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**I. STUDIES AND RESEARCHES**  
**I. STUDII ȘI CERCETĂRI**

**THE VALUE AND IMPACT OF LOCAL LEARNING CENTRES AND  
LEARNING PARTNERSHIPS IN SOUTH-EASTERN EUROPE**  
**A comparative examination of four structures that provide learning locally in  
line with the Lisbon goal of “Bringing learning closer to home”**

**Valoarea și impactul centrelor locale de învățare și a parteneriatelor de  
învățare în sud-estul Europei. O analiză comparativă a patru structuri ce  
furnizează învățare conform obiectivelor Lisabona privind “apropierea  
învățării de casă”**

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Abstract

The release of a report on Learning Partnerships in the EU (2005) shows that the call of the Lisbon Council conclusion on Member States to take the necessary steps within their areas of competences to develop multipurpose local learning centres for “brining learning closer to home”, initiated a social dialogue among interested parts in most EU member states, while in others lead to specific policy measures and the organisation of Lifelong Learning (LLL) structures and partnerships. The bottom line is that these structures need to be accessible to all, using the most appropriate methods to address a wide range of target groups. Moreover, learning partnerships should be established between schools, training centres, firms and research facilities for their mutual benefit. Within this framework my paper presents a comparative examination of the value and impact of four local learning centres that provide learning opportunities throughout life in Bulgaria, Cyprus, Greece and Turkey. Its aim is to assess in the most coherent manner some of the strengths and weaknesses of different types of local learning centres & partnerships

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in South-Eastern Europe, in order to draw some conclusions on how to promote greater collaboration and a culture of co-operation between the formal world of education and training and providers of non-formal and informal learning. And all these in an area where a lifelong learning culture is still underdeveloped, compared with that in other parts of the Union.

Key words: EU, lifelong learning, local learning centres, learning partnerships, Bulgaria, Cyprus, Greece, Turkey.



**AN INVESTIGATION ON ATTITUDES OF THE STUDENTS OF MERSIN  
UNIVERSITY TOWARDS INDIVIDUALS USING ADDICTIVE  
SUBSTANCES**

**O investigație a atitudinii studenților Universității Mersin privind  
consumatorii de droguri**

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**Abstract**

In this work, factors related to knowledge, experience and usage of addictive substances depending on the gender of students are examined and a correlation is sought as to determine whether gender plays a role in determination of those factors or not. Subject universe consists of 19707 students enrolled in Mersin University in 2005-2006 education periods. Sample space of this research consists of 1008 students from faculty (48%) and 1091 students from vocational school (52%), all of which were selected via the "Random Layering" method. In order to gather demographic and family information, information on knowledge towards addictive substances and treatment properties and other similar information aiming at determining independent variables, a "Personal Information Form" was used. A Likert type scale of 23 questions, validity and reliability of which is ensured by the researcher was used to determine attitudes of students towards individuals using addictive substances. As for the analysis of research data, arithmetic mean and standard deviation of score points gathered via the scale were calculated and variance analysis was conducted in alignment with independent variables. The

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scores indicate that students' attitudes towards individuals using addictive substances vary depending on gender, age groups, departments in which they are enrolled, whether they do or do not know, use or do not use addictive substances.

Key words: attitudes, students, addictive substances, drugs, education

# CURRICULAR PROCESSES AND THEIR IMPLICATIONS ON PARADIGMATIC ORGANIZATION OF THE CURRICULUM

## Procesele curriculare și implicațiile lor asupra organizării paradigmatică a curriculumului

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### Abstract

The present paper analyzes one of the most important issues regarding curriculum theory. It emphasizes several aspects of curricular organization viewed from the perspective of the main actions of the didactic process: teaching, learning and evaluation. The stated points of view found themselves on the study of fundamental works on curriculum from the perspective of European contributions. There are mentioned several essential aspects of curricular organization, as well as the way in which they can be projected from the perspective of curriculum paradigm.

