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Adresa redacției:

Str. Elena Drăgoi, nr. 2, Arad
Tel.: (0257) 219 555
e-mail: agora.arad@gmail.com
Fax: (0257) 219 555

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ESSAY ON PHILOSOPHY EDUCATION

ESEU DESPRE FILOSOFIA EDUCAȚIEI

Prof. univ. dr. Anton ILICA,
"Aurel Vlaicu " University, Arad

Abstract:

The ducation and its importance for the healthy becoming and development of a child is treated here as an interdisciplinary aspect between philosophy and pedagogy. It's a parallelism between the chiald becoming and rthe society becoming with all the implications that aducation means. The author analyse the education process starting from the primary oine (in family) and ending with the institutional one (in schools and universities).

Key words: education, primary education, institutional education, ideas, child becoming and development.

In its evolution that has no measure, humanity can not be determined without bias than the interest and tireless zeal for educating children and young people. But who can hope he plants in the future. "All human errors, says Goethe, *only serving to mankind*". In every moment of this development, people were concerned, in one way or another, by concern for their future parenting. Educational investment in children ensures each generation a chance to satisfaction and fulfillment. Moreover, each community has wished to impose their culture and mentality of every member of the community, to maintain cohesion. People standing by themselves and educate others. Education has evolved with the companies and the companies themselves were sensitive to educational procedures. When a distinguished teacher asked me why we need a history of what no longer maintain a learning experience, I was unbalanced?

There is need today of knowledge development pedagogical thinking (in different times and in different communities)? Educational institutions are sufficiently relevant indication, the state of human culture from an era or a state organization? M. Spencer's philosophy of

"useful sciences" for man which put in full primary investment plan being to maintain life. Between "useful sciences", the philosopher puts **human art to educate and raise children.**

Care for educating and training children is a natural longing, part love the culture of humanity and a disposition in the evolution of individual quality. Each child is "a problem" individual absolute sense, two souls are not identical, even if they are like "as two peas". Right of retention (and protection) of the natural soul and spirit, it has also appeared on the earth every child, regardless of the physical, social or cultural that fate has given them. Adult responsibility to ensure the healthy growth of children is a "problem" of God, which only lives in progress is a "solution". Healthy growth is achieved through education, one that provides children the chance to become what it is and can become. I mean to remain itself, a unique, "one of our majesty and universal spirit".

Socializing memory was a fundamental means for individuals to survive. Potentially hostile environment caused the prehistoric man to build the company, to collaborate with others to adapt to easier adapt the needs, desires and aspirations of both personal and group. Experiences of adults, parents or mature were submitted and endorsed by children and young people, and they were already a form of *primary education*. It consisted of a biological adaptability, but also a social one. Mankind has progressed through the accommodation capacity of the environment and through its involvement in its amendment, to make it comfortable. In this endeavor, is running a manifestation of the spirit of cooperation for social coexistence protective and secure.

Also a human endeavor long remained a characteristic of the family. Families raise children according to maternal and paternal models, education was rather a consequence of common sense than "forming a" coordinated of the micro-society. *Family education* as maternal care involves learning the household and "father's lessons" to purchase food. Signs of nature and change, experiences transmission from adults to children living in your games, rituals, ceremonies and traditions were forms of family and tribal education. A community comes to be organized and "planted" when is the guiding ideas, or an ideal.

Becoming a public beliefs, *ideas get historical forces, able to ensure systematic operation to the microcollectivity ideas, that become the dominant beliefs of an age, gets to the level of historical forces.*

They create, pretend, destroy social forms, cultural institutions. Ideas are typed in the doctrines, concepts or ideologies. Evolution teaching doctrines is a barometer for the health or disease, the cultural status of a country or community. Ideas (and their doctrine becoming) comes to life in institutions, and they respond to social and psychoindividual needs. Schools and educational quality of the procedures applied in these institutions of learning, culture and civilization, testify about the quality of public life and about the care that state institutions have a components to its members.

Pedagogy Polish SUCHODOLSKI B. (1903 - 1992) had the inspiration to achieve a breakdown of the issues in **philosophy of education pedagogy** and **pedagogy of substance** there. The first concerns the formal aspects, social, environmental, subjecting the child to a process of personality development and training, and the second is based on personality development through enhancing the appearance of psycho-motor abilities for the child. Essence of the environment is important for teachers in the first one and the heredity, personality factors, which may be improved through education for the second one.

For over 100 years, teachers assess the effectiveness of pedagogical influence oscillating inside binomial "essence - life". Often been exaggerated by a factor absolutization, ignoring the fact that education is an individual process, each man personally and independently responding to its impulses. The child, as a man in training, is the big secret that adults, teachers and society have to decipher it. The more we know about the child, the more we realize the multiplication of this mystery. There is no deterrent in this process, and searches are good, although certainty is removed. They are facts of education and constant source of happiness. Therefore, absolutization a paradigm, whatever it is, on the training and human development is an utopia and an illusion, because the baby is a miracle calls on earth to give meaning and mystery. For humanity, faith to live on illusions is a source of social progress and personal satisfaction.

Human beliefs - derived from shared ideas - are realities that foster the involvement of most of the individual use of the potential for a policy determination (good or bad). Teaching doctrines arise where positive thinking is the future, seen through the prism of investment in children. They are procedural and pragmatic in the institutions of education and learning. Schools may exist institutionally, as a social

reflex, but without a coherent pedagogical procedures, structures remain childcare.

Many claims about human education repeated assertions now become so common that the author can not be suspected of courtesy to update them, bringing them in contemporary times. The man is one who "builds" ("faber"), which metamorphosed, which politicized, embellished their personality, which creates, using the circumstances for happiness, and identify who believes supernatural values that transcend, which aspires to knowledge, morality and beauty thanks to its capacity for abstraction. Man **becomes**, philosophy Noica, with micro and macrospatiale prospects for that interacts with real and virtual objects becoming conscient himself from attachment to the civilization and culture. Man is born to cohabit, or get a social being and socialized, meaning its existence is to adapt to an approved civic behavior, the specific mentality of certain communities. "*And so it shall*, inspires the character of Odysseus Homer's epeope, *that man possesses in abundance for life*".

Potentiality of being the same as the chance to humanize every child to education and each man to be both educated and educator.

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A POSSIBLE SCENARIO OF HUMAN BEHAVIOR
UN POSIBIL SCENARIU AL COMPORTAMENTULUI UMAN

Prof.univ. dr. Gheorghe SCHWARTZ
“Aurel Vlaicu” University, Arad

Abstract:

*Transversal psychology represents a personal concept for the sciences of psychology. Starting from the didactic requirement of breaking down psychic life into its elementary processes - in the way anatomy studies each bone and organ independently, although no one has seen a liver walking alone in the streets -, psychology, too, has become over-specialised, thus becoming a **show-window** science which displays independently the neatly packed parts of the animal - parts which no longer recall the psychological and physical properties of the entire individual they belong to. This way we run the risk of completely losing sight of the whole picture*

*As a borderline science between psychology and philosophy, **transversal psychology** attempts to explain both elementary and complex states regarding the justification of disposition and behaviour. (**Disposition**, according to transversal psychology, represents the elementary behavioural whole/unit, the static cliché of a 'motion film', while **behaviour** is viewed as the sum of dispositions for a certain amount of time, the 'motion film' proper.) With the help of the parameters provided, **transversal psychology** aims to re-create the whole, putting the component parts into interaction.*

*The author is aware that **transversal psychology** represents one of the most recent speculative attempts of a science directed towards the material proofs of chemistry, biology, physics and genetics. All the more so, it aims to preserve the spirit in its own abode.*

Key words: transversal psychology, disposition, mood,
human behavior

A. Mood

(in a state called “normality” and “self initiative” (1))

1.0.1. Let us now return to the *three fundamental chapters of human behavior*: the dialogue with eternity, sex, and the need for safety. They converge towards what we might call the theme of survival. Life involves religion, hope, attitude vs. death, power, fear, love etc., which are all closely linked to these three chapters. The rest is mere paraphernalia. These three chapters are continuously refueled by the stimuli that give the individual his sensations, either directly, or by activating his indirect experience—received from books, learned, or listened to. With children, indirect experience is replaced by the adults' stories, by television, etc.. Animals *seem* to lack indirect experience: unlike humans, they only react to stimuli that they perceive directly. A second distinction between the human being and other living beings endowed with a nervous system is that, of the three fundamental chapters, there is no evidence that animals might also engage in a dialogue with eternity. The other two chapters, however—sex and need for safety—find full manifestation in the animals' behavior, defining it. (An entire literature of specialty has been dedicated to animal behavior, the animal being often viewed as a model for man's conduct.)

1.0.2. The scope of the present work is not polemical in nature and it will not quote excessively from famous names to support its assertions—although some ideas cannot be separated from their authors (e.g. the conditioned reflex can hardly be broken away from Behterev or Pavlov). If we fell pray to the lure of argumentation, this brief attempt would lose its conciseness and face the risk of deviating towards other directions. For instance, P. Jannet defines *conduct* as a unity between the psyche and the acts of behavior. The present work will add nuances to this postulate. Reference to Janet deserves a discussion for itself. But trying to remain faithful to its proposed aim, this book will suggest other connotations for the terms “conduct” and “behavior”, rather than express opinions about the example given.

1.0.3. The present approach will not get into polemical disputes because they would inevitably take us to the “outer limit of common sense”—a “common sense” that has nothing to do with science or reason (usually in such cases, they are merely used to argument ignorance). The “outer limit of common sense” is reached when the questions raised sound increasingly like “children's questions”, i.e. never ending, one triggering the next. In a sentence, one can ask for the meaning of every

word in the statement. By establishing the exact (or intended) sense of a certain word, one can go on and request the equally exact definition of those words that explain the previous one. And so on, indefinitely. And, “since there must be a limit to everything”, a defining of the definer will end when the “outer limit of common sense” has been reached. In fact, every response represents no more than a momentary stop along the strenuous quest for knowledge—or, at least, of research. Whence other itineraries may depart.

1.0.4. It has been established before (0.2.2.) that mood is the smallest unit of our behavioral state. *One moment's mood, plus the next moment's mood, plus (...), plus the mood of the final moment in a time segment, make up the behavior for that segment.*

1.0.5. Schematically—in tone with this entire work, constrained to the barbarous procedure of didactic dissection of the whole—the equation is valid mainly on the theoretical level. Practically, though, it rarely happens—even for a single full minute—that one or another of the parameters should not “stand out”, influencing in its course, for a short time, the entire picture.

1.0.6. All the more so, for the equation to apply, it is compulsory that no “major event”, no terrorizing factor, or at least no stimulus that should modify the fragile balance of the time span, should occur in the given moment.

1.0.7. In the next section, we shall describe the parameters we have already referred to briefly. Their order is not determined by a specific priority. In fact, there is no “preferential succession”—except when one parameter is more emphasized than the others and manages, for a tiny fraction of time, to become *predominant* (i.e. a terrorizing factor).

B. Behavior

If mood stands for the instant, and behavior is the sum of several successive moments, can we then compare the former with a static printed picture, and the latter with a motion picture? Considering mood to be the smallest unit of behavior, do we then view the behavior of a certain time span as the sum in motion of the moods of those successive time units?

1. 0.7. Piece and gear

The role of the terrorizing moment to influence behavior: an example

1. 0.7.1. Just like mood, where certain elements may become “terrorizing”, in the case of behavior, too, such moments can act

powerfully enough to influence the individual's conduct for a determined period of time. As they pertain to the parameters of mood, they affect the moment, but their effect is felt for an entire hour, a day or a year, and sometimes for a lifetime.

1. 0.7.1.0. A parenthesis: even this kind of terrorizing moment is sooner or later assimilated by routine ("Time heals all wounds", or "Time is the best of doctors"); it remains part of the whole, though. Sometimes, updated by mere recollection, such a moment may have extremely unpleasant (or pleasant) effects after many years, even if it no longer triggers concrete effects. On other occasions, after an extended period of time, the terrorizing moment may no longer appear distinctly, but only by unconscious association with one or several updatings, inducing emotional states of "unexplainable" discomfort or, respectively, of comfort.

1. 0.7.2. Thus, it remains a matter of *intensity* and *impact* of a terrorizing moment whether, and for how long, it persists in one's behavior.

1. 0.7.3. Terrorizing moments illustrate best the piece-and-gear relationship that exists between mood and behavior. The individual piece cannot function by itself, it has neither its own energy, nor natural relations with the other pieces, and neither does it fulfill a general purpose. But, just as it alone can jam the entire gear, it can also make it work.

1.0.8. Hence we may conclude that, unlike mood, the dynamics of behavior is configured according to three principles:

- the *principle of continuity*, i.e. the tendency to stay on the path even if, sometimes, this path does not bring, or does not predict, satisfaction;

- the *principle of choice*, i.e. the tendency to willfully influence one's path, or the act of leaving one's path;

- the *principle of perturbing factors* (perturbing for the path), i.e. the existence of factors that affect the tendency of leaving, or the actual departure from, the path.

Resistance to, or acceptance of, these three principles provides a dynamic picture of the mental issues every free and healthy human individual has to face.

1. 0.9. Another parenthesis: numbering behavioral parameters

1. 0.9.1. Since between the parameters of mood and those of behavior there is an organic relation of continuity, we shall number the

latter in the order used for the former, specifying that they are all behavioral determinants.

1. 0.9.2. Just like with the parameters of mood, the order for the second set of numbers (i.e. the parameters of behavior) is random, based on no hierarchical principle.

1. 0.9.3. The well-known idea of *action engine* (which we continue to view as an attribute of the *dialogue with eternity*, sex and need for safety (2)) can easily find its roots in any of the parameters. Only, our attempt does not focus merely on the cause for the action (or lack of action), but also on the person's mood during the action. A mood which can by itself play the part of cause or, as the case may be, of effect. Which again suggests that the second set of numbers should continue the first in an uninterrupted succession, i.e. that the already mentioned parameters of mood should continue with those of behavior. Similarly, and according to the same logical trend of thought, the first set of numbers will make the necessary difference between the *determiners of the moment, and those of development*(3).

At first sight, at least some of the parameters ought to repeat themselves, as 1.x.x. (i.e. as parameters of mood) and as 2.x.x. (i.e. as parameters of behavior). Let us take, for example, the situation reflex (the conditioned reflex). It may stand at the origin of certain moods or actions, just as it may determine the persistence in time of those moods, or the way those actions develop by the stereotypes and clichés it induces. Equally present in the case of mood and that of behavior, such elements stem from the moment, from mood, and perpetuate in time, where they exhaust themselves. It would be redundant to analyze them again as 2.x.x., i.e. as parameters of behavior.

1. 0.10.1. Just as in the case of mood's parameters, we shall refer again to the state of normality, with the specification that, in the moments (periods) of paroxysm, i.e. in the single moment, reactions get out of control, so that any attempt of establishing rules would be futile.

1. 0.10.2. And, just as with the parameters of mood, I do not presume to have exhausted the diversity of behavioral parameters. This list too is open-ended, even if I, after more than thirty years of study, have not come across other factors capable of explaining the way we feel and act. Accepting, therefore, the eight parameters of mood to function also as (eight) parameters of behavior (4), in the following sections we shall analyze the latter parameters one by one.

A possible scenario of human behavior

¹ There are countless clinical descriptions for the behavior of the sick people. The present work refers only to those cases of behavior—more numerous, though—that characterize the condition generally accepted as "normality". Furthermore, it deals only with "self initiative behavior", i.e. with the actions of the human individual considered to be free. In other words, we shall deal exclusively with the *free and healthy human individual*.

(a. human, because he is the only one—as far as we know—who engages in a dialogue with eternity and who has indirect memories;

b. free, because the person who is subject to coercion in his daily life greater than that commonly imposed by society will also respond in a coerced way to the various stimuli;

c. healthy, because sickness modifies one's perception and priorities regarding one's responses to stimuli.)

After this "*Introduction ...*", another book may follow, focusing on those human individuals who do not belong to this category.

(2)with the exception of self-belonging (2.32.), which must be viewed as a quintessence of the other parameters

B. Behavior

0.9. Another parenthesis: numbering behavioral parameters

⁽³⁾ The assertion that the *action engine* is what determines the strictly individual reactions is not contradicted: the three primary factors are indeed deeply personal, making up the fundamental chapters of man's life. However, at this point, motivation (2.25.) must also be taken into consideration.

(4) Once again: the parameters of mood determine both the activity and the emotional states that transcend the moment. They represent the seeds of development, so that they cannot be ignored.

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HEREDITARY AND SOCIAL FACTORS IN HUMAN PERSONALITY

FACTORI EREDITARI SI SOCIALI IN PERSONALITATEA UMANĂ

Conf. univ. dr. Olga D. MOLDOVAN,
“Aurel Vlaicu” University, Arad

Abstract:

Functional analysis of various elements taken separately gives positive results only when we consider the strictly related links of an entire indivisible. The psychological "elements" are processes, functions and physical characteristics and all of them constitute the personality. The problem of personality today occupies a central place both in theoretical and applied research. However, in addition to the "intelligence", no other concept of psychology is so complex and indeterminate as that of "personality".

