts;*

- the usage of the rewards and punishment system.*

MARCEL CĂPRARU, The emotional education:

A new kind of education is about to make its way among the five educational types described in any Pedagogy manual: the emotional education. The article tries to

give a definition to this new education and establishes its potential objectives. The author works in the Leonardo da Vinci European project TREIN – Training in Emotional Intelligence – with the intention to propose a syllabus for teacher training institutes.

ANA DABIJA, The implication of the school and another factors in the adolescent school and professional orientation:

School and vocational counseling presently plays a special role, because the career building is one of the major purposes of a modern person. The carried out research has shown that in our country school is involved a little in this process.

The family has a key role here, but the family does not take into consideration the school and vocational counseling principles and objectives. Therefore, at some faculties there is an excess of students and of the others a deficit which leads to a crisis in the formation of specialists for the national economy and difficulties in personal career achievements.

ECATERINA FRĂSINEANU, Management application in learning field:

In this paper we try to make a conceptual separation of the „management of learning” term by particularizing of a few elements of educational management in this field.

In our acception, in learning appear actions of management of this process realized both by the teacher and the people who learn on a scientific basis in order to get an efficient learning.

Management of learning requires the particularization of the management activity to the learning field by the settlement of the objectives, the identifying of the resources, the application of a strategies or techniques of learning, the realisation of the learning assessment and the setting of the learning activity.

If we use this term, learning management, we can avoid the confusions created in the instruction theory, by the wide circulating of the acception of „directed learning”, this being restricted to a stage in the entire process of designing and unfolding lessons.

The management of learning can be realized to the level of learning resources and to the level of strategies, inclusive to the level of the setting of the learning activity.

Management of learning contributes to the efficiency of learning and to the self-efficacy.

GABRIELA GRIGOROIU, Learning teachers as participants in qualitative research:

The article presents key issues related to the selection of participants at different research stages, to ethical aspects and the gains of participation in the investigation. Data were collected, analyzed and finally interpreted in response to the initial question about how reflection influences professional learning. Data were collected from three different groups of participants at three different periods in time. Iterative processes of analysis and interpretation helped to deepen the understanding of the processes of enquiry and of learning to teach.

VALI ILIE, The pedagogical meaning of the question:

Formulating questions in studying certain topics can support the understanding of its different aspects and can lead to personal thinking, causing one to update, transfer, and formulate hypothesis. There is a wide and flexible range of types of questions, anytime a question can generate another one, thus providing a dynamic character to didactic interrogation.

Having a wider and wider spread in training, the heuristic measure implies moments of uncertainty, searches, explorations, choose of different ways and means. It is estimated that the questions which are more comprehensive, more open, provide the pupils more search freedom, a wider possibility of formulating answers. The good questions put good use for thinking possibilities and cover wide areas of knowledge, stimulating an evaluative thinking.

FLORENTINA MOGONEA, The student's self-evaluation – an essential objective of a teaching system centered on competences:

Trying to correspond to some qualitative superior criteria and standards, typical for the European teaching systems, the Romanian teaching systems passes a time of essential change, at the level of all its structures and compartments. One of the present requirements regarding the development of student's personality is represented by allotting a primary role to the competence, seen as structural ensemble of knowledge, abilities and capacities, at the level of each school subject and at the general level (the transverse competences).

One of these transverse competences is the student's self-evaluation. School's responsibility, in general, and teacher's responsibility, in particular, is major as concerns the assurance of the necessary conditions of forming this competence, of creating propitious situations, of supervising and of regulating the whole forming process. We consider that forming this competence must represent an objective for all teachers, noticing its importance for the school activity and later for the social and professional one.

Within this context, we submit to discussion and analyze this concept, the approach we undertook starting from general, theoretical aspects of the concept of "competence", to aspects regarding the self-evaluation competence and giving some methodological statements of how to form it, useful for teachers.

FLORENTIN REMUS MOGONEA, The student's learning difficulties – a barrier on the way of total success:

In the process of learning, each student may come across certain problems, at one or more school subjects, at certain moments or all the time, problems that seem to be insurmountable. Unless these problems are discovered, they may become general, constant, affecting the whole school life of the student. Many sporadic, specific and occasional learning difficulties may become general, negatively influencing the student's evolution.

Their teachers, parents and mates frequently call these students lazy, stubborn, mediocre, etc. epithets that may be painful for them and the students, despite their efforts to manage the school's demands do not constantly succeed. The need of the psycho-educational intervention grows as only a prompt strategy, adapted to the specific of the etiology and symptomatology of the subject taken into discussion is efficient. The intervention team must carefully study the effects (symptoms) and then, by a systematic analysis to discover the sources, in order to counteract them and to diminish the manifest and latent consequences that might affect other fields/dimensions of the personality.