Key words: curriculum, curricular organization, curricular projection, teaching, learning, evaluation

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## DETERMINATION OF THE DEVELOPMENT OF THE SCHOOL ORGANIZATION - THE AIMS AND THE HUMAN RESOURCE

Determinări ale dezvoltării organizației școlare - obiectivele și resursa umană

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### Abstract

Organizational development appears as a corollary to school development. Organizational theories are frequently used in present studies, given the imposed vision of modern man, seen as an organizational man; evidently, the argument would be that the organizations do not exist without people, still they do not limit to the sum of the organizations forming them, but the organizations have trans-individual dimensions. Research in the field asserts that an organization can survive and develop if the rate of learning in the organization is higher than the rate of change in the outer field. That is why a school, in order to be efficient, must become a learning organization conforming contemporary ideas. As the school is an organization where the human aspect prevails, we must specify that the organizational development process shall first of all produce the relationship between individual development and institutional development.

Key words: organizational development, school, research, education

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## COACHES' COMMUNICATION SKILLS

### Competența de comunicare a antrenorilor

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#### Abstract

This paper approaches some of the main aspects related to coaches' communication skills. By making a comparison between the specific paradigms of high performance sport and communication, we identify a series of common elements that could explain the interdependence relationship between these two areas of study. At the same time, communication takes specific notes in the teaching process and competition contexts. By presenting some particular situations of communication, we try to emphasize both the importance of improving coaches' communication skill level and the main components of a curriculum with this specific destination.

Key words: communication, coach, sport, performance, skill

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**II. TEACHER'S TRAINING**  
**II. FORMAREA PERSONALULUI DIDACTIC**

**INFLUENCE OF SUBJECTIVE AND OBJECTIVE DIMENSIONS IN  
TEACHER-STUDENT RELATIONSHIP ON PERFORMANCES'  
EVALUATION APPROACH**

**Influența dimensiunilor subiective și obiective ale relației profesor-elev asupra  
demersului de evaluare a performanțelor**

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**Abstract**

In the context of educational changes implemented in curriculum, evaluation or teacher training system, the teacher-student relationship plays a major role. It also has important and formative effects on the quality of education since the most of the analysis techniques are teacher-centered. Talking about the teacher-student interaction means to recognise the importance of at least two characters involved – teacher and student - both of them having specific contribution to the achievement of educational objectives. The teacher-student relationship plays also an important role in structuring the teacher's evaluation behaviour and in influencing performances' evaluation approach.

**Keywords:** evaluation; teacher-student relationship; mutual representation; learning profession; assessment methodology; alternative methods.

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# DIDACTIC AND CRITICAL THINKING ELEMENTS IN HIGHER EDUCATION

## Elemente de gândire critică și didactică la nivel universitar

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### Abstract

Applying critical thinking in the higher education teaching act is something new and innovative. The critical thinking has the role of finding the shortest way to develop the thinking of the student, changing in the same time, his attitude towards the study and positive development of his personality. This is why we considered that teaching a class from its practical perspective, has a chance of success from the point of view of that “something new“, which results from the direct implication in the approached theme. The course developed circularly, applying for each theme a series of specific methods of the critical thinking, stimulating the curiosity, the interest, the implication and creative anxiety of the students, helping the relation time-course to evolve under new auspices and principles. Medicine students lived such an experience at the class “Adults Education”, showing their capacity to be true adults at a given moment.

Key words: higher education, didactic, critical thinking, education, medicine

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## **THE TEACHER'S ROLE IN THE DEVELOPMENT OF SELF-ESTEEM AT THE PRE-SCHOOL AND LITTLE SCHOOL AGE**

**Rolul profesorului în dezvoltarea stimei de sine la vârsta preșcolară și a  
școlară mici**

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### **Abstract**

Shaping the image of one's self is a long process that starts in childhood and continues all life. The individual's evaluation of its own self and the positive or negative value he/she gives to this evaluation contributes to the development of self-esteem. The level of self-esteem will be according to the performances of the individual, to the feeling of confidence he/she develops, to the types of relationships with the other individuals, depending on the means of inter-knowledge and self-knowledge the individual acquires. One of the main objectives of the teachers and professors must be to encourage the high self-esteem.