Key words: personality, psychological elements, theories about personality, heredity, genetic

1. Broad understanding of the concept of personality

In 1931, G.W. Allport listed over 50 definitions, and today McClelland found over 100 definitions of the term. It is estimated that at present can be separated easily at least 10 to 12 personological schools. Among the best known are: psychoanalytic theory (S. Freud, A. Adler, K. Jung, etc) factorial theory (G. Allport) personalist theory (C. Rogers) body theory, social theory cultural etc.

Each of these theories is to find a specific framework of reference and a unique start to deduct the entire building. Some authors try to express the definition of the complexity of personality structure, stressing the public order and rule of composition of different quality elements: biological, physiological, psychological and socio-cultural. As Sheldon defines the overall personality of bio-physio-psychological characteristics that allow an adaptation to environment. R.B.Cattell factorial design considers a dynamic personality, expressed in the way of responses to situations. G. Allport derives the meaning of the concept of personality intersecting basal structures, typology and individual.

Despite distinguishing points of departure and analytical procedures, most contemporary authors show, as the common definition of radical personality attribute of unity and completeness of the structure. The issue that remains controversial is the ratio between internal determinations (hereditary) and the external conditionalities entire personality structure, the stable and dynamic.

All these are matters of utmost scientific importance and can not be bypassed. They appear inevitable in the research process, reflecting themselves into facts, phenomena that were not originally foreseen by working assumption and neither subsumes them.

A classic definition of personality, by gender proximate probably not possible. At least today we can not claim to have one, will long continue to operate with relative definitions, partial delimiting specific investigation different directions, different sides of personality.

Frequent questions like these: How much data should we have to know about someone's personality? On what issues need to draw to progress from simple inventory of the facts of human conduct to explain their causation. In none of them answer can be formulated in categorical terms.

Unlike physics, astronomy or chemistry, psychology of personality change from a general theoretical model where the individual is never straight and never perfect correlation. In the preparation and the relationship of personality takes place under the sign possible of probabilities, rather than that of a linear causality.

By adopting the idea that personality is a dynamic hipercomplex must admit a series of conventions of order-logic operations, namely:

- delimited to a certain level of abstraction;
- hierarchical organization, on multiple levels;
- achieve bilateral communication with the environment and carry out specific tasks of adjusting;
- character relative to emerging and independent components;
- combining structural analysis with concrete-historical analysis;
- internal structure analysis method based on additional functional blocks, and not reducible to substantive elements, energy or information.

Personality is a size overordinate, integrative-adaptive function of man, which presupposes the existence of other dimensions - biological and physiological - but there is no extension or projection of an image of their content.

In the real man can delineate relatively basic two functional blocks: the individual and personality. At first glance the definition seems artificial and unnecessary, especially since, in everyday language, the two terms are often used as synonyms. Using certain criteria to concepts related to qualitatively different entities, linked by a process of integration.

By "individual" means that all elements and attributes, hereditary or acquired, which is part of a system based on mechanism of environmental adaptation. Associated with individual uniqueness. The notion of individual is equally applicable to all living organisms: plants, animals, people, whatever their age level.

Fundamental mechanism that ensures the formation of personality structure is hierarchical integration. General process of integration in the human system of three main types of links:

- primary links, innate, determined by relationships within the body;
- based on their secondary links to be summarized by the principle of conditionality;
- defining personality system are links in the order III (tertiary).

Unlike secondary is based on the amount of signal stimuli, they form the basis of meaning, the categorical designation of the situation by reporting concomitant to their states of motivation and a set of rules and standards developed social value.

Link tertiary becomes possible when the child begins to distinguish between working as it exists objectively and work taken in relation to its own needs, the transition from egocentric orientation to self-critical orientation.

"The first birth of personality" binds when crystallization "of self-consciousness", which implies their critical reporting of acts of conduct, its own desires, by comparison with others, applying themselves to the same criteria, conditions and restrictions that apply another. The whole development of the personality takes place amid conflicting interaction between "objective consciousness" and "self consciousness". It is a process of detachment, permanent integration of forms and meanings, criteria, symbols and patterns that take place driven by completely different laws than the behaviors that define the individual as biologically given.

The structure and dynamics of personality included no physical aspects of the body itself, but their significance value, which is crystallized in the interpersonal and social assessments, not perception

or thought in itself, but their value in achieving self awareness by comparing with others.

2. The problem of heredity

Dynamic personality, as revealed above, is driven by trends and, depending on the variety of combinations thereof, are solved to an object or to another, increases or decreases in tension, is exteriorizeaza a color or another. The trends are not evident outside of causality and objective factors and therefore combinations of them may take any form. The finding of objective factors that determine individual activity, showing that personality is not a simple concept, but is an undeniable reality. In this way the internal environment of the individual, which depends in large combinations of trends, appears as an area of some sequence of processes with some justification, the causal relationships, that the interior of an organization, has a band.

The organization in question is the work of two factors:

- endogenous factor - internal environment
- exogenous factor - the external environment.

None of these two factors can not be deleted, but the primordially time factor is endogenous. Self ontogenesis initially coincides with maturation of nerve function and, although the first act of personalization not put on only when the subject fails to move the object, the personality of a particular fund is made nervous, endocrine and humoral. But fund nervous, endocrine and humoral individual receives due to heredity, from parents and ancestors.

Heredity can be studied from two viewpoints: the process of transmission through plasma germination, gene and transmitted as a substrate. In 1809 Lamarck in "Philosophie zoologique" explained the differences in life by changes in environmental conditions. Lamarck's doctrine has produced a revolution in human thinking and major unrest among the French Academy. In 1859 Darwin posited natural selection and the struggle for existence. In 1863 G. Mendel published his results on the experiences made on peas. 1886 - Hugo de Vries has developed a theory of change. This was followed by Th. Morgan with his comments carried on little fly vinegar. The report of the doctrine of Mendel and Morgan, genes are considered media materials of all characters morphological, physiological and psychological of an individual. But lest it affect the individual and the environment? In this case, the changes are transmitted or acquired?

In 1883 Weisman has taken a destructive critique of Lamarck's theory, stressing the impossibility of transmission of character won. With few exceptions scientists shared Weisman's thesis.

3. Research on heredity carried on animals

Mc Dougall tried to prove otherwise. By undertaking some experiments on 38 generations of rats, he showed that skills are inherited. Lamarckiana sentence about Pavlov's research is interesting. Based on his theory of reflexive acts under the direct supervision him, there was the number of repetitions of that first generation of animals needed to win the reflex, which was then the second, third etc. After Pavlov's findings from the second generation, the number of repetitions decreased. In the same spirit of research on mice Tryon selected the most poor mice in solving problems, and mice fastest and operated cross between mice of the same class. At the end of the experience he earned two completely different groups of mice.

4. Investigations on the human level

Some scientists have found that the only scientific way of looking at heredity-environment issue is the level of human social group, and could undertake research in their view, by studying the variability of performance. Starting with these considerations, both in Europe and America, began a campaign to investigate the true hereditary and environmental factors in relation to the similarity or disimilaritatea individuals.

In this research were used primarily opportunities for twins. For example can be found data of Newman, Freeman and Holzinger, attesting to very high striking correlations between identical twins. Most spectacular results on the relationship between identical twins and the fraternity, are those published in 1929 by Wingfield and Sandiford. Regarding the study of heredity undertaken using identical twins reared apart from their brethren can not be neglected all data provided by Newman, Freeman and Holzinger.

The resulting data from both normal subjects and on mental and behavioral disabilities subjects not essentially differ from author to author, but did not confirm a single view. Zazzo explains that ultimately depends on the personality formation of the system of relations that "are established between me and others. Forward only after he heredity genetic factors, not forms of conduct. Luria's twin experiences and those of Kovalev leads to the idea that traits are determined primarily by

specific relations. Most research, however, stresses shared genetic factors.

Hereditary factors closely related to human behavior was the subject of study by specialists, with interests that have caused the families of eminent men and families of people to argue with public morality. In his "Hereditary Genius", published in 1869, Francis Galton concluded that inherited genius.

Over 30 known cases of children reared by wild animals. Most famous cases are represented by two girls, 1 year and a half, and the other for 8 years, discovered by a shepherd in 1920 in India. Girls have left the lair of a wolf with it, running on all fours. Pastor killed the she-wolf, caught girls and took them with him. From Pastor girls came in an institute of education. The low could easily be humanized. In a year he learned 50 words, but died shortly after. The great in just seven years could learn 48 words. He died at 17 years. Living among the animals have learned such a behavior. For that little girl of 8 years had passed the age when they learn language, explaining her inability to learn the outcome of words as fast as 1 year daughter.

One of the special fields of psychology is behavior. Personality is a behavioral unit. Hereditary factor generates a certain type of conduct, it has a great importance in the structuring of the personality, but it can not be explained independently of the environment.

5. Genetic explanation of personality

Every individual starts life from conception as a single cell. It then divides in two, and then each part resulting again in two succeeding division operation is a long time through a process known as mitosis, a process which shows that all cells in the body have identical heredity. Influence of cell environment as: gravity, pressure, oxygen, a series of chemical elements, and electric fields, producing variations in the cell.

In discussing classical heredity factor gene is transmitting characteristic features. Today it is known that the gene consists of DNA (deoxyribonucleic acid) that resides in very heavy molecules consisting of hundreds of thousands of atoms. Fundamental property of DNA is its capacity to self-replicate itself, ensuring the maintenance of hereditary capital from one cell to another.

With all the different positions on its investigation of heredity by using twins, human genetic studies and experimental genetics to note that heredity is a foundation of personality. Hereditary factors appear to

personality as the primary equipment. The formation of personality but a particularly important and social factor in all its complexity and diversity.

6. Social factor

The influence that society exerts on individuals is immense. Personality is considered by some an individual socialized. The research of Malinowski and Margaret Mead have shown that most of the conduct that was described as a categorical expression of human nature permanent, not only in fact a product of culture.

Sociological and anthropological literature distinguished in personality formation, two sets of variables: culture and society. Usually, the term culture objection expressing the values, beliefs and concepts about the world, knowledge, laws, customs, art and language. The term refers to the institutions of society, social relations. It is hard to split the company culture, because they understood each other and work together on the individual.

Individuals adapt to society and culture. Durkheim notes that the very physical environment of an individual is fully enlighten the society against which it belongs. The field space of conduct is not given individual in the physical sense but cultural. For the purposes of this, individuals are subject to models belonging to certain cultures. Every society and culture has a social model that somehow standardize the conduct of individuals.

Based on studies of eight cultures of primitive tribes, state population close to that of "nature", Kardiner evidences that within each social group, there is a structure common throughout all social conduct, which he called basic personality. The core staff it means a specific psychological configuration, its members of a specific social group, what obiectiveaza a certain lifestyle, which people then brodeaza individual variations. Kardiner psychological theory states that this configuration is not for members of a population just one personality but the personality, "matrix" that further develops individual traits of character. For him, the fact has a two-way causality: on the one hand there is the causal relationship of the environment to individual, on the other side of the individual to the environment. This distinction concerns a culture within two categories of institutions: primary and secondary. The primary are those which give the individual environmental action content and those secondary feeds on retroaction on him. Basic personality is located halfway between primary and

secondary institutions. The formation of basic personality, they compete to shape secondary institutions, but the main share were the primary. Kardiner argues that the basic institutions creates problems for the foundation of individual adaptation, which is required to take account of social rules about sexual prohibition, the practice on food, discipline group. In demonstration of his claims, he stresses particularly the role that the family has through education, diet, child required in shaping a common behavior of a whole.

Basic problem of personality status was reinstated by Kluckhohn and Murray in that:

- every man is like all men;
- as a small group of people;
- like no other.

In other words, every man is a human nature, a basic personality and an individual personality.

The basic personality is directly related to history and especially history understood as tradition, tradition is psychological survival. Either way looking at things, the conclusions are the same: so-called primary and secondary institutions and basic personality, are of relatively. But the precise conditions determines the scope and the content of personality, and we could speak in this way about an ethnic personality and an unique individual personality. The principle of universality, each man is a man of all men. Regardless of race, religion, nation, social class, he is animated by the same general biological need, the same tendency to autorealizare. At the same time, each man through its anatomical characters, incorporating a certain tradition, a certain psychological modeling, like only a small group of people.

All positions above report individual concerns with the social group at sociological, where social purpose into action, which serves obiectivarea its trends, and it able to share in person, as seen in social patterns.

7. Social models

To what extent the personality is a result of endogenous or exogenous developments?

Undoubtedly, rules, values and symbols, and culture in general, have an important role in the socialization of the individual. Social models affect the human individual personality but also deeper.

The antropologist Margaret Med studied some underdeveloped societies of the so-called "critical age" of adolescents. We know that

adolescence is explained as a result of the dramatic physiological changes, concomitant growth, particularly sexual maturation of endocrine organs. Social model influences not only the passage from one age to another, but very masculine and feminine behavior. It works much deeper than the personality formation can be observed at first. Often formal findings conflict live. Formally it is told to respect certain values, but it treats the social models behavior of parents or other persons acting in direct opposition to how it was told.

Whether operating models at interindividual or sociological level, they are only valid for a specific geographical area and time and results from the social-historical experiences of a social group, experiences conducted within a psycho-social field.

8. The field of psycho-social

Psycho-social field is a field of perception and consciousness, of experience. Time dimension, so important in the formation of person fits primarily in relation to specific intersubjective relations and psycho-social experience. The child receives his food at certain times of the tradition established by the social group. In archaic societies work begins and ends in relation to a schedule set by the psycho-social experience.

Psycho-social field implies a living space, the physical environment of our experience. Area lived our conscience should be much more evident than philosophic category of space as a mental abstraction, constitutes the actual social interactions. Implicit within his person remains not only the representations of space or time, but they put them in the service of its own shares

There are various social techniques, as follows: body contact, physical position and proximity, gesture, facial expression, eyes movement, different linguistic aspects of language. The report of a social group for a geographical area, people are manifested in different ways to shake hands, position and proximity to another person vary by culture, tradition, social distance as also vary and gesture understand that the reply or message, and as all the other techniques mentioned, because they are learned and are in our conduct, serving us to adapt.

Interaction is not merely adaptation feedback, a kind of variation of the causes which in turn changes the meaning of change effects.

9. Social role

Whatever the depiction, the individual express itself by action, by activity, and the active factor compete in the social objective, but also realizing his own purpose.

The concept of action and activity suggests the concept of role, which consists of a pattern of conduct prescribed for all people with the same social status. Both the social purpose and the tendency to realize his own purpose, the individual one, that person plays different roles on the stage of social life. In the discussion about the relationship between personality and role are known, three large attitudes:

- Newcomb is of the opinion that the role consists of a set of prescriptions and that has nothing to do with personality;
- Newman, incorporating Shakespeare's dramatic design, after which the world is a stage and people actors, believes that life is a series of roles in practice and imaginative plan. The conduct in role conditionate the consciousness and the self-consciousness. We are our roles. H. Mowrer says that it is the unique personality setting out the roles. Bogardus sees in the role of an integrating factor of personality. All these authors, ultimately, reduce personality to a set of roles;
- Kluckhohn and Mowrer explains personality as a product of three categories of determinants: the idiosyncratic factors, the determinants of roles and the determinants of the universal condition.

After G.H. Mead personality mainly results from the conduct of roles. However, he says, besides of "I", reflecting the social roles, in the embodiment enables a more personal and deeper element: the issue to make contact with the environment, biological and psychological trends representative of the individual.

A clearer position has Sarbin. After him personality is constituted by the interaction between self and role. Self is formed through the maturing body and socio-personal contribution. The self is the stable and the original background of the individual. Unlike the self, the role is dynamic and consists of actions. Personality results from the interaction between the core and deeply personal, self, and roles.

In a summary of the above, except Newcomb's views, we can underline two things:

- the role contributes to the personality structure;

- personality manifests itself continuously by role, its conduct is in a large percentage a role conduct.

Of all the roles the individual plays on the life stage, the one at which it takes committed nearly all his life in its area is the professional role. The way to discharge the professional roles of the members of society depend on public property, the civilization and the culture of a social group, the degree of integration and mental balance varies according to how fit individuals with professional roles.

10. Nature and culture

The personality is thus as an outcome of competition between fund ineitar and social environment.

The problem of human relationship and the physical environment and of human and social environment has quite a different value than that of organic systems in general and the environment. Human nature is not a kind already made, so that the social existence of causal change, but a set of possibilities not only maintain contact with the social, while giving the social physiognomy of its own. Biological humans is more than biological. If the mind is explained by the needs, should be an indication that to the man take part into the action the spiritual needs. Kardiner is absolutely right to assert that the man can be defined by what it does, because he is recognized to belong to his work, and that a theory of human nature must take into account the systems of action by which the universe and man enter into agreement with the social world.

The human is a principle of history, the means by which history gives a sense of life. Moreover, the human kind have so little, that's always available for culture. Therefore, from birth, he is "taught" by his own kind of culture. So does culture from the beginning of each individual, giving him rules of life, spiritual values, setting and social status, giving them different roles.

Referring to human nature can be stated that cultural action is not exercised on the individual than with his consent.

In summary, the relationship between nature and culture is as follows: by heredity it is given to the individual the general data of its psychophysical development, it provided a development plan, but it is done only by outside forces of competition environment. Some authors (Jordan) assign personality factor inherent in training a percentage of 60% -70% and the average only 30% -40%. Innate and environmental factors are actually closely related and can not be separated (J. Stoetzel).