BELA MOROȘANU, The quality need - part of the organizational culture:

The search study "The Quality Need-Part of the Organizational Culture" answer the demands of the Romanian education, where the fundamental priority, no matter the type, the level or the form of organization of the activity, provides good education and services through school transformation in a quality supplier.

I tried to demonstrate through this study that special literature gives a great importance to quality in education, to quality indicators and organizational culture.

Divided in different chapters, the study was based on the following general assumption:

If we build items based on quality indicators we will contribute to the performance of the educational – formative activity in organizational cultures.

As a fundamental method, the study was based on the sociologist inquiry method with the written questionnaire as an instrument.

The questionnaire was sent to a sample of 200 teachers from Craiova, Dolj country, aiming at the following organizational cultures.

50 pedagogues – pre-primary education, School number 32, 37

50 school teacher – primary education, school nr. 32, Henri Coandă

50 gymnasium teachers

50 high school teachers – High school Traian Vuia, Henri Conadă and F.B. National College

Built on relevant items of quality indicators the questionnaire highlighted the following aspects:

- the need for educational quality expresses the organizational culture and promotes some values to this one

- the quality indicators demonstrate that the direct beneficiaries of the quality in education are the students and their teachers

- the organization supplying education is the educational institution whose organizational culture assures quality.

The arguments proposed by me were confirmed through the results obtained and they can create some starting points for other researches, demonstrating that school as an organization, remains the center of the researching.

RESEARCH LABORATORY

CLAUDIU MARIAN BUNĂIAȘU, The seminar of conceptual-methodological improvement through the debate method – approach perspectives, methods of improvement:

The didactic activities used for the conceptual-methodological improvement specific for a study discipline, the interdisciplinary manner, have a great importance in the academical teaching, considering their virtues in the structuralization and systematization of the cognitive and instrumental-operational system of the field of study, and also in the realization of some objectives of superior order in forming and the ability of transfer and operate with interacting structures, the development of communication competences, of argumenting, of interacting in the approach of a subject as part of the debates, also this kind of activities are necessary, because, through the course, the students are offered problematic perspectives which are detailed, developed, resolved through the seminars of conceptual-methodological improvement. During this kind of seminarial activity several tipological structures can be structured, considering the order criterion.

Referring to the subject represented by the teaching-learning methods, we identified and developed two essential subcategories:

- the seminar based on debates, with the variants: the debate-seminar with the structure announced before; the debate-seminar based on confronting theories, ideas, conceptions, solutions; the debate-seminar with opposite groups;*
- the seminar based on papers and debates.*

The purpose of the present research study was to establish the virtues and the limits of the seminar of conceptual-methodological improvement, by using the debate method as well as advancing some optimising methods of this organization forms.

The investigative activity which we have performed was of the research-action type, performed on two semesters in in which have been trained classes of subjects formed by groups of students from the Department of Didactic Personnel Training, students and masterants in educative sciences, professors which perform seminarial activities. There have been used methods of empiric and scientific accumulation of research dates (regarding: the perceptions of the subjects trained in the research of the virtues and the limits of the seminar of conceptual-methodological improvement; the methodological conceptions teachers referring to the structural diversification of this activities; the methods of projecting, implementing of some solutions for the optimization of the seminar) as well as experimental itegration of some seminars/sequences base don the debate method.

As a result to processing and interpreting the investigation, we have obtained the folowing results, which we have grouped into three chategories, derived from the objectives of the research:

- a) The advantages of the seminar of conceptual-methodological improvement:*
- strengthening the informations learned in the cours;*
 - the development of the capacity to aply the theory and the methodology of the problem in study;*
 - the development of the operations and qualities of thinking;*

- the development of the capacity of documentar analysis, of writing and sustaining a material;
- the development of communication abilities by integrating the hypostasis of verbal communication, nonverbal and paraverbal, in expressing a scientific content;
- creating a stimulative educational environment;
- stimulating the interest for the theme in study, for the writing of scientific materials.

b) Limits:

- the possibility of transforming the seminar in a series of „small discourses”
- the tendency of some of participants which have verbal abilities to monopolize the activity;
- the appearance of some obstructions during the debates, especially in the case of the shy students;

- the underlining of some shape aspects to the prejudice of the aspects of substance.

c) Methods of improving the seminar activity:

- using a great diversity of variants of the seminar of conceptual-methodological improvement;

- the rigorous guidance of the students towards the elaboration of materials;
- training the students to formulate problematic situations, to write methods of solving the problems, to establish some investigative attempts to verify the problems, during the debates;

- preparing students in what regards the analysis and the evaluation of the papers in the lecture technique;

- involving the students which have low abilities for communication.

