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I. STUDIES AND RESEARCHES

I. STUDII ȘI CERCETĂRI

TOWARDS THE REALIZATION OF AN EUROPEAN EDUCATIONAL DOMAIN: THE VIEWS OF STUDENT TEACHERS FROM THE BALKANS

Către realizarea unui domeniu educațional european: perspectiva viitorilor profesori din Balcani

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Abstract

The European Union developed into an important organization which plays a decisive role in the formation of educational policy. However, it was not until the mid-1980s onwards that the educational initiatives of the European Commission became more intense following the enactment of European programs. The European Union's contribution to the educational network of its member-states has been decisive, since under its aegis, there has been consolidated cooperation among countries in other areas and in particular that of economics. The integration of each nation into the European educational network happens in a "voluntary" context, not only through the implementation of European Union educational programs but also with the application of the Open Coordination Method adopted at the Lisbon Convention.

Key words: European Union, educational policy, education, network, programs.

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THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACHIEVEMENT AMONG 1ST AND 4TH GRADE FACULTY STUDENTS

Relația dintre inteligența emoțională și achizițiile studenților din anul I și anul IV

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Abstract

This study examined the relationship between emotional intelligence and achievement among 1st and 4th grade students attending an Education Faculty in Konya, Turkey. A sample of scores on measuring emotional intelligence, attitude scores and classroom grades were collected from 312 1st and 4th grade students in total. Their achievement was measured through teacher-assigned numerical grades. According to the findings, there were significant differences between the proficiency of emotional intelligence in girls and boys whilst there was no significant difference in terms of class level. In addition, we indicated the relationship between emotional intelligence and academic achievement. Avenues for future research are also being discussed.

Key words: Emotional intelligence, elementary school, attitude.

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THE EFFECT OF FIRST LANGUAGE IN FOREIGN LANGUAGE LEARNING

Efectul primei limbi străine asupra învățării limbilor străine

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Abstract

Successful foreign language learners are characterized by benefiting from the first language while learning a second language. This study asks the question as to find whether language learning strategies that were used effectively at the beginning levels of language acquisition can convert into crutches at higher levels. To this end, eight beginning students and eight advanced students (four successful and four unsuccessful at each level) took the Strategy Inventory for Language Learning to measure their foreign language learning strategy use. By comparing the levels of proficiency and the variable of whether the participant was successful or unsuccessful, preliminary evidence was gathered that suggests that language learning strategies which were once effective at lower levels of proficiency can become stumbling blocks at higher levels.

Key words: Foreign language, First language, Language learning strategy

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THE DEVELOPMENT OF THE LEARNING AUTONOMOUS ABILITY OF STUDENTS – IMPERATIVE OF THE PRESENT REALITY

Dezvoltarea capacității de învățare autonomă la studenți - imperativ al realității
actuale

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University of Craiova [ROMANIA]

Abstract

The fast transformations in our world, the explosion of information and changing of all the cultural sides ask for a new perspective in which the stress should be put in forming professionals who must know how to act by themselves and strategically in different aspects of their lives. The University helps developing the students' autonomy: learning by themselves and being professionals by themselves and good strategists about their future professional job. The next study talks about some theoretical aspects and practical ones which the autonomous learning brings over. We also takes few conclusions of an action – research, research centered on the organizing the process of teaching – learning capacity of learning autonomous of the students. Considering that the study and the independent learning activity include a series of abilities meta-cognitive of fixing the cognitive processes and having as a good stopping the behavior of cognitive rigidity, the manifesting of an opened attitude to new solutions, we have quit a great attention to practicing the cognitive flexibility and showing the meta-cognition in the process of autonomous learning.

Key words: autonomy, self directing, cognitive flexibility, metacognition, self-monitoring, personal reflection.

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A LIFE LONG LEARNING PROJECT: “FRISM 50+”

Un proiect de educație permanentă: “FRISM 50+”

Bahadır BOZOĞLAN (*)

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Abstract

When people get older or migrate to other countries or they live in rural areas at an old age, they are isolated from the society. Although there are some ways to integrate senior, migrant and rural old people to society, they are not enough. FRISM, “Finding Reaching Involving Senior Migrants” projects search ways to find, reach and involve elder senior migrants by means of exchanging migrants and organizing mutual activities to create social awareness about the subject. For this reason, participants from six European countries came together to realize these aims.