11. Personality structure

From the entire analysis results that the competition between the endogenous factor and the exogenous, leads to a result of fully developing and uniform characteristics of the person" to a special construction that someone "stands for individuality" is manifested by "typical and unique " behavior, that means a personality.

Personality is characterized by two fundamental features: the stability, which means a way of living inside exteriorization and relatively unchanged over time, and by integration, forming a unit and total mental. Stability has certain limits, bearing the name of plasticity and reorganization of the personality representing opportunity for the person to face capital changes of living conditions and to adapt to them. Regarded as a form of organization with a specific functionality, as the source of dynamics, personality is essentially as expected, a structure.

The scientific description of personality, psychology appeals to concepts of structure and process. The structures are arrangements, organization more or less stable parts in the system, processes are functions that are highlighted by the parties. Personality appears as a set of structures, the structure is a set selfequilibrated and thus relatively invariant relations. Changes that occur in the interaction with specific environmental conditions make up the current dynamic processes or personality. Many of the structures that make up the general system of personality, are not directly observable or measurable, but the effort shows theoretical abstraction conventional models appear so hypothetical.

It is underline the principle issue of behavioral evidence of personality structures and processes. Behavioral reactions are used as domestic content of the messages of personality, are very different: involuntary reactions, such as unconditional reflexes, falling within emotional expressions, empathy manifestations, verbal reports, work products etc.. Each of these external indicators acquires a certain value information in private or general approximation of personality structures, but none fully expresses them. Therefore, it requires their cooperation and application of special statistical methods of weighting and ranking.

In the system of personality, it can be differentiate two groups of components: quality and structure. The first relates to how specific and congruent the expressions of personality is and the structures show the substantial content of personality.

Among qualities we can include: consistency, the state of the structure, mobility and integration. Consistency refers to the stability of the general lines of the subject behavior over time, the poignancy and its dynamic picture. It cannot be speak about personality besides of some stable traits, which can be recognized in spite of circumstantial changes. The stability regards both the physical configuration and the mental one.

In each category of tasks and types of behavior we can speak about the existence of a specific style: motor activity style, resulting in a certain configuration of values and amplitude of the rate movements; cognitive style, which highlighted the ways and the organizational arrangements and ongoing processes perception and thinking, regardless of their informational content. The style is filter which modulates subject in its own specific objectives with different situations that come into contact, that it requires or they require.

The consistency limit is given by the plasticity or the mobility of the structure. It expresses the possibility of private or general reorganization of structures under the influence of changing the content of the topic of relations with the world. Plasticity is largely a function of age: its value decreases with aging. Children and young people structures are characterized by high plasticity, accordingly, their personality consistency is less obvious, and the elderly, they tend to ossification, conservatism. From the adaptive point of view, it is as important a consistent high value training as the development "change potential". C. Rogers argues that the idea of modeling the structure of personality reorganization should not be abandoned even in the most advanced ages, because psychotherapy plasticity represents an efficient method even in subjects apparently rigid.

The basic structures of personality are: motivation, cognition and control. Motivation gives orientation, selectivity and significance of behavior. To define the personality profile, more important are the derivative and socio-historical conditioned motives. They put the personality on a path of significant movement and determine the so-called peaks of integration.

Personality structure is an multimotivated organization, that integrate a broader field of meaning. But distinguish different levels of stability and strongly for different reasons, so one can speak of a hierarchy of motives, in which certain components are more relevant to personality structure than others.

Cognitive structures are considered as a means of achieving personality, placing the subject in an objective scale of skills and values. Associated with motivational and affective structures, they form the complex of skills and capacity building. The aptitude is a selective organization of cognitive, affective, motivational and executive components, which allow the man to success of action in a given time. To possess skills is to optimal solve the performance index of one category or another task. Therefore, the term has a differential effect, covering not only the mere fact of success in some activity, but to the extent that achievement: how much in relation to others. As the main indicator of the ability is performance; its structure can not be reduced to an amount of predispositions and innate qualities of physiological order but must be conceived as an integrated set of operations that support a specific behavior.

The factorial analysis method showed that the so-called simple skills relate to solving a limited field of problematic situations, involving several sides of cognitive, motivational and affective substructures. The skill has a broader range of coverage in the business plan, the organization has become more complex, engaging more and more dimensions of personality.

In the general system of personality, an important place is occupied by special construction of command and control mechanisms of the reasons, goals and behavior means. These regulating structures perform the following functions:

- simple inhibition by hinder directed impetus;
- the transformation of scope reason motive, the expression of a motive by another behavior act;
- the carryover of a motive depending on the circumstances;
- the selection and programming in the frame of competitive reasons.

The degree of control is an important indicator in characterizing the structure of personality. From this point of view, people can be divided into three groups:

- normal controlled, is characterized by a relative balance between reflective, analytical, critical and tendency to action trend, combining in an optimal formulation the principle of freedom with the need, the need for subjective to the objective;
- less controlled, is characterized by overestimation of the impulse towards action and an underestimation of the objective

conditions of their acts because they are impulsive, acting on the voice of first desire, for them is more important to act than to think on the opportunity of their action, so things seem simpler than that in reality;

- overcontrolled, they are characterized by a behavior based on consideration of all for and against conditions, the anticipation not only of the immediately result, but also of the consequences of its derivatives.

From here can generate a number of specific features, such as prudence, conservatism, traditionalism, conformity, pedantry, scrupulosity, reserve, shyness etc.. These control structures do not reduce the temperamental components, they develop during individual development, as a result of dynamic action between success and failure.

In the research with diagnostic individual character the approximation of features and approximation of type are two complementary operations.

12. Personality dynamics

Despite the fact that personality is defined by the existence of a stable organization, with consistency and high level of integration, it does not lose the dynamic attribute.

It provides permanent, with an array of states and an array of changes, the processes taking place in forms and at different rates. They are conditioned first of interrelationship, and changes in internal components, and on the other, the human variability relations and group environment and society. Correspondingly we talk about personality dynamics of the two plans: one individual and one social.

12.1. Individual dynamic

By its position of overordinate integrative structure, the personality reflects all the significant energy-functional modifications occurring in the body. Like any form of energy in the universe, the energy embedded in our body is subjected to a transformation process, which directly or indirectly affect the state of mental structures. In psychological level, these mutations are realized in the form of energy, trends and motives. Their activation guides by the individual to a specific behavioral act likely to reduce tension and restore balance. Example: curiosity and passion for an issue of knowledge to attenuate or repress trends fun, engaging personality in a sustained work of investigation and study.

Because of the level organization by of the personality structure and because of the relative autonomy of substructures, the internal dynamic character is amplified. Since the trend towards achieving free integrated primary reasons conflicts with unconscious level control structures of consciousness, producing a series of specific dynamic phenomena such as postponement, repression, suppression, switching, sublimation, etc.. To highlight the dynamic nature of personality, K. Lewin introduces the concept of "vital space", the designated needs of the individual at a time and potentialities appropriate action, as it was assimilated. Understanding the behavior at a time, is to reconstruct and describe the "vital space", ie physical forces in action in time. At one point, the person may act more forces and its behavior will be a resultant conjugation, integration and their transformation. Changing composition "vital space", would change the type of behavior. Thus, personality is defined in a series of behaviors, comprised of a dynamic tree scheme, switching from one state to another is the effect of crossing several random variables.

12.2. Social dynamic

The group company and the society represent the specific environment of existence of the personality, the natural frame of its manifestation and its achievement.

We cannot speak about personality, only to the extent that we consider the man as a member of a social groups, as a subject of social influences and as a subject of social activities.

The man defines himself as a personality in dealing with other fellows and the society as a whole. The human existence in the world is not only his own individual one, but also his family, his class and his nation one. He lives and works with the consciousness of belonging to a group. Starting from dynamic personality in the individual plane it must be analysed also the social dynamic. They were observed differences between the measurements data of mental processes and behavioral acts on individuals taken in isolation and measurements data variables within the social frame.

The diversity of social situations and requests, are conditions for the dynamic aspects of different degrees and values of entire behavior of personality system:

- changes in performance on tasks - learning, perception, motor execution, creativity;
- changes in attitudes and appreciations - in human relations;

- changes in meaning and direction of action.

In relation to the first type of changes in psychological terms were introduced to facilitate social reinforcement, social abstention. Since 1900, Meumann notes that in a series of motor tasks, the control optimize the performance. In 1930, Dashiell find that the presence of a passive observer increases the performance value. Pessin determined that the presence of an observers or the inclusion of the subject in a social context reduced performance in memory tasks, being needed more rehearsal. Today it supports the idea that the presence of a public act restrain the acquisition process of new responses and facilitate the production of responses already prepared. Conflicting results regarding the effect on the running showcase various mental processes can be explained by motivational factor: increased motivation, which is created under the influence of observer presence, promote production in high performance responses and induces dominant negative acquisition. Phenomenon trac to actors, nervousness athletes participating in a competition, emotion exam are easily observable phenomena, which are accompanied by tension, stress, vigilance that can change positively or negatively, often unpredictable, denouement behavior.

The second order changes refer to the position that occupies an individual in different systems of interpersonal relationships, according to the composition of the group and its rules of perception and appreciation. In a given group is established always a specific structure of interpersonal relations, with direct consequences on the behavioral trajectory of each member: one will be the dynamics of this trajectory to a generally sympathetic and favorite topic and completely isolated from one another, generally rejected or left in the area of total indifference. Also, a given character will have dynamic behavior of the individual in a group with a high coefficient of cohesion and other data for a group dominated by tensional status. Social psychology provides enough data today showing that the nature of interpersonal relations, how the individual's perception and appreciation of other group members and how the group's assessment is a key driver of business dynamics, behavior and performance personality. Belonging to several groups simultaneously, entering successively in different communication situations, the individual creates a dynamic field of relationships, which we constantly switch to different types of attitudes, actions and behaviors. Thus, he becomes an actor playing a role every time.

Dynamic changes in the third category concerns the influence of context, communication and social relations of meaning and direction of ongoing actions and behaviors personality. Different situations are possible:

- when they are conjugated in line with the actions and behaviors partners;
- when meeting a supportive role, strengthening;
- the individual actions go in the same direction as other partners, but it is achieving superior performance
- the actions and personal conduct are directly opposed to the actions and behaviors.

Accordingly, we have specific personality profiles in the dynamic behavior of cooperation, competition and conflict.

In situations of cooperation and coordinate action, the first priority must be the group reason or interest, so that the subject mobilize itself in its action to increase the chance of success of the group, yield and its performance is included in the overall success rate.

In situations of competition and conflict, the first priority should be to achieve individual motivation and assembly against opponents. In organizing his behavior, the individual will be concerned about the choice of those strategies to assure success, but also to minimize the chance of winning its competitors. Hence specific contests or competitions tension with their role in stimulating or restraining. Passing successively from one situation to another the man reveals different facets of his personality structure, describes a dynamic picture more or less spectacular but still significant and relevant to what he does.

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NEUROLINGUISTIC PROGRAMMING: CLASSIC AND RESONANCE APPROACHES

PROGRAMAREA NEUROLINGVISTICĂ: ABORDĂRI CLASICE ȘI DE REZONANȚĂ

Psychologist Irina CIORBA
Resonance NLP Coach & Trainer, Swiss

Astract:

The Resonance Method was created by Gundl Kutschera, Austria, who derived it from the classical NLP created by Richard Bandler and John Grinder in the USA. The basic outcome of NLP is teaching people communicational skills, helping them in achieving better performances in their professional and personal life, building more fruitful relationships with the others. Further more, with the Resonance people learn to explore themselves on different levels : spiritual, heart, cognition, the environment into which they live and act. As an outcome : less efforts for better results.

Key words: neurolinguistic programming, psychology, resonance, cognition

When I first heard talking about neurolinguistic programming (NLP) it seemed a very scientific and complicated approach about which I was so eager to find out more. At the time I was studying psychology and one of my teachers mentioned something about how it is possible to determine if someone is telling the truth, by observing the movements of his eyes (known as the “accessing cues”). Then he said this has to do with what they call NLP. At this point my curiosity was triggered.

Starting with the beginning, we can take a look at the NLP definition as it appears in the Oxford English Dictionary: “a model of interpersonal communication chiefly concerned with the relationship between successful patterns of behaviour and the subjective experiences (esp. patterns of thought) underlying them” and “a system of alternative therapy based on this which seeks to educate people in self-awareness and effective communication, and to change their patterns of mental and emotional behaviour”. The co-founders Richard Bandler and linguist

John Grinder started their research in the 1970's, in the USA, and developed NLP into a form of psychological therapy who claimed to produce efficient results in a full range of issues psychologists might encounter, such as psychosomatic illnesses, depression, learning disorders, phobias etc.

As it turned out, due to little or lack of firm empirical evidence supporting its claims, NLP has enjoyed no support from the scientific community. Even though it makes no impact on mainstream academic psychology, it has quite an impact among private psychotherapists and hypnotherapists who are trained in the NLP Method and who use it as a tool in their professional practice.

But let's take a closer look to what NLP stands for and what it means exactly. *Neuro* refers to the way words and information are de-codified at a neurological level. There are 5 representational systems: visual, auditive, kinaesthetic, olfactory, gustatory and only one or two are the major ones for each person. Therefore the way each person treats information coming from the surrounding world is quite subjective and personal. There is a fascinating and entertaining book written by W. Gallagher centred on how people experience life and about the complex relationships between people and the places in which they live, love and work. The book is drawn on the latest research on behavioural and environmental science and it examines peoples reactions to light, temperature, the seasons, and the other natural phenomena, explores the interactions between our external and internal worlds. *Linguistics* is the science of language, its subject being the pursuit of knowledge about the phenomenon of human language. Linguist study the structure, function and history of human language. In particular, NLP has incorporated Noam Chomsky's work on Transformational Grammar and Generative Linguistics as well as Alfred Korzybski's work in General Semantics. *Programming*, contrary to what sometimes its being associated with: "brain washing" or "mind control", is associated as in informatics with a way to work out a sequence of operations to be performed. The brain is our personal computer and much of the NLP approach to the mind is based on viewing the brain as functioning similar to a computer in some ways. In fact, much of the NLP terminology incorporate the the language of computer science (e.g. The T.O.T.E. Model and the SOAR Model come directly from the fields of computer programming). The internal processes of human beings, unlikely the computers, are predetermined by social factors, cultural

issues, family background and the overall individual experience. One of the major hypothesis in NLP is that the intern processes and programmes can be changed, transformed and modelled.

The classical NLP developed in the USA rapidly reached the European continent. The first trainer NLP in Europe is Gundl Kutschera, who studied and formed herself under the direct supervision of Richard Bandler and John Grinder as well as she studied under people like Robert Dilts and Virginia Satir. She has taken NLP to another level and founded a new approach called *the Resonance Method*. She developed the Kutschera Institute in Viena and started a resonance network in Europe.

What is the difference between the classical NLP and the Resonance Method is a legitimate question. The latest one has the basic guidelines as the classical approach, to which some new visions are added. The Resonance Method is a holistic model which integrates elements of Superlearning, systemic methods, hypnosis, mental training, logotherapy, NLP, pedagogics and results from human brain research.

For those who want to have a better insight on NLP and Resonance, here are some milestones:

The first NLP development was "*The Meta Model*", created by Richard Bandler & John Grinder in 1975, and described in their first book, *The Structure of Magic Volme 1*. It was the first creation in the field of NLP, and formed the basis for subsequent discoveries in the field. The Meta-model works on the following principle: people don't experience reality directly, but rather through the 'maps' of reality they create in their minds. When people have a problem or challenge, it does not typically exist "in reality" - it exists in their map of reality. If you can enrich their map, their experience of the world will become richer. Enrich their map enough, and their problems will be solved, their challenges overcome. The Meta-model is the principle tool for discovering where and how to enrich a person's map, and is probably the most powerful NLP tool there is.

Another important development in NLP is "*The Milton Model*", modelled by Bandler and Grinder from the hypnotic techniques of the famous hypnotherapist Milton H. Erikson. This model is based on using non-specific language and creating ambiguity through some key language patterns: *casual connections* – statements which imply a direct causal connection between two events; *ambiguity* – statements or commands which have multiple meanings; *presuppositions* – a

statement or suggestion which already presupposes some behaviour in the other person; *embedded commands* – emphasize certain parts of a message; *metaphor* – talking about someone or something as if they were something else; *non-verbal marking* – voice stress, gestures, eye movement etc.

Worth mentioning are the *rapport* and the *mirroring*. The first one is one of the most important skills in NLP and refers to the ability to establish rapport with others (building trust, harmony and cooperation) while the second refers to the process of reflecting physical patterns of behaviour of another person, such as sitting in a similar posture as another person, using the same gestures as that person.

As for the newly developed NLP, we might start with understanding what its name derives from. Resonance is a physics term which refers to the tendency of a system to oscillate at larger amplitude at some frequencies than at others. In nature everything has its resonance and everything is in resonance with all the rest. Through the Resonance Method people are taught how to find their own resonance state, how to be in resonance with the others and the environment, how to access their own potential and how to use it in a creative way. To be in resonance means to live life following one's heart desire. The two essential concepts in the Resonance Method are *Self Competence* – being in resonance with the self, and *Social Competence* – being in resonance with the others.