ECATERINA FRĂSINEANU, The analysis of the students learning nature:

We propose in this paper an analysis of the students learning specific character starting from the known elements on learning, elements more specified for the didactics of the high education and less specified for the didactics of the higher education.

The meaning granted to the learning is acquisition of experience (knowledge, abilities, skills, capacities, competencies, attitudes).

The requirement to concentrate on the student during instruction makes the teacher from higher education to adapt necessarily to the particularities of age and learning of the student, on the nature of the specific situation in higher education.

The higher education has different purposes and requirements comparative to other stages of the education and, therefore students have to adapt to these. The higher education has a different way of organising its contents, the teaching and assessment methods are different or has a different way of applications. All these things influence the way in which students design and realize learning.

From the point of psychic development it is considered that at youth, all the psychic process, phenomena and activities can be used at the maximal level. We consider that teacher can guide the students through learning activity in order to understand the way in which learning is made by students, to understand the differences between

different students categories (young and adults) or the differences in learning determined by the specificity of the study field.

GABRIELA GRIGOROIU, Qualitative research: interpretive perspectives on learning to teach:

The article provides a discussion of the implications of undertaking qualitative research on initial teacher training. It takes into account the concern of the study that explores learning to teach, being concerned with how learner teachers construct their world and in what way reflection influences their learning. The study was initiated and undertaken with an awareness of the complexity of professional learning and of the multiple perspectives and understandings of reflective thinking and its role in teaching and learning to teach.

VALI ILIE, Case-study: the problems of the elderly persons:

The elderly persons represent one of the categories which especially form the object of social workers' activity. While the ancient civilizations appreciated and used the old men's wisdom, the modern society treats unconfidently its utility, developing a culture of teen age and youth, a culture where the old men find their place harder and harder. There are a series of profile works regarding the importance of volunteering regarding the elderly persons, the assistance at home having an ascendant trend in this regard.

In each case, the social work should suppose attitudes change, should create and organize resources, should identify issues and should find the best solutions from the whole of the possible alternatives.

FLORENTIN REMUS MOGONEA, Students facing learning difficulties. Case study:

Within the framework of the psycho-pedagogical study undertook in order to discover the etiology and symptomatology of the learning difficulties, the case study method together with other methods (observation, observation sheet, experiment, conversation, analysis of the activity products, analysis of the school documents etc.) proves its efficiency, especially if, talking about the case study, a team of specialists working at the same "case" brings their contribution.

The case study, within the learning difficulties research, on a certain school population may refer to different aspects of the learning difficulties, as well as to different areas affected by them. Completing a psycho-pedagogical sheet by a teacher (a class master eventually) brings only benefits for the process of catching certain aspects that need to be analyzed and observed.

The case study method assumes a careful examination, a minutely and detailed one, for example of the handwriting, reading, motility, attention, motivation etc. of a person/individual, meaning the dimensions that are more important for this one, or focusing on one of them. Finally yet importantly, a good case study must catch social, familial and environmental aspects that can generate certain learning difficulties.

ELENA DĂNESCU, La spécificité de la créativité de l'enfant préscolaire:

La complexité du monde contemporaine et son dynamisme supposent le développement de la créativité des hommes en vue d'une meilleure adaptation et intégration sociales.

Représentant une conduite éducable, il faut qu'on commence le développement de celle-ci dès l'âge préscolaire par une bonne connaissance du potentiel de l'enfant. C'est que nous nous proposons par cet étude.

ELENA DĂNESCU, Facteurs motivationnels - attitudeux de l'éducation de la créativité à l'âge préscolaire:

L'article présente quelques directions explicatives de l'éducation de la créativité de l'enfant préscolaire. La motivation et les attitudes, constituent unes des facteurs explicatives de la conduite créative mature. L'éducation de la créativité peut commencer, même à l'âge préscolaire par l'éducation de ces facteurs de personnalité.

NOVAC CORNELIU, Experimental study on creative training at an early age, based on constructivist methods and means:

By means of the present work, the author achieves an investigation into the creative potential of preadolescent students who choose an activity of a technical-practical club. The present research starts from the assumptions of the existence of a series of specific attitudinal factors which characterize the pupils profile, pupils involves in groups of creation organized in schools. The psychological variables are being analysed, variables which determine the option for an activity of creation.

In the second part of the work the author presents a series of methods and techniques of stimulation and education of creativity within a group: brainstorming, brainwriting, brainsketching, creative problem solving, Matec Method.

The research data can be considered as arguments for rethinking the whole spontaneous creative activities organized in creative groups in schools.

MIHAELA AURELIA ȘTEFAN, Communication and information technologies involved in the process of self instruction:

Communication and Information Technologies (Roumanian: TIC) is the name for on given for an assembly of instruments and resource used in communication, storing and keeping the information for the educative process. Technology favors a didactical approach that is centered on the student, personalized intervention and the coming to gether of the professor and student. In recent years, the accessing of new TIC has expanded spectacularly all over the world.