Key words: Seniors, migrants, elder people, rural, education

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A PROGRAM FOR PREVENTING AND REDUCING SCHOOL MICRO VIOLENCE

Un program de prevenire și reducere a micro-violenței școlare

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Abstract

Studies on violence also offer action tracks for psycho-socio-pedagogical intervention. The issue of training in managing situations involving micro-violence is considered equally important for teachers and students alike. The programs for reducing violence are based on principles such as: focusing the bully on facts, thoughts or intentions, a new explanation of the action performed, acknowledging the real consequences of micro-violence. Principals have been proposed at class and school level, such as valorizing learning and personal effort, the students' unconditioned respect, cooperation, developing a culture of shared responsibility, promoting values which support the students' active and equal participation in the school and community life, using non-hostile and non-physical penalizing tools, leveling beacons, the teachers' appropriate training.

Key words: violence, psycho-socio-pedagogical intervention, responsibility

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**PERCEPTIONS AND PERSPECTIVES ON IN-SERVICE TRAINING FOR
PRESCHOOL AND PRIMARY TEACHERS IN BUKOVINA.**

Percepții și perspective asupra formării continue a cadrelor didactice din
învățământul primar și preșcolar din Bucovina

Otilia CLIPA (*)

Adina Aurora IGNAT (**)

“Ștefan cel Mare” University of Suceava [ROMANIA]

Abstract

The changes within the Romanian educational system regarding the pre-service and in-service training bring a lot of changes at the teachers' attitudes level. In this study we intend to survey the professionals development needs of the primary and preschool teachers. In the same time, we try to find out their perceptions of the organizational forms for the in-service training.

Key words: educational system, teachers, attitudes, preschool, organization

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**THE EFFECT OF VIRTUAL LABORATORY APPLICATIONS
PREPARED WITH JAVA SIMULATIONS ON STUDENTS SUCCESS
COMPARED TO TRADITIONAL LABORATORY METHOD: Example of
Simple Pendulum and Spring Pendulum**

Efectul aplicațiilor virtuale de laborator cu simulare Java asupra succesului școlar,
comparat cu laboratorul tradițional

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Abstract

This study was carried out to scrutinize the effects of education with virtual laboratory compared to traditional laboratory method on student success. It was conducted on 90 students who attended 'General Physics 1' lesson at Selcuk University Education Faculty Department of Science Education in 2006-2007 Spring Term. The data collected from pre-test and post-test was analyzed through Anova method using SPSS 15.00 program. At the end, an experiment competition was held and were asked to set up contrivance, collect data and draw necessary graphics. During the competition it was tried to determine how much time it took by an analysis.

Key words: Computer-Aided Education, Physics Education, Virtual Labrotary, Java, Web Based Education, Constructivist Education.

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FORMS OF ACADEMIC ASSESSMENT: ANALYTICAL VIEWS

Forme ale evaluării universitare: perspectivă analitică

Otilia CLIPA ^(*)

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Abstract

The issue of evaluation has an ever growing weight in the debates among researchers in the field of educational sciences and not only... In this paper we want to describe (in an analytical and critical way) forms of assessment in Higher Education

Key words: forms of assessment, evaluation in higher education.

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CAREER CENTERS IN ROMANIAN UNIVERSITIES. THE EUROPEAN CHALLENGE

Centrele de consilierea carierei în universitățile românești. Tendințe europene

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Abstract

The paper aims to present the current status of career counseling in Romania and a comparative study of the career counseling centers within Romanian universities, as service agents for students and communities. Many aspects are taken into consideration, aspects referring to present laws, to a range of developing educational/academic programs, to the most common problems the Romanian career counselors deal with in universities – unemployment of future graduates lack of transferable skills. The reform of the education in Romania – which tries to reassess the status of the student who has been seen up to now more like a passive agent who receives the information, and less like a authentic person – emphasizes the necessity of setting up Career Centers in every university in Romania – public or private.