Further more, the Resonance Method has developed new techniques and exercises combining different cultures and beliefs. Both body and soul need to be taken care of and therefore special exercises have been conceived and adapted from Shamanism, Hawaiian traditions, Inca and Maya tradition, and many others. Just to have a larger picture, people who learn the Resonance Method, get to discover their *Inner Power Source*, learn about the *Big Matrix* into which we all relate and connect, discover their *Crown and Roots* and how they help us to be stable here on Earth and how in the same time we are connected to the universe, get to know their *Power Animal* and even master the *Fire Walking*.

Over 25 years of experience in the Resonance method show that people in resonance have access to creativity and intuition to adapt themselves and their knowledge to ongoing change processes, are more focused on given tasks - errors are reduced, get more results in less time, have more fun and excitement for common success and generate

good atmosphere, conflicts are transformed to challenges, are able to make decisions in a clear and respectful way, have work-life balance and are healthy.

In Romania NLP has started to develop not so long ago. Nonetheless both classic and Resonance method are on the market. People willing to learn and to get introduced to these methods have plenty of choices and quality trainers. Gundle Kutschera has developed a wide network for the Resonance in Europe under the name of Kutschera Institute (Austria, Germany and Switzerland being the first countries). In January 2010 Kutschera Institute will officially make part of the Romanian NLP market. For the time being there are over 20 qualified trainers in the Resonance method working in Romania and covering domains such as education and youth, health, business, personal development.

All in all the neuro-linguistic programming has become an important way for people to learn communication skills and how to develop fruitful relationships with the others, ways of improving leadership, how to become a better salesman, how to organise time and work in the most efficient way. Sometimes it's even difficult to draw the line between mastering communication and manipulation. Once one learns how to make use of words in order to achieve a certain result, which are the exact terms that will bring the audience in a state of active listening, cooperation and willingness to reveal themselves - it's easy to assume it's all about manipulation.

But once the shallow surface broken, we discover the moral code and ethics behind the method, the principle of positive action and positive intention behind the action, the ecology of the intervention and so on.

As for myself, I can say that living in resonance has become a way of life. It started as a curiosity towards a field related to my professional life, developed into precise techniques I use while counselling, coaching and training people and evolved into knowledge supporting all aspects of life. I warmly recommend the Resonance method to my fellow psychologists as a way to enhance their professional approach, as well as to all those who want to disfruit life with all of their being and who want to let their inner sun shine upot the others.

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LEARNING DIFFICULTIES AND DYSLEXIA

DIFICULTĂȚILE DE ÎNVĂȚARE ȘI DISLEXIA

Lecturer Dr. Gabriela KELEMEN
” Aurel Vlaicu ” University, Arad

Abstract:

Dyslexia is a learning difficulty which is determined by different problems concerning the understanding of language. It could be colloquial or written. The causes of this difficulty have not been totally elucidated but most studies maintain that the reason for dyslexia is determined by a lot of dysfunctions and organic differences at the level of the cortical language centre, differences which are genetically transmitted. Researches so far have shown that dyslexia is a very widespread difficulty, about 10-20 % of the general population revealing various symptoms determined by dyslexia (results differ according to the language spoken, higher percentages being obtained for etymological languages).

Key words: dyslexia, difficulties, understanding of language, symptoms, strategies

1. What is dyslexia?

Dyslexia is not a difficulty determined by a low intellectual standard or by lack of education. On the contrary, it can appear in persons with an intellectual standard that is above the average or high. Dyslectics can be very intelligent persons, even gifted in other domains than those related to language: mathematics, electronics, mechanical engineering, music, physics, sports, etc. In fact, there are many personalities in various domains that have succeeded in life or in their careers in spite of the problems they had to face relating to dyslexia. The history of civilization includes geniuses who showed such difficulties: Thomas Edison, Albert Einstein, in the sciences; Hans Christian Anderson, Edgar Allan Poe, in literature; Leonardo da Vinci, Beethoven, Mozart, in the arts; Bill Hewlett and

William Hewlett, in business; John Fitzgerald Kennedy, Robert Kennedy, in politics. Dyslexia is a learning difficulty, not an illness; therefore it cannot be cured. It is a condition that persists throughout one's life, so it is found in children, adolescents and adults alike.

Symptoms of dyslexia

Here are some symptoms of dyslexia at various ages:

-in pre-school children: difficulties in pronouncing words, in acquiring vocabulary, in acquiring fine motor skills (e.g. doing up one's shoes' laces; fastening one's coat with buttons, using pencils in drawing, writing, etc); difficulties related to rhythm, lack of interest in listening to tales or difficulties in relating events in a story in correct succession;

- in small school- children(primary grades): difficulties in making connections between letters and sounds, in learning the alphabet and the multiplication table, in spelling and reading(inversion of letters in words,e.g "aminal" for "animal", inversion of similar letters and figures,e.g. b and d, and 6 and 9);

- in older school-children(grades 5-8): reading and writing skills below the standard of their age, difficulties in learning and identifying suffixes, prefixes, root words; in the correct spelling of words, in writing compositions, in memorizing and relating events;

-in high school and post-high school students: reading and writing difficulties(they can avoid tasks requiring reading and writing), in learning a foreign language, in memorizing and understanding a list of instructions, in writing essays, letters, reports:

- in adults: reading difficulties(adults conceal these difficulties very often), difficulties in the correct spelling of words, in planning and organizing their time, materials, tasks.

Dyslexia is a " *specific difference in learning*" which determines and causes problems in acquiring reading skills.

MacKay 1 has provided the model for reading difficulties:

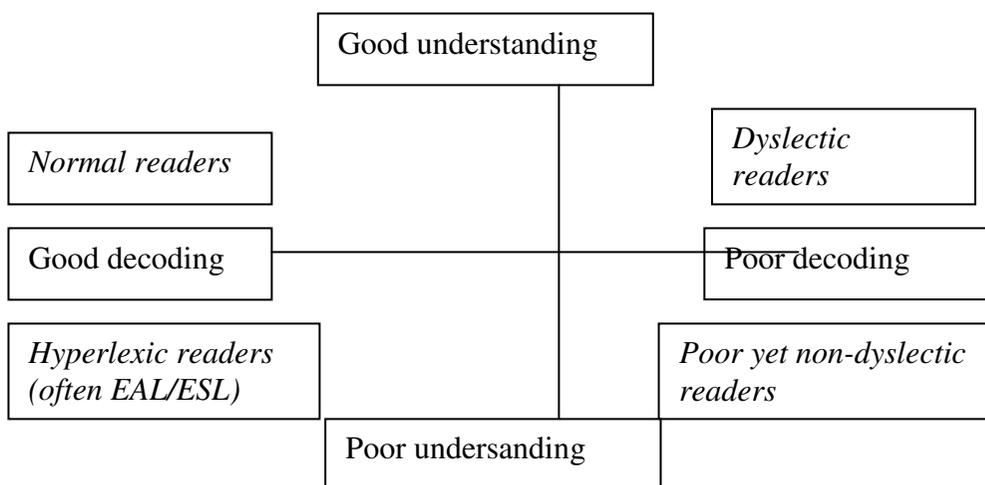


Figure 18.

Other strategies proposed by MacKay:

- reading and discussion of good examples
- -pair reading

Learning, in general, and learning reading, in particular, involve emotional experiences that leave their imprint on the child: enthusiasm (*Let me try*), competence (*Choose and Use*), confidence (*No matter what*), comfort (*I can do it like this*). Although the difficulties in the area of lexia are important and determine many drawbacks, this does not mean that dyslectic persons have problems in anything they do. This is what a teacher must know: organic and functional differences at brain level cause not only weaknesses to dyslectic persons, but also strengths. We will start from the strengths in designing our therapeutic plan. Thus, children may have a good visual memory, a creative imagination and thinking, practical skills (so they can become good mechanics, carpenters, electronics workers), skills for sports, music, art; intuition and empathetic capacities higher than in other persons. These positive aspects will be starting points for teachers in ameliorating and correcting dyslexia.

What can be done?

First, we must be aware that if we do not act, dyslexia can become associated with problems of an emotional nature, too, most of them determined by the incapacity of dyslectic persons to meet the expectations of those around them (the expectations of parents, or

teachers at school, those of employers, of family and society in adult age, etc). Dyslectic persons react differently to this disability; they either learn to be strong and perseverent in everything they do or give up and fall prey to feelings of powerlessness, frustration, anxiety, depression, lack of confidence in their own capacities, fear and, implicitly, avoidance of social situations in which reading- writing skills are involved (e.g. situations in which form-filling or public reading are required). The problems dyslexia creates can be overcome by use of adequate pedagogical methods, especially the use of multi-sensorial teaching-learning methods (involving several senses: sight, hearing, touch, etc). The methods of an educational type must be associated with methods of personal development, meant to attenuate the emotional effects mentioned above. Learning reading difficulties can be defined by an incapacity, of some degree, in recognizing and understanding written texts (printed or hand-written). Detecting the causes that induce them would be desirable. Learning reading difficulties manifest themselves, mainly, by slow, difficult, hesitating reading, or one with omissions, distortions, substitution of words, reaching faltering or even blockages in reading. A situation has been identified when, formally, reading goes on acceptably, but is not accompanied by a natural understanding of the things read, while the content is definitely acceptable. Learning reading difficulties are identified around the ages of 6-7 years when, in the first grade, during the first term, problems first appear in memorizing and recognizing letters and, in the second term, problems with "linking" letters already learned. This holds for the most significant and pregnant cases of learning reading difficulties. Less serious learning reading difficulties are detected with more effort and much later. Reading is done almost correctly and fluently, but is less expressive and almost unconscious, unfolding itself mechanically, technically only. Early intervention is indicated to prevent its becoming chronic and a definitive onset of dyslexia. Learning reading difficulties are a serious drawback in the pupils' school activity. It will leave its mark on school success by:

- Poor individual efficiency with relation to the level of schooling and the intellectual capacity of the child(ascertained by means of standardized reading tests, numerous enough);
- Affection of the pupil's whole life, in both daily learning for school and current life situations, manifested by significant weaknesses(incapacity for reading notices, indications, restrictions, road signs, dubbing of films, TV shows, etc).

2. Etiology of learning reading difficulties

Learning reading difficulties are incriminated from the spheres of action of the following etiological factors: neuropsychic, psychomotor, sensorial, cognitive, behavioural factors, factors pertaining to the oral language of the person and unspecified factors.

The **neuropsychic factors** are related to the faulty operation of the central nervous system. These dysfunctions or minimal brain lesions, located in the brain areas responsible for the acquisition of language, lead on to physiological dysfunctions proper. Organic lesions in other brain areas can cause dysfunctions at the level of lexical capacities of the person by negative induction.

Psychomotor factors. Although much less present and relevant in learning reading activities than in the case of writing, psychomotor factors are not totally missing and must not, therefore, be ignored, being able to generate significant problems in the lexia. Although the general mobility of the person is less involved in this sense, the fine mobility of the eye balls and of the verbomotor apparatus and the oculomotor and verbomotor cooperation are important for the specific kinesis of reading. Also, the child's laterality, the left-right orientation, the body outline of the child, and the aspect relating to perception of rhythms are important, too, in acquiring lexia.

Sensorial factors. Learning reading difficulties represent the expression of extremely light and well-hidden deficiencies in the sensorial sphere. The existence, sometimes, in the sensorial-perceptive sphere of micro-perturbations, as regards spatial and temporal orientation, perceptive organization of an insinuating and well-hidden manner, can determine difficulties in appropriating language. A lack of correlation, a dysfunction, between the visual and the auditory analyzer in reading aloud can determine weakening of internal auditory, resonatory self-control, which will affect the reading activity.

Cognitive factors. Contemporary cognitive psychology has identified these factors as being responsible for building a correct lexia. The cognitive experience of the child about to learn reading, the degree of organization of this experience, the cognitive stimulation of the child, the cognitive connection of new knowledge and old, all these are apt to affect, primarily, the signalling of the new words encountered while reading and the degree of awareness of and understanding of the material read.

Also, a general intellectual imperfection, yet very slight and well-hidden, can be suspected in learning reading difficulties. The efficiency of thinking, influenced by the intellectual level of the child, are determining factors in acquiring oral and written language- reading, only at higher ages, in middle and high school.

Behavioural factors. These factors, relating to the verbal conduct of the child, are factors identified from the behaviourist psychology of language seen as verbal behaviour. Thus, specialists see conceiving reading, *lexia* as a complex conduct which can be decomposed into other sub-conducts, to be reached by conditioning, either classical or operant. Reference is made to learning reading, similar to that of a programmed type. This necessarily implies a similitude between the learning reading difficulties and conduct deficiencies in general. Synchronization is necessary between extinguishing deviant, undesirable subconducts in reading and extinguishing undesirable subconducts in the general conduct of the child, generated, sometimes, by the very persistent learning reading difficulties, which requires ample and laborious psychotherapy.

The **individual factors** pertain to the child's orality. It has been observed that these factors are very frequent among the causes of speech learning difficulties. The child's *lexia* will be affected by a poor vocabulary, by a simple, even elliptical expression. These are inertial factors for an inadequate *lexia*. The respective child does not acquire reading sufficiently well. The poor syntactical sense of the child, deficiencies of signalling in connecting these factors to the cognitive ones, the disjunction in integrating the visual into the verbal aspect, the slow processing of specific information in reading, represent factors hindering reading.

There are other factors, too, in learning reading deficiencies, called unspecified factors. Possible causes have been identified in this case, capable of explaining, hypothetically, the learning reading difficulties, without being, in their turn, explainable. Some causes for grapho-lexical retardation can be:

- a congenital incapacity for visualizing the word, a structural incapacity of the child for seeing the written letters, graphemes, words, correctly. Although the sight is absolutely normal, it cannot get specialized in recognizing these specific graphic signs. This situation is similar to that of a normal basal hearing, yet incapable of developing

in the sense of a phonematic hearing specialized in” hearing” phonemes and speech sounds;

- an inborn predisposition, apparent in a permanent confusion in correctly memorizing and recognizing graphemes. These persons have deficiencies also as regards expression in drawing and other everyday activities that imply spatial structuring.

-an affection of the connection between the different senses, particularly between sight and hearing, that hinders the global integration of new information. This defect of intermodality causes problems in instant and current linguistic(phonological, semantic) coding/decoding, although, evaluated separately, each analyser involved is normal.

The activity of learning reading and writing resorts to methods based on a correlation between sight and hearing(grapheme-phoneme), alongside of perceptive and psychometric maturation.To prevent these deficiencies in learning reading, the teacher must stress on processing information that depends on cognitive maturation, but also on linguistic maturation itself.

3. Causes for learning reading difficulties

Acquisition of lexia is an ample and complex process which requires a very great effort from a 6-7 years old child. He must learn how to read in less than one year, much too short a time for such a complex mechanism. So that dysfunction problems can appear in any of the four modules (perceptive, lexical, syntactic, semantic),just as in any actional processing activity which ends with the uttering of the final word and the understanding of the text. We must specify, however, that most problems are located in the lexical module,at the level of lexical processing.How do these learning reading difficulties manifest themselves along these routes? Some children endlessly photograph the words read, to be able to recognize them later in other texts, fact that compels them to great formal energy consumption, predisposing them, at the same time, to much confusion. Other children meet difficulties along the phonological route and strive continually to recompose the graphic word auditorily, without always ending the phonemic synthesis in time, delaying, thus, the compulsory comeback to the visual plane(graphic lexis), to read a word, in the end.Other children perform a random and undesired alternation of the two routes, stumbling over new words because they stubbornly wish to read them only visually, having

the vague but false impression that they resemble something of what they already know.

All these problems are indeed great through their seriousness, but also through their hidden, insinuating character. But the greatest problems occur in the semantic processing at primary, elementary level, at the level of the word in the lexical module, and, especially, at the general level, in the semantic module proper. The capacity of connecting the new significances to the old ones differs according to the two models resorted to. So that learning difficulties in the case of reading can appear in both situations. Even in spite of correct semanticization at the primary level, for each word read separately, there can persist difficulties of general semanticization of a text. The child may find difficulties in grasping the main idea of the text, an aspect called, in communication, "treasury barrier".

Difficulties can also appear in the last processing phase, the operational mnemonic processing. It is very important for the child to memorize the recently acquired information from reading, so that, at the same time, attention should be freed, to grasp and process the following sequence read. If he cannot do that, he will forget, practically, instantly, what he has read, remembering absolutely nothing. The phenomenon that occurs is that these children can be absorbed, concerned only with the technique of reading itself, practising mechanical, absolutely formal reading which, in some cases, can be, apparently, correct. It is a misleading situation, in which confusions can be made. The teacher may consider that the pupil "knows" how to read, but is not attentive, and does not want to concentrate. The reality is different: the child apparently "reads" without any problem, but he cannot understand what he has read because of much more profound and hidden causes (unspecified etiology) which affect either mnemonic-operative processing or the general semanticization of the material read. These children often read aloud, even when they learn by themselves, so as to "hear" themselves, but they actually do not read properly; for them reading remains an end in itself and is not an instrument for cultural reading. Often, the learning reading difficulties are caused by the educational process itself, because of inadequate methods of learning reading and writing in schools, in primary grades. The method used in our country, of phonetic type, an "analytical-synthetic method", involves teaching writing-reading simultaneously. The most frequently used methods of teaching reading and writing in formal education are:

- The synthetic method, which starts from simple elements, yet abstract for the child, such as phonemes and graphemes, to reach, gradually, syllables, words, sentences. These synthetic methods have, in their turn, two subdivisions:

-Methods of pure synthetic progression usually based on the grapheme, but also on the phoneme;

-Methods of reflexive (awareness-supported) synthetic progression, based on the syllable.