Key words: self-image, self-esteem, self-knowledge.

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**III. PSYCHO-PEDAGOGICAL COUNSELLING**  
**III. CONSILIEREA PSIHO – PEDAGOGICĂ**

**CROSS-CULTURAL ADAPTATION OF WORKING ALLIANCE**  
**INVENTORY FOR CHILD PSYCHOTHERAPY**

**Adaptarea cross-culturală a scalei de măsurare a Alianței Terapeutice în**  
**psihoterapia copilului**

**Manuela CIUCUREL (\*)**

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**Alina Sanda VASILE (\*\*\*)**

**Andreea STAN (\*\*\*\*)**

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**Abstract**

This article presents the adaptation of a scale assessing the therapeutic alliance in child therapy. This is part of a larger process studying the efficiency of expressive experiential psychotherapy in children with disruptive conduct disorders. The original instrument, Working Alliance Inventory was developed by Adam Horvath and Leslie Greenberg and has two forms: the therapist form and the client form. Adapting the instrument involved the following steps: translation from english using a team of experts; back-translation; developing the forms for the age-categories of 7-10 years old, 11-14 years old and parents; applying the scales on a representative sample and studying the psychometric properties of the scales. Data analysis argue for a good validity and internal consistency of the scales.

**Key words:** assessment in psychotherapy, working alliance, scale adaptation, scale validation

# THE IMPACT OF ADAPTATION TO THE HIGHER EDUCATION ENVIRONMENT

## Impactul adaptării la mediul universitar

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### Abstract

If we would start the incursion to adaptability to higher education life, from points like motivation and identity, we will discover a new perception on environment, necessary in maintaining the balance which defines adaptability. The implication of adaptability by favorable factors and missing one, leads to manifestations of identification of students personality. The structure of seven “A-s”, in act of adaptability and the seven “D-s” from the point of view of the deficiencies of adaptability, surprises the way of decoding an attitudinal-behavioral state, triggered at a certain moment, having various consequences. That’s way, the presence of psychological counseling in universities, will represent a new positive and evolutional approach, taking in consideration conceptual and structural trends of the two constant actors of the act of education, determining from community, accept and implication.

Key words: adaptation, university, students, medicine, pharmacy

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# **THE DIAGNOSIS OF SELF-IMAGE IN DISRUPTIVE DISORDER CHILDREN**

## **Diagnosticul imaginii de sine a copiilor cu tulburari disruptive de comportament**

**Geanina CUCU-CIUHAN (\*)**

**Nicoleta RĂBAN-MOTOUNU (\*\*)**

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### **Abstract**

The paper presents the construction and validation of a process research instrument for the diagnosis of self image improvement in experiential psychotherapy of children with disruptive behavior disorders. The construction and validation of this instrument is part of a larger ongoing research project that proposes a combined research strategy regarding the efficiency of expressive experiential psychotherapy in treating disruptive conduct disorders in children: controlled clinical study is completed with the qualitative analysis of the therapeutic process. The therapeutic plan consists in involving children in a series of provocative exercises specific to experiential psychotherapy, based on art-therapeutic techniques (drawing, sculpture, modeling, dance-therapy, music-therapy), psycho-dramatic techniques (drama, role-playing, playing with puppets) and metaphoric techniques facilitate identification of disruptive behavior patterns, their causes and effects. Acknowledging all these increases children's compliance to therapy and change. When a child discovers new alternative modes of interaction a rapid self-transformation and improvement of self-image is guaranteed. The paper includes the description of the qualitative research instrument and statistical data of its validation.

Key words: Experiential Psychotherapy; Experiential Diagnosis; Qualitative Methods; Disruptive Disorder; Self-Image.