Key words: career counseling, educational programs, Romanian universities, Career Centers in University in Romania

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II. CURRICULUM THEORY AND PRACTICE
II. TEORIA ȘI PRACTICA CURRICULUMULUI

**SUBSTANTIATIONS OF THE PLANNING AND MANAGEMENT
MODELS IN THE CURRICULUM'S DOMAIN; IMPLICATIONS ON THE
CURRICULAR PROCESS**

Fundamentări ale modelelor de proiectare și management în domeniul
curriculumului; implicații asupra procesului curricular

Claudiu Marian BUNĂIAȘU ^(*)
University of Craiova [ROMANIA]

Abstract

Curriculum's planning and management represent fundamental activities of all decisive factors of the curricular process, for a macro-system level, of strategic and tactical decisions, as well as for a micro-system level, of operative management. Starting from the assumption that the optimizing of these interrelated activities is conditioned by a curricular culture, based on knowledge, application methodologies of the curricular models, which are outspoken in the pedagogical literature, interpretation abilities of the curricular concepts' approach perspectives, managerial competences of models' adjustment and development, which are devoted to the organizational context and the training situations, it can be considered as useful and as a first step, an analysis pointed towards the foundations of the curriculum's planning and management. This study is based on the interpretation of the principal orientations of these activities, on the promotion and motivation of an epistemological and methodological option, on the presentation of the specific implications of an adequate management of the curricular change, of top quality education.

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Key words: curricular planning, managerial planning in the curriculum's domain, curriculum's management, models of the curriculum's planning and management, curricular change's management, educational quality's management.

AXIOMATIC DIMENSIONS OF CURRICULUM. SOME EFFECTS OF THE SOCIO-CULTURAL MODEL OF POSTMODERN SOCIETY

Dimensiuni axiomatice ale curriculumului. Efecte ale modelului socio-cultural al societății postmoderne

Emanuel SOARE ^(*)

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Abstract

The present paper deals with some aspects regarding curriculum paradigm issues in post-modernity. It is argued the historical perspective upon the emphasis of curriculum epistemology. History is presented as a way of knowledge by facilitating the access to the level of curriculum dimensions it allows. The paper stresses some fundamental characteristics of post-modernity and of the socio-cultural model of society therefore created. The perspectives on post-modernity are reviewed and the theoretical and practical effects on curriculum are underlined.

Key words: curriculum, axiomatic dimensions, postmodernity, history

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INNOVATION IN THE BULGARIAN SCHOOL CURRICULUM: THE SHIFT TO LEARNING OUTCOMES

Inovații în curriculumul școlar din Bulgaria: redirecționarea spre rezultatele
învățării

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Abstract

Evidence from comparative research suggests that most countries are now using, or considering the use of, learning outcomes in education and training policy formulation, instead of constructing provision around taught inputs (Cedefop, 2008). In some countries, learning outcomes in general education are formulated with the knowledge and skills that are needed to cope effectively with the demands of the school curriculum by phase and subject. Other countries may take a broader view of the learning outcomes needed to prepare a young person for personal well-being, social and working life. The present paper aims to examine how Bulgaria responding to new challenges emerged after the democratization of its regime is rethinking the input- based general education school curriculum around expected knowledge, skills and competences.

Key words: learning outcomes; curriculum reform; innovation; Bulgaria; compulsory education; Bulgarian language and literature

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III. SCHOOL LABORATORY

III. LABORATOR ȘCOLAR

TRENDS IN STUDENTS ACHIEVEMENT FOR 4TH AND 8TH GRADES

Tendențe în realizările elevilor din clasele a IV-a și a VIII-a

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Abstract

This article presents the main data and the key findings concerning the students' performances on two major assessments, namely Grade 4th National Assessment and Grade 8th School Leaving Examination. For the two major assessments mentioned above, the findings lead to the conclusion that the students in urban areas perform much better than their peers in the rural areas. As a general trend for the National Assessments we should emphasize that the majority of the pupils tested got good and very good results (level of performance). For grade 8th examination every year and for all subjects there is a very warring tendency: more students in the rural area who failed the exam than in the urban area.