-The analytical or global method, starts from complex elements (short texts, phrases, words), but more concrete for the child, analysed gradually down to the syllable, grapheme/phoneme.

These global analytical methods have two subtypes, too:

-Methods based on pure analytical progression: based on the text, sentence or word:

-Methods based on reflexive (awareness-supported) analytical progression, based, also, on the text, sentence or word.

- The mixed method (analytical-synthetic).

In acquiring writing-reading, by means of the analytical progression methods, reading (totally) precedes writing; in the synthetic progression methods, writing precedes reading, while in the mixed methods, acquisition of writing-reading occurs, as a rule, simultaneously. More and more specialists maintain the idea of chronological priority of reading over writing in school. This is particularly so because reading is more accessible to the child, sometimes immediately after the age of 3-4, and because, in its turn, reading, once acquired, can really facilitate first a writing of "print" type, by hand, relatively easily convertible into handwriting proper.

Learning reading difficulties are determined by problems in prompt, correct and lasting association between phoneme and grapheme, for the achievement of the much-desired "graph-sound complex" 2. The graph-sound complex can be achieved, either in stages (first the graphic aspect, then the sound one, or viceversa), or simultaneously, but with a more difficult advance and greater risks; it implies confusion and forgetting in gifted children, as graphic elements accumulate. It is but normal for pupils learning writing-reading simultaneously and quickly, on the background of so many parallel school requirements, to have manifestations such as: perception problems, decrease of their capacity for concentration in other areas, affective-emotional perturbations, anxiety, irascibility, general

disorganization or even complete inhibition. The teacher, the parents, must, however, manifest understanding and protect the child, to avoid a possible aggravation, in the sense of occurrence of possible undesired manifestations: negativism, mutism and even manifestations of a schizoid type. (Verza, E., 1983).

Conclusions

The most efficient methods used for preventing and ameliorating learning difficulties are those that resort to individualization of learning. Individualization of teaching, learning and assessment yields good results because it deals with each pupil individually, taking account of both the strong elements of his/her personality and of the specific features of the difficulty s/he suffers from. Naturally, the role of the teacher is substantial, in that the efficiency of the ameliorative interventions and of the manner in which they determine qualitative growth in the act of teaching pupils depend on him/her.

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**THE PSYCHOLOGICAL CONDITIONALITY INVOLVED IN
CHILDREN'S MEDICAL TREATMENT**

**CONDIȚIONAREA PSIHOLOGICĂ A TRATAMENTULUI
MEDICAL LA COPII**

Lecturer Dr. Mihaela Gavrilă-Ardelean,
University "Aurel Vlaicu" Arad

Abstract:

The medical perception of the patient at the beginning of the 21st century is that of a bio-psycho-social whole, according to the World Health Organisation (WHO). This concept has been noticed by Hippel, a few decades ago, who sustained that man cannot be decomposed into pieces like a car and cannot be "repaired" by pieces. Man is an undividable biological unity. A possible problem encountered during medical work is that of making more technical the medical process and minimalising the other two aspects of the human whole.

This paper studies some essential aspects about the improvement of doctor- paediatric patient relation. These aspects refer to: the child's behaviour towards the doctor, the relation patient (child)-medical staff (the doctor), the doctor's behaviour, the medical environment, the parents' behaviour, (towards the medical staff, the medical treatment and the child).

Keywords: medical treatment, conditionality, human health

World Health Organisation (WHO) defines human health as a "completely well condition: physical, mental and social and not only the absence of disease or infirmity" (10). The medical perception of the patient at the beginning of the 21st century is that of a bio-psycho-social whole, according to the World Health Organisation (WHO). This concept has been noticed by Hippel, a few decades ago, who sustained that man cannot be decomposed into pieces like a car and cannot be "repaired" by pieces. Man is an undividable biological unity. A possible problem encountered during medical work is that of making more technical the medical process and minimalising the other two aspects of the human whole (2).

This paper studies some essential aspects about the improvement of doctor- pediatric patient relation. These aspects refer to: the child's behaviour towards the doctor, the relation patient (child)-medical staff (the doctor), the doctor's behaviour, the medical environment, the parents' behaviour, (towards the medical staff, the medical treatment and the child).

During the medical assistance of a child, the health team must proceed so that the medical acts take a secondary place, in order to obtain and to consolidate a correct attitude towards a treatment as well as towards the medical team especially in case of young patients and in case of difficult patients. The chronic pediatric pathology (infirmity) requires a long life therapy and a strong cooperation between doctor (medical team) and patient (children). This situation generates typical premises for psychological studies for a better behavior and a better treatment adherence.

The child's attitude

Every child has individual psychological characteristics. However there are certain basic characteristics which are generally available. In the relation with medical team, the child reproduces the first relations with *the punishment authority* (8). The child sees in the doctor the dominant *punishment* figure of his childhood. In the consulting room, children display a pattern behavior which is related to the child's Ego defense from *outside aggression*. The parents' mistake contributes to this wrong behavior of the children. These mistakes are the stories with which parents frighten their children: "if you don't behave, I will take you to the doctor to give you injection".

The common defensive child's reactions in the consulting room as seen by our medical team and which can be found in medical literature were (1):

- recalcitrant behavior towards the medical team (like something dangerous);
- aggressiveness to a medical team;
- the fear and the running away;
- negativism;
- latency in behavior and gesticulation;
- docility ("the obedient child") is a strategy to seduce the medical team;
- regressions and infantile behavior are expressions of the fear.

Family characteristics (relations, economical level, social status, diseases) influence the child's behavior, however we can improve it.

Patient (children) – specialist (doctor) relation

The affective relation between medical team (doctor) and children must be focused on the child and his major interest (his bio-psycho-social health).

Children will be involved in the therapy with their understanding capacity and he has the feeling that the success of the medical act depends on him and his medical wellness depends on the collaboration with the medical team.

In this case some mistakes can be made by the medical team such as: an inadequate perception and relation to a child's age and understanding capacity. In the same mode it is a bad mode to say the children's psychological needs are not important in the medical consultation and therapy.

Practically we, the specialists don't treat children in the mature way they would need. The emotional reactions of the children are more pregnant than adults and a normal medical act will be one story with serious emotional impact on the child. In this situation, the psychological appreciation and a complex bio-psycho-social child diagnosis must be the first step in a medical check up, which orientates the doctor as to the medical decisions and the optimal treatment. The doctor has here an important medical and educational role and the specialist needs to find all the time the resources and the techniques to adapt to the psychological model of each child profile. The main purpose is the compliance to the treatment (therapy).

There are a few steps in the relation doctor and child patient (2,4,6). In this direction, the first medical visit and the medical team impact on the children are essential in the children's perception of the doctor, the cabinet and the therapy. We have noticed the children's impact of the doctor's first words and which are very important for the relation and for the treatment compliance. We prefer not to use white clothes in the medical room in order to reduce the fear of the child patient. In case of an agitated child, when he is not in a vital medical situation, we stay and have a discussion with the child to calm him down and don't force him to be examined. On the contrary, these children are invited to assist to a medical examination of a more cooperative child. After that, when the child is calm, we try to stimulate the child interest

for the cabinet. This is why a medical room for children should be characterised by a warm psychological atmosphere, the colors should be lively, the walls should be decorated with educative drawings and other toys appropriate to the age of children. To reduce the fear of child, the medical act is benefic if it begins with the presentation and explanation of the medical instruments which takes the shape of nice story, in which the child can touch the instruments (stethoscope).

Throughout the medical consultation, we try to avoid the pain as much as possible. Less pain may lead to a less fear of the child. The child's fear of a doctor is related to the expectations to feel pain during the medical acts. Consequently, it is very important that the medical acts and therapies in case of children patients should provide less pain. We can make a pain prophylaxis in case of the pediatrics medical acts. This has two components: a psychological component and a biological component (physiological). Psychological pain prophylaxis occurs first followed by the physical (physiological) pain prophylaxis. This is obtained by reducing the reaction to fear which causes the modulation of pain level. These discussions must be realistic, like this: “it will hurt you a little, but like a mosquito bite”, avoiding to fight the child but praising the child (medical hand outs, small colored medical boxes).

The doctor and the medical team must explain, all the time, to the child all the medical acts that they are doing and must answer the child's questions taking into account his understanding capacity. Lies have a destructive effect on the child patient, which works like a punishment. Interaction doctor – child should be done in *children language*, with figurative words and story tale characters or dialects for rural inhabitants (7). The conversation with the child must be made with calm, tact and should inspire security and friendship while the conversation shouldn't be interrupted during the medical acts. In this way the child doesn't have time to concentrate on the actual medical act.

If in this way, all these techniques made for a better cooperation don't have the results expected to cancel the fear or reduce it, the medical team must adopt a firm, but calm attitude and must use non-aggressive attitudes to solve the medical problems of the child. In emergencies, when the medical intervention is imperious, the medical acts are made under anesthesia. In case of children with mental deficiency is important one firm medical attitude, but friendly.

Doctor's attitude

The doctor must display a calm and empathic attitude and a friend of a child or even a parent. A doctor develops such attitudes and qualities in time, with medical experience and with one laborious knowledge process and psychological auto education for his emotional behavior and his behaviorally reactions in the plane of conscience. The doctor can control his attitude in this way during the meeting with a child patient.

One relation of empathy for child is obtained if the medical team is interested in all the health aspects of the child: biological and psychosocial (relations with the parents, child's problems, his troubles and suffering, the original social environment, social-economic level and existential resources for a child's care).

The doctor and his assistant, all the time must explain to the child the medical acts in appropriate way with his understanding capacity. The answers must be simple, clear, calm and sincere to inspire security to child and make him cooperative for the therapy. The doctor's calm attitude, but firm and decisive show the doctors understood child's fear and this help him to eliminate his fear and give the spontaneous collaboration of child.

Ambiance

It is known that the little patients are influenced by the surrounding environment. The contact with the medical habitat must be gentle and open in the waiting room. Here, the first impression is related to the waiting room which must be friendly and attractive to the children, to inspire them with protection and refuge. The furnish must be adapted to children measures: the small table, the small chairs in lively colors, friendly pictures with fairytales characters, with an educative purpose (the dwarf at the doctor). In the waiting room there must be toys and baby plays, books for color, the revues, CD, DVD music and cartoons which redirects the child's attention in another direction it during the medical visit and reduces the child aggressiveness in the waiting process (3, 5, 9).

The time spent waiting for the doctor must be reduced because a long waiting time makes the child more nervous and increases the fear during the medical consultation.

The medical atmosphere in the cabinet must be friendly and calm. The technical cold instruments (needles, syringes, spatulas) shouldn't be exposing to a child and we recommend small technical instruments (hypodermic needle).

Parent's attitude

A child's behavior at the doctor is mirrored by the parents' attitude to the doctors and to the medical acts. Therefore all the time the child's fear of the doctor is caused by the parents' wrong behavior at the doctor. Adults don't realise that: he is listen and imitated to his child. According to adult stories, their mimic who shows fear and intense pain after one medical visit or one medical treatment remains in the child psychic like a negative event and in one another moment this came in a psychological frontal level and determinate the child's fear to the doctor.

It is very difficult to treat one child if their family pities him when he goes to the cabinet and they don't know to increase the fear in their child. Then we recommend they stay out side to the medical room.

A pain psycho prophylaxis must begin in a family with medical information's for the parents about the child's therapy with the purpose to prepare better the child for the medical visit (8). In this way we have all the premises to have a compliance of the children, when is eliminated the fear towards the question "what are you going to do to me?"

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PSYCHOLOGICAL SCHOOLS IN ROMANIA

ȘCOLI PSIHOLOGICE ÎN ROMÂNIA

Assist. Univ. Eng. Sonia IGNAT
University "Aurel Vlaicu" Arad

Abstract:

Top, as in any field, there was not and will not be easy for anyone, especially for a science, if our psychology. What we have done, what we do depends, first and foremost, what we are, but that we must add, for the most part, what we do.

Keywords: psychological schools, psychoanalysis, behaviorism, gestaltism

1. Schools as an expression of the struggle for truth

Truth is a peak that it our duty to cherish. Whoever has the audacity to err, that will never discover great truths. Înrauririle its on us can be both beneficial and malignant. Do not see him, not being able to put our finger on the weakness shows: are the sick who can not withstand harsh and clean air of the mountains.

It would be regrettable if the truth is always the way - how many people like to believe. This would transform the optical attribute of mediocrity.

I think - said L. Blaga - that great truths are so close and immediate way that not only find them because they look too far and it is our closest ever. It must open our eyes and look. Certainly, it is very difficult.

What is great is not true. Nobody – said the romanian philosopher P.P. Negulescu - has the monopoly of truth or good.

Intelligence is the only way to reach the greatest glory of man. The truth is accessible to all. No one has yet taken possession of it. Most of it remained and remains for survivors. The truth is son time (Seneca).

School in general, and psychological, in particular, appeared in ancient times. The psychological appeared and were imposed until the nineteenth century.

2. General considerations on schools

In our country, rather than in Europe or the world, specialists in one area or another have been and continue to be attracted by a shift, possibly of a certain trend: Psychologists and, especially, whole institutions feel less that it belongs to a certain classical schools, something more is very difficult to identify outstanding schools of psychology and to rally with a particular institution or reviewed (Luck, H., 1997, p. 213).

To this end we must recognize that some psychologists are attracted to certain trends or paradigms that seem more interesting, more useful for completing their tasks to include quality of researchers or teachers. Only by this we can explain the appearance of the new school such as, *the cognitivist school* guidance at the University of Cluj-Napoca - prof. Dr. Miclea, M.; *the social psychology school* of the University of Iasi - prof. Dr. Neculau A.; *the applied psychology school* at the University of Timisoara - prof. Dr. Bogáthy, Z. s.a.m.d.

Such schools, provided we accept the realities are different than those in Leipzig, Würzburg, Berlin, Frankfurt, etc. Considerations of such a rebound are more and different. In our country, to 1944, we might say that became obvious experimentalista orientation. Idea lab experimetală psychology, organization of several laboratories about the psychology of work, even the orientation and reorientation have left its mark on Romanian psychology as a whole, primarily experimental.

Guidelines and existing paradigms in psychology Universal in the late nineteenth and early twentieth century: psychopathological, psychoanalytic, behaviorist and gestaltist exerted certain influences were found in our work and psychology especially in the institutes psihotehnice concerns and career guidance.

Therefore, if not all psychologists, at least some of them accept the idea of school of psychoanalysis, such as behaviorist school, am the gestaltist one which were followed in the second half of the century by other schools that have promoted the ideology, methodology and a given psychotherapy. This now speaks more frequently about nondirective schools or humanist one (from the kind of psychotherapy practiced), the cognitive school, that Transpersonal, transcultural and others. The world is discussing new paradigm, the corollary of the emergence and development of guidelines or trends: positive or constructive, evolutionary, ecological, synergic.

Returning to the idea of school as it is detached from the works of Romanian psychologists, that schools could be classified based on criteria such as those of nature:

1. **Classic:** the structuralism, the behaviorism, the abyssal psychology and so on;
2. **Modern:** the new structuralism, the new behaviorism, the new gestaltism etc.

Others attach the idea of a high school psychologist, so it is discussed and theorized schools: pavlovista, Freud, piagetiana, skinneriana, eriksoniana, etc. rogersiana. In addition to these, in relation to the location have allowed schools of psychology in Leipzig, Würzburg, Berlin, Graz, Vienna, Geneva, Zurich (Burghölzli), Paris (Salpêtrière), Nancy, Moscow, St. Petersburg, Bucharest, Iasi, Cluj, Timisoara etc.

More to come to assess that it's about a school based on the method used. On these lines, of course, that not only us but the world and European experimentalism was a real school. Thus, in Leipzig before and after 1879, experimentalism and said the word. Laboratory establishment represented a great step that was tantamount to signing the certificate creation or explicit self psychology. His disciples have favored the onset, almost chain organization and initiation of experimental psychology laboratories, default of experimental psychology schools, such as:

- 1883, Baltimore, Stanley-Hall;
- 1879, Göttingen, Müller, G., E.;
- 1889, Paris, Alfred Binet;
- 1889, Rome, Giuseppe Sergi.

But the suite accelora who's been with MW Wundt were quite a few fellow countrymen of ours who proved not only very receptive, but particularly întreprizi. That is just four years after the founding of psychology laboratories in Rome and Paris, Ed Gruber laboratory developed a similar - or 1893-Motru Radulescu made under the same conditions, a few years after the visit of A. Binet, Laboratory of Experimental Psychology in Bucharest - 1906 and later on in Cluj, Fl Stefanescu-Goanga (1921).

Their actions have created a favorable climate circumscribed in Romania in the late nineteenth and early twentieth century through reliable Sofia (contemporary) and Titu Maiorescu (Literary Conversations) that have supported the idea of experimental

psychology. For the right indoctrinated Gruber, Radulescu-Motru and Stefanescu-Goanga are convinced of the need for the experiment were almost as Wundt's, have benefited from his guidance as mere followers, Ph.D., participating in various courses. Therefore in Romania is not anything wrong, they say that there was quite a experimentalista orientation promoted by the three universities at the beginning of Iasi and Bucharest and then, after the Great Union and one in Cluj.