By introducing the TIC among the specialists in education a lot of contradictory debates have been created regarding the TIC 's role in the educative process. From the elementary scoole' s to the University Campus, computer have been included into the educational programmes, offering the students a greater freedom, flexibility and individuality in the classroom.

In distance learning by Internet the computer is the planned experience of teaching-learning process organized by an institution which supplies materials immediately, without any the student to co-presence or synchronicity. The learning materials are presented in a multimedia form and hyperkink mode.

The student can be situated in any part of world – the acces is ensured by a computer connected to the Internet and equipped with a regular Web browser. Beside that, computers give the chance of a independent exploration and the professional instruction by using the technologic resources becomes an important objective of learning during an age of information.

COMPUTER ASSISTED TEACHING AT PRESENT

BOBOILĂ CRISTEA, Utilisation pédagogique des technologies de l'information et de la communication en éducation:

Dans la mesure où l'évolution de la technologie éducative est intrinsèquement reliée à l'évolution des outils conceptuels et des outils technologiques mis à la disposition des formateurs et des apprenants, on peut faire remonter ses origines à des temps lointains, en situant l'origine de la technologie éducationnelle à la préhistoire.

Deux chercheurs américains sont considérés comme les "vrais" précurseurs de la technologie de l'éducation: Thorndike Edward et Dewey John.

Pour définir la situation pédagogique, on peut adopter une perspective systémique où chacun des éléments de l'ensemble est en interrelation avec les autres éléments constituant cette situation. Dans ce système, la relation fondamentale est celle que le sujet entretient avec l'objet qui l'intéresse. Cette relation est le moteur qui entraîne toutes les autres.

Cet article aborde les notions de design ou plan pédagogique et vise à présenter le plus succinctement possible les étapes indispensables à la réalisation d'un système d'enseignement. Il décrit aussi la préparation d'activités et plus spécifiquement la réalisation d'un rapport, fut-il rapport de production ou simple prise de notes destinée au concepteur lui-même.

Les médias modernes commencent à se développer pendant la période 1875-1925, début du concept "physique d'une technologie éducative avec l'apparition de ces premiers médias.

La classification des médias selon les avantages et les inconvénients de l'utilisation de chacun peut aider à se questionner sur la pertinence d'un choix.

De tous les moyens audio-visuels, le rétroprojecteur est le plus simple d'utilisation, le moins coûteux et le plus accessible. Ces pages présentent dans un premier temps le rétroprojecteur et l'écran et dans un second temps, le transparent

THE HISTORY AND COMPARATIVE PEDAGOGY TEACHER TRAINING MONICA JOIȚA, The influence of the universities of northern Italy among the higher learning in the Romanian Principates (XVIIth-XVIIIth centuries):

“The new Byzantine renaissance”, according to the expression of Romanian historian Nicolae Iorga, refers to the period of history in Southeast Europe extending from the Sixteen-Hundreds to around 1770, when there came about a highly fascinating, but little studied cultural phenomenon. While Fifteenth Century Byzantine Europe had been able to contribute Platonism to the renaissance in Italy, in the Seventeenth century Italy returned the favour with the restitution of the thought of Aristotele, which constituted the principal philosophy of the University of Padua, representing from the Fifteenth Century onwards the maximum expression of the cultural and universitarian policy of the Serenissima. The city of Venice and the University of Padua had both made a fundamental contribution to the modernization of society in Southeast Europe, through the dissemination of ideas and outlooks, the emulation of models for educational structures, the circulation of books, scientific progress, but above all, the formation of the intellectual classes of Southeast Europe. At the University of Padua there had studied, among others, Stolnic Constantin Cantacuzino (1640-1716) one of the great emblematic figures of erudition and encyclopedism in Romanian culture. Thanks to his efforts and under his attentive guidance, in 1694 there came to be founded by Prince Constantin Brancoveanu (1688-1714) the Royal Academy at Bucharest. One figure stood out among the teaching faculty of the Academy: the greek Théofilos Korydalleus (approx. 1563-1646), the philosopher par excellence of the Seventeenth Century in the East, whose teaching, inspired by Neo-Aristotelean thought imported from Padua, constituted the philosophical basis for the Royal Academies at Bucharest and Iasi which, with time, became centers of higher learning and of humanistic culture drawing young people from all the nations of Eastern Europe. It was in this manner that lingering echoes of the spirit of learning in Venice the Serenissima lived on in Romanian lands, in the formation of élites, in the structures of education, but above all in the evolution of civic spirit right up to the last quarter of the Eighteenth Century, until gradually dwindling out with the advent of the Enlightenment.