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Key words: achievement; analysis; data; examination; national assessment; representative sample; school-leaving examination

IN-SERVICE TEACHER TRAINING PROGRAM ON SCHOOL-BASED ASSESSMENT

Un program de formare continuă a cadrelor didactice în domeniul evaluării curente la clasă

Nicoleta LIȚOIU (*)

Politehnica University of Bucharest [ROMANIA]

Abstract

Teacher's competence refers to the ability of a teacher to carry out, on a certain proficiency level, all the tasks specific to the teaching profession. The concept of teaching competence is more and more used as a minimal professional standard, frequently stated by law, namely at which level a person must rise in order for the society to be protected from the danger which consists in this job being done by insufficiently trained staff. One important objective of the education reform should be to improve the school-based assessment system of students' achievement. Achieving it is necessary in order to improve teaching and learning, to provide reliable feedback on what students across the country know and can do, and to monitor the national education standards. In this article we propose a strategy of training for teachers in a specific field (school-based assessment) hoping that this strategy will be part not only of the assessment and examination component of education but also of the overall strategy of the Ministry on teacher training .

Key words: assessment; examination; competences; professional development; teachers training; school-based assessment; standards.

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TACTFULNESS AND TACTLESSNESS IN LITERATURE

Tactul și lipsa de tact în literatură

Iuliana BARNA

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Abstract

This work is designated to one of the multiple ways through which the beletristic literature is making use of its formative role over the personality- the tactfulness and tactlessness in the interhuman relationships. After emphasizing numerous formative attributes of the literature, in this work there are presented and commented several examples that concern the tactfulness and tactlessness issue in the Romanian and universal literature. It belongs to the different genres, literary species and historical epochs.

Key words: tactfulness, tactlessness, communication process, the interhuman relationships

IV. EDUCATIONAL MANAGEMENT

IV. MANAGEMENT EDUCAȚIONAL

CONFLICTS MANAGEMENT AND CRISIS MANAGEMENT. PRESSURE IN THE MANAGERIAL ACTIVITY

Managementul conflictelor și managementul de criză. Stresul în activitatea
managerială

Vali ILIE (*)

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Abstract

The changes within the society and especially in the education system confirm the need to identify new alternative solutions in the context of the multiple individual, group and organizational interests. Under the conditions of an education in progress of changing and of a “turbulent” environment there occur a series of conflict situations which are marked by the educational crisis. They talk more and more often about how to manage pressure. It is important for us to know effective methods by which we can reduce to the minimum its harmful effects and focus on the essential causes of pressure that are only few times brought up.

Key words: management, conflict, crisis, pressure

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THE WAYS OF SOLVING THE CONFLICT OF SECONDARY EDUCATION SCHOOL MANAGERS

Modalități de rezolvare a conflictului de către directorii de gimnaziu

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Abstract

Organizational conflict is one of the problems affecting the educational organizations which should be considered by the administrators of the schools. Organizational conflicts should be managed optimally, effectively and efficiently based on the benefits of schools and citizens. For this purpose in this article the conflicts' management of middle school managers in an educational system in Konya is analyzed within the topics of conflict management, co-operation, recognizing others, authority, precaution and negotiation. Usage capability of patterns of conflict solvency is determined and some suggestions are proposed for conflicts management. In order to attain this aim, types of methods used in conflict solvency according to sex, age, and types of school have been searched. B form of ROCI II questionnaire developed by M. Afzalur Rahim is used. According to results of the survey, there are differences in patterns selection of conflict management for middle school directors according to age, sex and types of school. Determining correct reason of conflict and selection of appropriate method is helpful for sound conflict management. And administrators in middle school should be capable of solving problems, presentable, efficient in communication, neutral and determined in personality.

Key words: conflict, school manager, education, organization,

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POSITIVE DISCIPLINE AND DISCIPLINING, PART OF CLASS MANAGEMENT

Disciplina și disciplinarea pozitivă, componentă a managementului clasei

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Abstract

The mechanisms for the prevention, intervention and solving disciplinary problems imply certain strategies of intervention from the teacher, strategies of a managerial nature. The success of class management supposes, up to a certain point, preventing the problematic situation from arising. The management of a disciplinary problem is based on certain beliefs about human nature. By the integration of the idea of human diversity and individuality at the same time in their philosophy of education, teachers may improve class management.

Key words: clas management, discipline problem management, pozitiv disciplinarization.

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