In fact, orientation or paradigm into question not only favored the experiment, but the very strengthening and affirmation of experimental psychology, that is autonomous. At one point in the three schools and universities have evolved differently in part, as follows

a) **The energetism** - in the context that combine personalism with energetism Oswald soustained that any phenomenon can be reduced to energy.

When it comes to psychology, for example, C.G. Jung defined as said Freud, the libido as energy and generalized force of personality and found that energy can not be reduced to sex. Progressive he concluded that the matter has at least three issues - substantially, energy and information - while the mind is a typical form of energy nonsubstantial.

Radulescu-Motru, author of: **Science and Energy** (1907), **Personalism and energy** (1927), **Moral subjectivism Energy** (1946) subordinated the whole evolution of the Universe to the

- formation of human personality,

- its completion - which is above the divine personality,

because the personalism perceive the universe asa finality claimed purpose of preserving a human personality. Strain of life which is grafted different times of the human Ego is the energy that is personalized in its ceaseless march towards the fulfillment of all its virtuality Supreme achieving genuine and not simply the divine personality and perceived it as a custom universal energy.

The supporters were Stephen Lupascu orientation (1909-1994) – whom supports the syntagme of humanist energetism.. According to him, energy is the result of antagonism, the corollary of two contrary tendencies: one who dreams of identity and the other one, which means heterogenity, diversification, nonidentity. According with Lupascu's optics, the multiplicity of reality can be derived from the following terms: *heterogenity* which governs the living matter, *homogenity* which masters the physical material and the half actualisation and halfpotential

- status I or third persons - which corresponds to the quantum world and the psyche (veal, I., 1994, p. 81).

Animated by the same faith, Popescu Neveanu, P. (1926-1994) reveals that the human energy (ME) are all human resources and opportunities. In the situation of human energy, the most important factor is the intellectual one (I) and consists of intelligence and creativity. Starting from Einstein's equation $E = mc^2$, the Romanian psychologist suggested the following formula to calculate human energy $EM = MmI$ in which Mm signifies the material means, I - intelligence and EM, human energy (1978, p. 235-236).

Of course, says the author, the energetism was invalidated by the development of atomic theory by demonstrating the double nature of the light - wave and twilight - (Brouglie, Vavilov etc.) and the psychology do not conceive the mental phenomena without a substantial substrate. And, as I pointed out above, if the matter is assigned at least three aspects: substantial, energy and information – than the psychology has two fields of energy and of information (ibid. 1978).

b) The voluntarism

The voluntarism is first of all, a metaphysical philosophic orientation - which takes into account the will - the ability of the subject to update and achieve its intentions. In general, added to the concepts of consciousness, energy, will, they become converging and consubstantial. Either one or the other, they can be defined only in conjunction with the other two. The issue concerned all the great psychologists and philosophers. In our country were attracted by this approach, even solving: Motru Radulescu, C., Lupascu, St., Popescu-Neveanu and Ceausu Valeriu (1924-1991). The latter has conducted research in the decision. The starting point was the voluntary activity of the pilots. His works: *The Psychology of organizing the relations between bosses and subordinates* (1970), *From uncertainty to decision*, *Getting the psychology of decision* (1972), *Knowledge and psychological condition of uncertainty* (1978), *Information and Action* (1989) reveals the poignant nature of such concerns.

The University of Cluj was and remained a long time, mostly experimental. After The World War II it was connected to the pavlovian orientation, which, thanks to Alex. Rosca and his works written alone or in collaboration, (*General psychology*, *Experimental psychology*) had become the main feature, not just for Cluj Psychology School, but also for those in Iasi or Bucharest.

Later, the psychometric orientation, Fl. Stefanescu-Goanga's prerogative, continued until today because of old and new psychologists as Chircev, A., Rosca, M., Radu, I., Pitariu, H., Preda, V., Kulcsar, T. correlated with the cognitive psychology whose promoter has been and remains Miclea, M. In general, the Cluj University, The Department of Psychology by its members maintained and strengthened its mainly pragmatic character.

The University of Iasi continues its tradition testified by its beginning in the late nineteenth century and early twentieth century, especially without imposing certain personalities. Many have been stated here and continued their professional activity in Bucharest.

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**THE INFLUENCE OF ENVIRONMENTAL FACTORS ON
STYLE EDUCATION
INFLUENȚA FACTORILOR DE MEDIU ASUPRA STILULUI
EDUCATIV**

Teacher Ioana STANCA
Group School “Mihai Viteazul” Ineu

Abstract:

Student knowledge is absolutely necessary since teaching is not carried out randomly, but taking into account knowledge and individual peculiarities of his age. The teacher has a duty to adapt their teaching strategies and learning in relation to these features.

Keywords: learning style - authoritarian, democratic and laissez-faire, environmental factors, students.

Since there is a learning style that an ideal teacher to follow, it must define its own style depending on his personality and especially in light of the collective of students with which it operates.

Therefore we proposed in this research to find out what style of teacher education is developed by going on certain dimensions such as the environment which operates in rural or urban, if the man is different from the woman, teacher as teacher, the authoritarian style of education, the family they grew single-parent, biparental and position taking into consideration whether fraternal series was first born or last born. All these factors were followed to see similarities and differences in terms of educational style.

1. Research objective

Since there is no ideal educational style that all teachers should be based, take it as a model impedes the development of education we proposed in this research to see what are the views of primary teachers on analysis of three educational styles: authoritarian, democratic and laissez-faire.

Noted that this research is based on an explanatory theoretical model developed in the first part and proposes a descriptive analysis of the results to be obtained and possible practical implications of research.

2. Research hypotheses

A. General hypothesis

Main hypothesis of the present study aims to highlight the educational style used by the teacher in carrying out the act of teaching - learning - assessment.

B. Specific Assumptions

Hypothesis 1. Teachers in urban environments tend to develop authoritarian style preponderant compared to teachers in rural areas.

Hypothesis 2. There are significant differences in educational styles adopted by men and women in that that man teacher tends to be more authoritarian than the woman teacher.

Hypothesis 3. There are significant differences in the educational style adopted by each teacher according to the type of teachers' families of origin because teachers who grew up in single parent families are more authoritarian than those who grew up in homes biparentale.

3. Methodology used

3.1. Variables considered

The present study used:

- Three dependent variables:
 - Authoritarian style;
 - Democratic style;
 - Laissez-faire style.
- Four independent variables:
 - Environment - with two degrees of intensity: rural and urban
 - Kind - having two degrees of intensity: female and male;
 - Provenance: the family grew - with three degrees of intensity: monoparental, extended families and biparental;
 - Position in the series fraternal - with three degrees of intensity: first born, middle born and last born.

3.2. The methods used

The basic method of research was questionnaire. The questionnaire is constructed of 27 items grouped into three factors: Authoritarian style (1, 2, 7, 8, 13, 14, 19, 20, 25), democratic style (3, 4, 9, 10, 15, 16, 21, 22, 26), and laissez-faire style (5, 6, 11, 12, 17, 18, 23, 24, 27).

First we used a questionnaire to all 15 items grouped into three factors: an authoritarian style, democratic style and laissez-faire style.

This questionnaire was applied to a sample of 10 primary teachers, both women and men between 10-20 May.

Following the pretesting, we concluded that the 15 items are not enough scientific to highlight educational style place in the educational approach and have already built 12 new items. Subjects were informed of the purpose of research and the importance of correctly completing the questionnaire.

Statistical processing of data has led to a coefficient of internal consistency Alpha Crombach of 0,81 which shows that research is valid.

3.3. Subjects presentation

Narrative subjects were randomly selected from among teachers as working in primary schools. Questionnaire answered by 43 teachers from 37 rural and urban teachers. A total of 80 teachers responded primary.

3.4. Presentation and interpretation of results

Hypothesis 1

We started with the belief that, teachers in urban areas tend to develop an authoritarian style of education because of increased demands from society and families with more than school situation of pupils compared with teachers in rural areas whom are not subject to requirements similar to those in urban areas.

It was found that on average, for the authoritarian style variable for rural and urban environments there are some difference but these are insignificant.

Therefore, statistical analysis show no evidence of significant differences between the degree of the authoritarian style and the two aspects of the environment: rural and urban, that is, environment variable does not influence the style of education, independent samples T test $t(78 = 1.98)$ for $p > 0001$.

Hypothesis 2

Statistical processing to verify this hypothesis was performed using T test for independent samples (Independent samples T-test).

It was found that on average, the variable authoritarian style for feminine and masculine presents a significant difference.

Therefore, statistical analysis allowed the identification of significant differences between grade and the two genres authoritarian style men's and women say, the variable gender influence learning style, independent samples T test $t(78 = 000)$ for $p > 0001$.

Hypothesis 3

Statistical processing to verify this hypothesis was performed using T test for independent samples (Independent samples T-test).

It was found that on average, for variable authoritarian style type family of origin biparentale single parents and teachers who were taken into account, have some difference but it is insignificant.

Therefore, statistical analysis show no evidence of significant differences between authoritarian style and the two types of families monoparental and biparental, with the meaning that the variable type of family does not influence educational style, independent samples T test $t(70) = 0.04$ for $p > 0.001$.

Conclusions:

It is needed a number of research to reveal the style of education for teachers in primary schools, following some issues.

In this research we had proposed to find out if there are significant differences in the environment in which teachers work, urban and rural areas. We assumed that teachers in urban area are more authoritarian than rural teachers and the statistical data processing have infirmed our supposition. This hypothesis was invalidated because the parents are interested in greater educational situation of the student but the teacher's behavior, they are more demanding and want the best possible education for their children.

I have tried to find out if there are differences between male teachers and female teachers on the assumption that men tend to be more authoritarian than women. This hypothesis was confirmed to us showing that there are significant differences, male teacher being more authoritarian than the woman teacher.

I wished to know whether the family (single parents and biparental family) in which teachers grew had or not an increased influence on the learning style training. This assumption was not confirmed after statistical processing which resulted in very close scores.

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**THE DYNAMICS STATUS OF ELDERLY
IN GENERAL AND IN ROMANIA**

**DINAMICA STATUTULUI PERSOANEI VARSTNICE
IN GENERAL SI IN ROMANIA**

Prep.univ.drd. Alina BREAZ
"Aurel Vlaicu" University, Arad

Abstract:

The author presents a very large amount of information about the history and the clasification of the human being life periods. The accent is posed on the many disfunction which appear to the elder people and to the reaction of the society towards them. In the lats 20 years the number of old preople become greater also in our country. The rights of elder people and the services offered to them in our country are also mentioned.

Key words: elderly, aging population, social status, the status dynamics

I. General aspects regarding the status dynamics of elderly

The aging of the population is a phenomenon observed in all the countries of the world. Medical progress and better standards of life, after the end of World War II, had made the number of people over 60 years, grow from year to year. Enjoying this, we should also, emphasize that the old age produces large and deep disparities between people.

We can define aging "not as a state but as a process of gradual and differential degradation. It affects all living and their natural end. "(Fontaine, R., 2008.12).

During, the time, in different societies, it was mentioned edident differences in terms of the ratio between the age groups.

"Consequence of the demographic policy and better living conditions in the industrialized countries, population aging has led to a new picture of the successive moments of the life cycle. Once, the child began very early the active life. The adults died at younger ages than at present. Elderly rarity enjoyed prestige and experience, old age was regarded as a coronation. Today the time scale of values in a particular matter is reversed. Increasingly as nmber and outside the productive sector, the elderly people are rejected and for the very aged, their disappearance may seen an issue ".

The old age must be understood as a social product of a social frameworks, reviewed and refined continuously, depending on his evolution. It can not be reduced to a biological reality composed of wear and disability resulting from the continuous process of senescence. Each society reinterprets, socially speaking, the biological and chronological differences that separate individuals in each stage of their history, organizing strategies for social development of the life cycle and for assigning specific roles and social statuses to each age group. "(Fontaine, R. , 2008, 15).

"Old" can mean both a person past by the age of maturity, and also a person who went through so many events in less time than other people, leading to a faster maturation, and we must recognize ... when we say in our group of friends that "the elders" are not at home ... we talk about our parents.

Age psychology delimits the development of an individual as follows: childhood, adolescence, adulthood and elderly period. Old age has long been considered a disease and not a natural stage of life program. Since 1988, the World Health Organization included senescence among the top five priority health problems of people near cardiovascular diseases, cancer, AIDS and alcoholism.

"Many authors recognize that aging is not a linear phenomenon, it begins even during intrauterine life and is manifested to the cellular and extracellular level.

Physically, old age is a state of involution dystrophy, which may worsen some chronic diseases. However, some older people keep their intellectual functions in good condition, up to 80 years. Taking into account the report contribution to the activity, the physical and mental health we can talk about social, biological and psychological ages. The regressions, occur mainly in one of these plans. The changes in social level regards mainly, the behavior and the adaptation of the person and are the results of the biological and psychological regression "(Fontaine, R., 2008, 15).

In the biological level, the main characteristic organic changes of aging include: nervous system, locomotor, cardiovascular, respiratory and kidney. Also, updates to the skin, reduced eyesight, muscle strength, ability effort, digestive troubles occur.

The **physiological** aging as opposed to the pathological aging is done without great earthquakes, because the body has compensatory abilities which balance the body adaptation.

The heart presents changes of structure, of the heart flow, the tension increases, which is one of common causes that can lead to death. To the lungs level, because of the deviation of internal and external factors, appear changes in the degree of tissue oxygenation.

Breathing (normal in adults are 15 to 18 breaths per minute), becomes superficial after 45 years old, - thus remains in the lungs residual air due because of which is reduced the degree of oxygenation of the blood, tissues, the organs that determine sensory-motor change coordination and changes in the intellectual activities.

In the **motric** plan, slow movements is remarkable and there are no suppleness and strength. Difficulties arising to the movement and exercise capacity effort level, are determined, first, by reducing the joint mobility and atrophy, but on the other side to the skeletal muscle shortening, due to biochemical changes. From 50 years it is also reduced the number of active muscle fibers.

Kidney function decreases, while the retention of toxic substances (urea, creatine) and increase the value of blood pressure by altering the structure of the renal vessels.

Reproductive apparatus, enter andropause period for male or menopause for women, decreased sex hormone levels, which result in decreased reproductive, skin changes, development of osteoporosis, irritability, apathy and the weakness of muscle tissue. (Fontaine, R., 2008, 19).

The bone tissue suffers an atrophy process, a decalcification and a demineralization, and occur skeletal deformities and fragility bones, increasing the risk of fractures. High incidence is at thighbone level. Regarding the joints occur arthrosis due to the adjustment process of collagen and synovial membrane, the movements become painful, muscles lose their elasticity and strength and modifies the state and posture.

Due to aging of cells and tissues, appear many modification in the outside plan features, the most obvious is the change of the skin which loses elasticity, becomes thinner and paler. These changes are due to the decrease trophicity skin and blood circulation, glandular secretion and by reducing its moisture. The phenomenon of wrinkling is more pronounced on the face and hands. Support of fat disappears because the skin stretches weight loss.

Another common phenomenon is the process of gray. It can start from 35 years to clear 50 to 55 years, accompanied by hair loss

(alopecia). A special place is occupied by the degradation and aging of the nervous system. The brain perfusion and oxygenation is difficult, and the neurons go into an irreversible process of atrophy, and as a result the brain decreases in volume.

Due to the functional degradation of the brain is reduced also the adaptation capacity. "Adaptation is negative influenced by the disturbance of the senses. Old man gets slower thinking and verbal rhythm, discontinuities appear in the story, because deletion of data from memory etc. The activity evolution is influenced by the experience of own mental life, by the balancing capacity and by the compensatory and complex processes that take place. "(Fontaine, R., 2008, 19).

So, the sensory plan is influenced by the organic and functional changes, and it can be balanced on the basis of gained experiences. At first, modification occur due to the peripheric section (occurs light sclerosis of the cells of sensory receptors, then are dominant central functional changes, involving the entire superior activity).

For example, sight is degraded due to reducing of the adaptability of the lens (presbitia), reduced the stereoscopic visual field (in relief) colors stand out more difficult. These difficulties are exacerbated by the existence of a degenerative diseases, cataract, retinal detachment. etc.. (Fontaine, R., 2008, 20).

Hearing knows similar changes. A physic deafness occur due to the sclerosis of the inner ear and a psychic deafness in which the subject hears, but does not understand. Deterioration of audit is hasty by the inadequate environment and the pollutant noise.

Degradation is observed with the tactile sensitivity after 50-55 years. Decreases the sensitivity to hot, cold and pain, but is preserved the vibratile sensitivity based on the sensory experience.

The psychological changes are the result of age and are based on internal factors, heredity and hormonal changes and external factors, retirement, low biological potential, associated pathology, death of relatives and friends or decreases of the family members number.

To understand the gerontopsychiatric aspects of the elderly, it is necessary to return in time, for youth, to discover their mechanism. The first years of life affect later emotional, cognitive, and behavioral development adjusted over time.

The analysis of the life of an old person allow the beginning of medical, social and cultural programmes for him.

Aging is a dynamic process. Regardless of chronological age, senescence, the last period of life is a physiological process, not a disease. In the same time with aging appears the cognitive impairment, which should not be confounded with dementia.

Aging leaves specific prints on all the cognitive domains: attention, learning, memory, language, reaction speed and executive functions.