# A WRITING APPLICATION DEPENDING ON MULTIPLE INTELLIGENCE THEORY

## Considerații practice asupra teoriei inteligențelor multiple

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### Abstract

This study aims to investigate the contribution of M.I. (Multiple Intelligences) Theory to the teaching writing. This study also aims to show that M.I. theory increases students' motivation. The data have been collected through the implementation of pre and post writing tests and an application of the writing Lesson to 32 students at prep classes at Selcuk University. And experimental study was also applied and data were gathered by a writing rubric. And the data were analyzed by means of SPSS and by Man-U Whitney test technique. Although the results were important for the field, they could be better if the time was a bit longer.

Keywords: Multiple Intelligences, Writing, ELT, Language Teaching

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**IV. HISTORY OF PEDAGOGICAL IDEAS**  
**IV. ISTORIA IDEILOR PEDAGOGICE**

**D. GUSTI'S CONTRIBUTION TO THE DEVELOPMENT OF ROMANIAN  
SOCIAL PEDAGOGY**

**Contribuția lui D. Gusti la dezvoltarea pedagogiei sociale românești**

**Claudiu LANGA (\*)**

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**Abstract**

Author of a coherent sociologic system, D. Gusti brought important contributions to the development of Romanian social pedagogy. He affirmed himself, as a social pedagogue, through his activity as an organizer of people culture, following the extension of the educative action especially among peasants. Since early 1910, the initiator of Sociologic School in Bucharest has placed mass cultural activity at the level of some permanent preoccupations and activities, guided by a new discipline, social pedagogy.

Key words: social pedagogy, people's education, social service, mass culture, social university, social teleology, value creative social personality

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## **SOCIAL PEDAGOGY: A MOMENT FOR...REFLECTION**

### **Pedagogia socială: o invitație la reflecție**

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**University of Pitești [ROMANIA]**

#### Abstract

Social pedagogy dates back between the end of the 19th century and the beginning of the 20th century. This arose as a reply to the overestimated individualism in education, mainly based on psychology and experiment. The founders of social pedagogy based their ideas on the importance of social life. The representatives of social pedagogy are famous philosophers, pedagogists and sociologists, as follows: Schleiermacher, Frederich Diesterweg, Karl Mager, Willmann, Paul Natorp, Paul Barth, Georg Kerschensteiner, Emilé Durkheim, John Dewey a.o. This trend of social development has as a basis pedagogical theories stating that education has a social background with a social impact, education cannot be effective without taking into consideration its tight connection to the social life; school as the main way for education urged to be seen as expressing the social life and acting as a facilitator of participative experiences and having the mission of psychosocial training of the individual as a future citizen.

Key words: social pedagogy, school for work, youth social pedagogy, social education.

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## EMILE DURKHEIM'S VIEW OF PEDAGOGY

### Conceptia lui Emil Durkheim despre pedagogie

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#### Abstract

The relation between education and pedagogy is for Emile Durkheim the starting point for clarifying the social and epistemological status of “a science of education”. Is pedagogy or can it be such “a science of education”? At the methodological level, Emile Durkheim finds appropriate to overcome the practitioners’ as well as theoreticians’ confusion between pedagogy and education, between education and pedagogy. This idea forms the basis of his analysis, an analysis governed by a sociological and epistemological spirit remarkable for the beginning of the XX century, even if advanced solutions and definite answers will often prove arguable and incomplete.

Key words: education, pedagogy, epistemology, sociology

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## THE PROBLEMS OF EDUCATION IN VIRGIL TĂNASE'S WORK

### Problematika învățământului și educației în opera lui Virgil Tănase

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#### Abstract

After a short presentation of the personality of the writer Virgil Tănase, the work emphasizes some aspects of the educational system in Romania during the communist regime, mirrored in the writer's work. The present study refers to the communist indoctrination through education, the methods practised by the old regime, the evaluation of the students and of the teachers according to the ideological criteria, the education's effects. It formulates some conclusions regarding the existence of the real correlation between literature and the sciences of education.

Key words: education, educational politics, methods of education.

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