The attention is modified and concentration ability is reduced. The decreased of voluntary capacity attention lead to an amnesia, especially the short-lived, distant memories are ordered, systematized and defined.

Older people learn as much as other age groups, only time resolution is higher and the incentive must be a constant motivation. A main role in this case have the elderly schools and the universities for the third age. (Gîrleanu, D., 2006. 24).

Speech becomes burdensome because of physiological aging of the body phonation; It was also described the decreased flow rate of the speech. Expression is difficult, with repetitions, is incorrect and tend to rave and bothering. Thinking is less in flexibility and spontaneity and appear stereotypes and quick adjustment disorders; the function of schematization and synthesis increase. Elder is more cautious, is the fear of conspiracy.

Memorization, attention focusing, verbal fluidity, reasoning does not deteriorate at the same time and in the same proportion. To the character level are developed some preexisting features or disharmony, by their enhancing or sharpening.

Because of the rising number of elderly, we can observe an increased interest in psychiatric care for this category of people.

The suicide rate is higher in elderly compared with any other age categories.

Psychiatric disorders of the elderly have some features, but are similar to large adults. The big difference is that old people need some special care, assuming that psychogeriatric workers must have special skills.

Psychiatric problems of the elderly do not reduce to the anxiety, the depression, the dementia or the late forms of schizophrenia, but include also the emotional and social needs. Some emotional problems appear first in the context of organic diseases: chronic pain, Parkinson's disease, heart disease, diabetes, strokes etc.

In the field of psychology are recognized many theories about the life stages of the individuals. Some of them - the maturity theory, development theory, the bisexual development theory, the psychosocial development theory, the cognitive development theory, the moral development theory – are based on the premise that every individual crosses over certain stages of life, each of which is correlated with a certain length of time.

Erik Erickson presents the "individual evolution through eight stages:

- children,
- early childhood,
- the period from 4-5 years
- the period from 6-11 years,
- adolescence,
- prematurity,
- adulthood
- old age. "(Erickson, E., 1950, .56)

Each of the eight stages is noticed by a particular crisis, which take place in a social dominant environment and result in a significant shift. Thus, the last step is noted by "the old years, as an expression of mental nucluous activity around feelings of achievement versus despair. (Erickson, E., 1950, p.56)

Once in the adult stage, individual choice between "generativity" - as interest in people outside his family and the exclusive self-care towards himself , now at the "last age" he looks with satisfaction to the achievements of the past, and regret what has not been done, the failure lives of the shares not being effectively utilized.

From the sociological point of view, the Erickson's theory is a possible explanation of the mechanisms by which individual communicates and integrates into society in every development level.

In gerontology, the differences are be done between chronological orcalendar-designated age that means a number of years from birth and the biological age as a sum of the biological age of the different parts of the body: the morphological one (changes regarding tissues and organs), the physiological or functional one (marking the loss capacity of organs) and the biochemical one reflected in the composition of the tissue and blood. In relation to life expectancy, is established actuarial age, expressing the probability of death starting from mortality tables.

The result is challenged by those who argue that individual characteristics are more important than those of group affiliation.

Expressing the human side of aging, biological age is often called psychological age - some authors prefer the term synthetic psychosocial age or socio-psychological age. The appreciation of these elements starts to differentiate between young and old, based on laboratory tests of medical or clinical examinations. The results are related to the global aging index, trying to find an "aging schedule": normal (defined as orthogere aging) or abnormal (accelerated aging or aging delay).

In our days, the age groups do not have the same degree of influence on the society as in the past. The division in young, adults and old people is much more detailed and the age thresholds are determined primarily by the law.

The demarcation of the individual phases of development was done, sometimes arbitrary following criteria based on numerology: 7, 10, 15, 30.

Hippocrate considered relevant the sharing of life time in periods of 7 years each, calling as "old" one who reached the age of 56 years. Before him the Egyptian hieroglyphics established a stadiality marked every ten years.

The old Chinese philosophy considers the moderation a quality of those who past 70 years old, after the individual was training a period of 15 years, had a situation up until 30 years, overcome doubts after 40 years and are beginning to understand the will of heaven in 50 years.

Talmud and Arabic tradition saw the decline of the human being along with the age of 40 years - the age which, for Schopenhauer, marks the beginning of the contemplative life. For Baltazar Gracian (1653) the beginning of the old age is 50 yaers, and after 60 years the individual is considered old.

In the Romanian literature, the repetition of a fixed number criterion is removed, the individual is considered a "cocoon" until the age of 4 years, "child" to 14 years, "catering" to 22, june "to 42", man "between 43 and 55 years old," old "between 56 and 69 years," mator "between 70 and 80 years. (Sahleanu, V., 1971, p.14).

Representation ages was not made only in writing. A work, from the mid-nineteenth century, of the French designer Epinal, assign each pair of figures - represented every ten years except the first period

- and a label: the first decade is the first years of puerility; going adolescents and youth up to 20, virile age up to 30 years maturity to 40 years, the age of "discretion" to 50 years.

Beginning with 60 years old starts the declining: the next decade is the decline, following the lapse (70 to 80 years). senility (up to 90) and imbecility (up to 100 years and over).

In France, since the census of 1870, we can observe the following groups of age:

- 0-14 years
- 15-59 years
- and over 60 years.

In the essays devoted to age, Montaigne considered that a stage that only few can touch is the death by old age "as a rare, singular and extraordinary death". (Montaigne, M., 1962)

The Richelet Dictionary established differences between men and women, calling "old" a man from 40 to 70 years. The elders are presented as suspicious, testy. Women are "old" from 40 to 70 years. The old women are very disgusting and covered by decrepitude. (Soitu, D., 2006, p. 19)

II The society and the elderly

The concern for the elder interests was recovered by the doctor until recently who was prepared largely for the adult medical problems. Today, the ecosystem vision groups a multidisciplinary team, which must meet the demands of older persons, it is necessary to include physician, psychologist, social worker, sociologist.

The year 1999 was declared the international year of older persons in an attempt to sensitize the community on the value of this age in the world. The last decade we have witnessed a continuous fluctuation in the population over 65 years, but with a significant increase in population over 75 years - a phenomenon called aging. It would be gratifying if we think that this should mean better quality of life and health services.

"In reality, a remarkable proportion of of them needs social services which does not exist or are insufficient in terms of quantity or quality. The world's elderly population increased from 200 millions in 1935, to over 600 million in the '90s, amid change their proportion in the population, coming from 17% in economically advanced countries, compared with only 7% in regions less developed.

The "oldest" continent is Europe, where the average age of the population was 75 years, maintaining the 1.3-1.4 times higher than that of the rest of the world, and the youngest "continent" is Africa. "(Neamtu, G. 2003. 913)

As of January 7, 1992 population census, the population of Romania is part of global trends on the elderly population structures. "Population 60 years and older reported in 1992, representing 16.8% of the total population of about 23 million, while the 65 and over - 11.1%. around 2000, people over 65 years reaching over 3.2 million, with 3.6% more than in 1992. An important role in changing the old report is the sharp decrease in fertility and child birth. "(Neamtu, G. 2003, 915)

III Elderly people in our country

Since the care of senior citizens, and especially the quality of this care are integral parts of welfare and health policy of each country, it should that in this context the professionals who deal with this age group to be aware that knowledges are not enough, but that they should be coupled with a charity band, humanist, associated with feelings of respect and affection.

It must be remembered that empathizing with the elder we empathize even with our own future.

"Regarded as a whole, the older person is a person often with multiple disadvantages by the decrease of his natural resources, which does not always mean disease by decreasing financial resources or the presence of a mental disability. "(Neamtu, G. 2003, 917)

The transition period of Romania in 2000 disqualified elders in the struggle for a decent existence, many of them live below the poverty line, many give up comfort facilities (heat, water, energy) because of low incomes, many "strengthen" among social care institutions and social canteens.

The average life span in Romania has dropped, and pension, even indexed, do not cover taxes and burdensome taxes, in addition, the elderly living frustrating feeling that, given their increasing number in relation to the working population, they are "theupkeped of those who today works" a phrase that is circulated in the media and political circles in Romania.

This makes the elder to feel the burden of not only economic but also health, it is a major consumer of funds, usually having many

pathologies and is also an "un-payer" of the medical brotherhood until yesterday, unlike currently when he became a person who is wanted on the list of a family doctor, only when it is retired and only by regular payment of health insurance and the score obtained by physicians.

IV Elderly people, their rights and the services offered to them

We emphasize the desire to discuss the rights of old people.

The world often ignores them, although they were imposed in 1976. Without claiming that we have fully covered we include here:

- The right to health care;
 - The right to religion;
 - The right to prevent dependence;
 - The right to qualified care;
 - The right to legal protection;
 - The right to choose where and how to live;
-
- The right to family and community support and, not at least, the right to palliative care.

In the year 2000 were mentioned also other rights (or services) regarding the social work for elder people, by the Law 17 as:

Art.7 Community services for older people who find themselves in the situations referred to in Art. 3 is done with their agreement and have in mind:

- a) temporary or permanent care at his own home;
- b) temporary or permanent care in special home for the elderly;
- c) Day care centers, clubs for the elderly, homes for temporary care, apartments and social housing, and others.

Article 14 Community services provided to elderly homes are:

a) social services, which consist of:

- Help for household purposes;
- Legal and administrative counseling;
- Ways to prevent social exclusion and social reintegration in relation to their psycho-affective capacity ;

b) sociomedical services, which consist of:

- Help to maintain or rehabilitation of physical or intellectual capacities;
- Providing occupational therapy programs;
- Support to achieve personal care;

c) medical services, which consist of:

- Consultations and treatment at private practice in medical institutions or the bed profile of the person, if it is immobilized;
- Care for nursing services;
- Providing drugs;
- Ensuring medical devices;
- Consultations and dental care.

There are still countries that try to follow and respect this requests. For example, in Denmark, the institutionalized elderly with a diagnosis of Alzheimer's dementia benefit from a recovery program in a group or individually, assisted by an occupational therapist; also partially dependent or independent elderly, but alone, with low income are receiving services at home well realized, carried out by qualified personnel: social worker, physician, health care.

“In Romania” is a very good initiative, that of The Alzheimer's Association for example, which coordinates in Timisoara a day center for patients with this type of dementia, in which various occupational activities are realised, thus allowing the family to organize Elder daily activities.

Although service quality is good, they are insufficient in comparison with the large number of such patients in the county area. A problem appear also for the old person who are alone or the residential ones who often lie in bed for lack of diagnosis, the lack of resources or because of indifference of others.

And even more pressing is the need to develop services at home in Romania, which currently is done more in terms of housekeeping and food, and less in terms of the nursing, occupational therapy, physical therapy etc.

Elderly patients always requires a number of particular situation - putting the doctor in a different situation from that of examining a patient couple or adult - namely that of distinguishing the normal from pathological.

This peculiarity arises from the fact that the normal adult is different from what we consider normal in the elderly because aging (natural process, physiological) results in changes in morphological and functional parameters of the body, physiological changes that are considered specific for age.

In other words, it is important to establish whether we are in front of a senior with changes "in the framework of physiological aging" or in front of a "sick elderly".

However, the distinction is often difficult because the two processes may co-exist closely intricate, it is difficult to separate, which adversely affect the proper evaluation of elderly, and developing therapeutic measures.

With this difficulty in practice it can be encounter two issues:

- They are considered pathological aspects of normal aging, a situation that Dr. Constantin Bogdan certainly consider the most common;
- Or some pathological aspects are considered normal, physiological aging belonging.

"Roland Cape believes that this second situation is frequently encountered because of peer Elder (relatives, friends) who tries to convince him that you need to get over the idea that full health is history and that it should confine from being sick and weak, and is expected to be worse before the end. As long as elder and even the doctor accepts continuous pain, dizziness, weakness, fatigue and other symptoms as part of advanced age, many diseases remain undiagnosed and untreated. "(Neamtu, G., 2003, 913)

Therefore, elderly patients should be encouraged to report immediately new and troublesome symptoms that appear. Elderly themselves will appreciate the interest that their doctor or carer manifest and will have confidence in them and thus they can be calm in situations where the allegations belonging to their physiological involution would alarm them (it may be possible, that even at a very advanced age, to be difficult for a man to accept that physical forces or decreased vision, for example, is a normal phenomenon).

Summarizing the clinical nature of elderly patients in few words, we can say that he is an individual whose huge functional reserve during development and maturity are largely lost. Despite low stocks, most systems continue to function quite right, although in a rythm considerably slowed. Rarely is necessary to prevent Elder people to undertake certain activities.

The condition is that the activities they undertake do not require unusual strength or agility. The only limit to this is that the elder should be warned that many activities now requires more time to be done and should be encouraged to do so and not try to hurry.

Although morbidity and mortality increase steadily with age, many elderly can enjoy a full and active life.

"Elderly patients occur because of many chronic disease states (notable as atherosclerotic vascular disease, chronic obstructive pulmonary disease, diabetes mellitus, chronic arthritis). The first and most common of these – atherosclerosis - occurs usually as a series of episodes of acute myocardial infarction, gangrene due to peripheral vascular disease, etc.."(Neamtu, G. 2003, 923) Although some individuals become chronically ill in these conditions, most continue to maintain independent living outside the occasional acute episodes.

«Chronicity does not mean that treatment can not be applied to reduce problems and to help the independence maintain. Ronald Cape considers that at the elderly, chronically ill effect can be frame into one of three possibilities:

- the first is that of a proved terminal illness and the patient dies within two to three weeks;
- the second is a disease which responds to treatment and rehabilitation properly and the patient regains full independence;
- the third possibility is that the disease results in a significant loss of functional abilities, so that the person becomes dependent on the support of others. "(Cape, R.T.D., Henschke, P., 1980 apud Neamtu, G. 2003 913)

The American geriatrics consider that old people fear that third possibility, so the disease management of the elderly should avoid this situation if possible.

This can be done with elderly patients in a continuous program of rehabilitation at home or, if necessary, a day center, with community service in order to encourage and maintain independence, be it only partial .

Another problem related to the elderly pathology, that we believe deserves to be mentioned, is a surgical disease risk of death, for example the discovery of asymptomatic abdominal aortic aneurysm in an octogenarian, a potentially lethal situation, because aneurysm rupture will almost sure causing death. The surgery would remove the aneurysm and the risk of the lethal, but on the other hand, such an intervention made at a healthy octogenarian is encumbered by very high mortality (approximately 19%) and this are caused by operator stress and the possible adverse effects of drugs, deterioration of mental ability and independence of the individual.

The experience shows that most elderly, that are given the choice, prefer an independent life instead of a short and long periods of disability, when they are dependent on the care of others.

Returning to the importance of rehabilitation, we emphasize that for the elderly, that the critical phase of an illness is the final stage, that means the mental and physical restoration of the functions to the pre-stage disease. There is a difference between the ways in which human beings react to the disease and to restoration at different ages.

Thus, adults individual affected by severe acute illness often restored remarkable quickly, rehabilitation was driven by the need to return to family and work responsibilities. In contrast, regarding the future, for the elderly is not an incentive to rehabilitate and not motivated, he will not make the effort necessary to rehabilitation process, which inevitably requires the persistence of the patient.

Therefore, elder needs a close supervision and continuous support to achieve this objective. He must be convinced (and not always easy) that the only way to remedy the mental strength and ability is to take responsibility, to rise from bed and to use muscles obviously acceptable levels gradually over time.

Diet analysis "shows that middle-aged women diet, almost many of them, does not contain enough calcium and, although negative calcium balance may be only a secondary factor in this multifactorial disease, it plays an important role and is certainly a remediable factor. You can take preventive measures also on other etiological factors of osteoporosis, by correcting the hormonal and physical activity; particularly important is conservation even modest physical activity.

"The results of epidemiological studies reinforce the role of the doctor in primary prevention of cardiovascular diseases, which are the main cause of mortality in the elderly. The risk factors identified in the Framingham study, which changes or can be prevented, are: hypertension, elevated cholesterol, smoking, glucose intolerance, left ventricular hypertrophy. "(Neamtu, G. 2003, 930)

Excessive obesity, hypercholesterolemia, hyperglycemia, oversaturated fat diets and alcohol abuse (as opposed to permit consumption of a glass of wine a day) are conditions or habits the doctor is able to take a stand. There are many other opportunities to practice preventive medicine.

For example, immunization of the elderly by vaccination should be accepted as a routine method. Similarly, administration of

antithrombotic drugs and surgery in all other cases of detention where the risk of pulmonary embolism is feared. "Ronald Cape stated that" an ounce of prevention in geriatrics is higher than a car of treatment "the role of prevention is more than 12.5 times of treatment." (Neamtu, G. 2003, 932)

V. The old people and the retirement

It is an important phenomenon in life, which may mark the end point of a social dynamism or, conversely, a starting point for a life reserved for relaxation and all activities which have previously existed or funds.

There are situations in which retirement is a necessity (the disease), since that usually occurs suddenly without any preparation, and which brings many problems impact on individual and society level.

Staff involved in working with older people often question why they put many sexagenarian is considered an insult when they are called "old" when retirement occurs.

"There are several reasons, such as the fact that the material for senior citizens creates a state "to agree" that generally is similar retirement disease, with loneliness, stigma, isolation, moreover, there is the problem of falling revenue, which may lead to the phenomenon of frustration and rebellion, considering the amount of pension as a lack of respect from the state for work." (Neamtu, G. 2003, 933)

It was hailed as a class of pensioners "young people" trying to find "some work", although the labor market in Romania is not an offer too rich for them, and retraining courses for the elderly do not exist in our country there .

"Retirement is considered by many authors a milestone, but all studies show that although it is perceived as a loss but when it is found an meaning and the person is trained, it may well exceed. in general, worldwide, pre-retirement education is insufficient and late. In Romania there are no such training, and often the impact is presented above. Here the social worker should have a prominent role." (Neamtu, G. 2003, 934)

The greater the impact of retirement as the retirement has also a pathological. cause. Here the social worker would be the most representative professional guidance and advice to the sick, so his presence would be very important in hospitals.

A disease retired means that he suddenly loses its ability to work, which aggressively involved in both the economic (financial situation of the family) and psychological level (the feeling of hopelessness).

Also, retirement can be a crisis event when it occurs as a result of restructuring done at work, when, to prevent unemployment, the patrons use more quickly the retirement.

Also the person lose some social roles that have been won over his life, which can lead to crises of adjustment more manifest among the men who were in important positions till that time.

"Women seem less affected by retirement, but can pass through crises of anxiety thinking of it. In Romania, many women have at the retirement the role of grandmother, in charge of planning the house or, not infrequently, the care of sick relatives.

In many Western countries, after retirement, the elderly become active members of associations, each having specific roles, which typically leads to fall in the impact of retirement, or become active in the charitable or religious societies."(Neamtu, G. 2003, 945)

Also, many participate in universities summer courses for elderly or open their little business.

"H. Clavet claimed that "individual choice of retirement age should be raised to the rank personal right". There are countries where this discussion takes place, without yet reaching a decision on annulment grounds of age, became imposing an obsolete institution and found a company that coordinates after other priorities and values."(Neamtu, G. 2003, 945)

The categories of services benefits for old people include in all the countries:

- Age pension;
- Disability pension;
- Survivor's pension.

There are countries where to the invalidity pension are added the increases for disability due to an accident at work or the bonuses for pensioners who prove that their income is below a decent national income.

To obtain the old age pension, minimum age varies from 55 to 65 years for women and from 60 to 70 years for men.

To obtain the disability pension is needed to be classify in a degree of disability calculated.

To obtain survivor's pension, the essential condition is related to the time and the amount of contribution the deceased had.

After retirement, the elderly may also have feelings of optimism, in that that finally the time has come to realize projects for which they have had never time (literature, trips), they may accept resigned retirement, so much more difficult in men

Also, there may be real "retirement neurosis" that stress can accelerate aging. For people in rural areas, the effect retirement is not abrupt, the adjustment being made gradually, by continuing to work in agriculture and household. There are many women in Romania in rural areas that retain their activity until more than 75 years, this creating a sense of power and valorisation.

Retirement may lower the social relations, elder being more cautious in linking new friends and more cautious in any contact with the old friends.

As a point of fork in a person's social life, retirement should be in the attention of professionals, which unanimously agrees that if training is done earlier, it is much easier to overcome it.

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**THE “REGGIO EMILIA” APPROACH
AS AN ALTERNATIVE EDUCATION**

**PEDAGOGIA „REGGIO EMILIA” CA ALTERNATIVĂ
EDUCAȚIONALĂ**

Masterand Laura BUTACIU, master anul II,
Studii Culturale Britanice,
Universitatea „Babes Bolyai” Cluj-Napoca

Abstract

In the “Reggio Emilia” approach children are seen as being competent, inventive, curious and having the desire to interact and communicate with others (Rinaldi, 1998, p. 114). The Reggio teachers (to be read “educators”) believe that every child is entitled to live or learn in environments that support their multilateral development (Reggio Children, 1996).

Key words: approach, learning, development, community, partnership.

The “Reggio Emilia” Teacher

In Reggio schools children learn to exploit the visual legacy they own and become aware of, in terms of perception, the environment intended to support multi-sensory learning. As Louise Cadwell said, "no space is marginal, no corner is irrelevant and each space has to be alive and open to change" (Cadwell, 1997, p. 93).

The role of the teacher is to be a researcher, a documentarist, a learning supporter and also a person that will reflect upon his beliefs. Self-reflection is the key in being a teacher. The role of a teacher in the Reggio Emilia approach is complex. In working as a co-teacher the primarily role is to be a learner among the children. The teacher is a researcher-teacher, a resource and guide while he or she lends expertise to the children. In this role, teachers listen carefully, observe and document children's work and growth of the class and should challenge and stimulate thinking. Teachers are engaged in the reflection of their own teaching and learning. Teachers work in pairs in the classroom,

collaborating and sharing information, being mentors to other colleagues.

The relationship between school and community

Ceppi & Zini (1998) use the term osmosis to describe a school's relationship with the outside world. "A school should not be a kind of counter-world, but the essence and distillation of the society. The Contemporary reality can and must infiltrate the school, filtered through a cultural project that serves as a membrane and interface"(p. 14). Talking about Reggio schools the two authors say that there are many components of a city and its activities in schools for young children: daily work in school creates a social micro cosmos. So school is not open to the city in terms of activities and schedules, but by the characteristics of the space itself (both functional and aesthetic) which are as hybrid as those of the city: dense, "contaminated", simultaneous (p.14).

There is an intense concern on what the environment teaches. The design of the school reflects the structure of the whole community. Schools reflect a diversity of ages and architectural styles but yet each Reggio school is built around a central piazza that reflects the center of the city. These are not only vehicles that take you from one place to another but serve as venues for children of all ages and classes and they are also comfortable meeting spaces for parents and teachers.

Some refer to Reggio Emilia as the "project approach." This emphasises the involvement of children on the study and deep exploration of the topic, using different learning strategies: reading, creative art activities, handling related objects and many more. The project approach represents the way in which a theme/subject is explored. The project involves three phases –

Phase 1: Starting the project

Phase 2: Project Development

Phase 3: A conclusion to the project.

This approach uses intensive planning and one part of the teacher's role is to design specific project opportunities.

Reggio teachers include aspects of the home in the school: flower vases, plates, tablecloths and plants. The focus is placed on design and placement of objects to provide a visual context that is full of meaning.

In bringing the outside world in school, Reggio teachers accept playing and popular culture images. Vecchi, speaking about the importance of narration for young children, said that in the construction of virtual worlds, the characters held forth by the mass media have an important role both for children and for adults: Power Rangers and Sailor Moon are most often personified, children having specific schemes for their roles, their words and gestures. (Bologna, 1998, p.130)

The walls keep school's history alive with the help of the documentary panels full of pictures and written words that summarize current or older projects. The work and words that children wrote are visible in space, they are there so everyone can see them, clearly communicating respect to children, parents and community and valuing their skills and potential, creating another form of transparency and osmosis between school and community.

The purpose of the implementation of Reggio Emilia pedagogy in a kindergarten or school is to increase the quality in preschool and school education through inclusive and democratic approach. The implementation of Reggio Emilia approach in institutions requires the professional growth of people involved (teachers, parents, team management) and also the development of the organization itself.

Specific characteristics

Which were the criteria that may lead us to choose this educational approach?

1. The educational offer in kindergartens and schools in Romania is still far behind other school systems in the world due to the stagnation in its development until 1989.
2. The attempt to organize the system as an inclusive one; preschool and school children with disabilities are welcome. The options for including all children are still limited and this is why focus must be placed on improving skills and attitudes.
3. During the development of any institution, highlight must be placed on the importance of the learning process instead of the results. Reggio Emilia is an educational approach that focuses on children. The way in which a teacher must work with his/her children is different from the process with which the Romanian teachers are used to; the most important thing is the process of learning.

4. Perhaps the most important criterion for this approach is that of involvement, of development of skills and attitudes that the implementation of this project requires from the teachers.

Skills and attitudes of the teacher

In what follows, these skills and attitudes that a teacher is required to have and develop will be detailed:

a. The child as the centre

- Children learn from their activities during homework / projects, etc. Documenting this process is the foundation for the activities taking place in the process. Children learn concepts, skills, attitudes, cooperation, confidence, communication, etc.
- From developmental psychology: understanding the skills that children already have and making connections between them (the proximate development).
- Training (coaching). It is necessary to create and build relationships and a safe environment.
 - Communication and interaction: listening, asking questions, provoking. The child leads and the teacher follows his development.
- Attention to differences plays an important part in this approach.

b. The engagement of parents and the environment

- The teacher has to be open to the ideas of the parents and other members of the kindergarten.
- Teachers have to develop a shared responsibility with the parents, consistent with the Reggio Emilia approach.
- The teacher has to create an active participation of parents in the school.
- Environment: teachers should actively make use and explore the environment.

c. Personal leadership

- Reflecting upon: skills, challenges, reasons, obstacles. The Reggio Emilia teacher has to be able to reflect on his/her feelings and needs, but also he/she has to think of the child and others.
- The teacher has to have a full understanding of the process of interaction.
- He/she has to have a proactive behaviour.

- The teacher has to make conscious choices.
- He/she has to be the leader of his/her own life.
- The Reggio Emilia teacher has to have an open attitude towards change, to let the process of continuous improvement take place.

d. Cooperation

- The teacher has to build a shared vision on education
- He/she has to have a shared win to win responsibility.
- Attention to differences and their use are also very important.
- The educator has to have an open mind to the ideas of others.
- He/she has to be able to have a clear overview and to act accordingly to it.
- Emotions have to be handled in a professional manner.

Conclusions

To conclude, it is believed that by implementing the Reggio Emilia approach it will be possible for all institutions to place their focus on the children, on training teachers to emphasize on the learning process and not on the result, and to form a shared responsibility in which the parents and community are partners.

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THE FAMILY AND FAMILIAL FACTORS THAT CAUSES SCHOOL FAILURE

FAMILIA ȘI FACTORII FAMILIALI CARE DETERMINĂ EȘECUL ȘCOLAR

Studentă Anca ILCA, an II PS
"Aurel Vlaicu" University, Arad

Abstract:

The author analyses the family matrix and its influence on the school results of the children. The family climate, the relations between parents, and between them and their children are of a main importance in the school activity, and especially in the success obtained in school activities. The different types of authority and the level of social integration are presented here as a condition of school failure.

Key words: family, social integration, familial climate, school failure

To become a part of the society the man needs throughout its evolution the interplay of three factors: heredity, environment and education. Starting from some basic inherited growing up in an environment and having access to education act, the man becomes a person with an active role in the society or even become a character, depending on circumstances. What is noted is that man is subject (or should be subject), from the beginning, of social rules imposed by his group.

As deviation from regulatory requirements that any society requires its members deviance is one of the most interesting and articulate areas of study of contemporary sociology. Durkheim said that "it can not be conceived or imagined a society of saints, a hermitage and perfect copy". From one society to another, the criteria for evaluation of deviant behavior varies and often the boundary between what is normal and what is pathological is quite fragile.

It was found that *school inadaptation* is a *behavior*, both in terms of ownership pedagogical instructional learning tasks and performance indicators and also in terms of relational, that children

having relationship difficulties with the parents, the teachers, the colleagues and with the rules and values that ensure the normality of school life and school community.

The family, the life fundamental matrix of the existence and formation of the pupils' personality as a determinant of learning environment, but also as a source of difficult school accommodation and the student's deviant behavior through psycho-pedagogical factors, could have a negative causal effect.

The family is of course determined primarily by economic and material conditions, such as food, clothing, housing, the organization of a life rhythm, the cultural level and behavioral and social integration which puts his mark on the child existence and development, and especially on the pupils development.

Psycho-pedagogical factors of nature, resulting from the family are in a very large number and there can not exist the possibility to include all those which determine a deviant behavior or even delictual to students, stopping us only on sets of these:

a.) *deficiency of familial environment and family structure.*

They are divided in two: the climate and structure family functionality.

In terms of climate, every family has a certain tone, continuity, harmony, balance or imbalance family, leading to the common factor as an element of affectivity, which is often ineffable, hardly detectable directly, like many other mental processes of high finesse, but that also has a permanent action, deep and lasting effects on learning and personality development.

One thing is the emotional fullness or normality and other affective failure, often accompanied by an educational failure, which together give the predictable effects of stagnation and involution not only psycho-somatic as well as deviant behavior and delinquency.

The emotional failure must be think in the terms of its formation, its persistence and its discontinuities, since the first days after birth, till the end of adolescence at least.

Since from the middle of the last century it has be imposed the idea that the baby needs love more than the physical presence of the biological mother, so it has become progressively a new notion, the emotional deficiency, a different concept of progressive failure by maternal separation.

It also be demonstrated how *emotional shortcomings* inevitable produce frustration, which are known to cause aggression:

- ✓ the failure in terms of emotional sphere includes all cases of maternal and paternal failure, including their species:
 - *Complete failure* (by absence or broken relations);
 - *Relative failure* (including cases in which relationships with parents are rare, intermittent or temporary break);
 - *Latent weaknesses* in the physical presence of parents is insured, but they do not offer to the child the love that he needs;
- ✓ whether they have an attitude of active rejection, hostility shown to the child;
- ✓ whether they have an attitude of rejection tempress (events because of repressed love oedipiane unconscious guilt, indifference to the child from parents narcissistic or depressed or provisional graduate of a mourning, etc..).

In short, failure means no or insufficient emotional conditions. Effects of emotional shortcomings are particularly serious and irreversible if they appear the more early in the child existence. Sure they can be divided into:

- *Short-term effects* (such as those described by R. Spitz, 1945), such as hospitalismul, halting or regression of motor and mental development (resulting in stagnation or decline development factor);
- *Long-term effects*, several other studies confirmed the historical (biographical stories of the adults), which unmderline the importance of early emotional weaknesses to the schizophrenics, qr delinquents subjects.

If we take into account the early affectivity and the damaging effects of its lack thereof, was found that beyond five months of separation from the mother, appears to install the hospitalism and the severe disturbance of the child personality (intellect and affectivity).

Other sources of generating emotional weaknesses are sometimes fortuitous, in example there are cases where separation from family environment is essential. In such cases the child must be prepared for this test to have scattered as far as possible, inevitable anxiety. The need to love and be loved is no less important in adulthood..

We accept as an indicative value the conclusions in terms of scientific attitude that we must have towards the psychopathological effects of the emotional lake, is the conclusions drawn by J.M. Petot (in Doron and Parot - 1999, pg 123), That means that:

1. there is no evidence that general early emotional weaknesses appears in various pathological conditions and that has not been shown to all subjects who have suffered psychopathological disorders that appeared later;

2. until now it was impossible to demonstrate the existence of a relations between

that so far not been possible to highlight a specific form of emotional lake and a specific psychopatological disease.

Without denying the need to take into account the conclusions of Petot, we recalls a book that we consider representative, "*Aspects of female affectivity development –A psychopedagogic study*," Teaching and Pedagogical Publishing House, 1975, written by the Romanian researcher and psychologist Catherine Bagdasar.

From the first chapter, *The emotional need in childhood* and *The importance of family environment and affectionate relationships between parents for future child development since the prenatal stage ...* and continuing with all other chapters covering training and personality development of affectivity, the author comes to describe many phenomena of deviation and school and professional inadaptation based on case studies and practical research.

Even though many of the negative manifestations of delinquency and even antisocial acts of some students were transient, in the same time are presented cases which become chronic and if they longer correlated with thyroid disease or otherwise give rise to nightmares everyday for the others, over the life cycle.

We can not detailed here the findings and the considerations, but we will play small fragments, considerations, which means may be, as far as space allows, exemplified by the cases, and by different situations.

Thus, in Chapter V, *The consequences of emotional misunderstanding of girls by parents* (p. 82) is illustrated how "something so trivial and unimportant can bring so large problems in the consciousness and behavior of girls", "the consequences will be greater on their lives if their psychic problems comes from early childhood

because of the deficiencies in their own family life" or " ... Countless are tragedies lives that originate in early childhood "(p. 89).

In Chapter VI, *Other factors of family life which may divert the normal emotional development of girls*, there are indicated the following thing with a general character:

"... Many emotional problems raised for us the girls without parents, the girls with divorced parents, the girls left to the sole of a widowed mother, the girls with parents who always kept a scandal, and finally, all those girls for whom family is an evil medium".

The normal social environment of children is love in its double aspect: love of parents for children and parents love to each other. If it does not exist, the child's emotional life will not develop normally, His affectivity will be always hurt and the consequences of the family disharmony soon be seen "(p. 83-84).

There are cases which exemplify the exaggeration of love for a child, whether it is a boy or a girl, leading to a child maintenance in infatulty. The conclusion to this issue is very clear:

"... The child - boy or girl - needs parental love, without which he can not live and can not develop, but this love must be a balanced love, normal, which not hinder him to personalise his affectivity." "

Certainly, the educators must take into account the susceptibility that is an equally feature in adolescent girls and boys in the puberty stage and thwy must take into account the fact that each of them has its own way of growth and that they considered themselves as a special case.

In Chapter X (subchapter 2), abnormal forms of emotional behavior shows that many women are endowed with an emotional constitution, which, without intervention of a proper education, a balanced family environment can reach enough trouble in life, and emotional weaknesses , various physical and psychological upheavals unusual, but they were related to pedagogical support and education. More serious behaviors in terms of emotional and social "... are those with mitomaniac, hysterical and perverse substrate"(p. 186). If there is a basic and glandular underground, then the girls become "... maladjusted, offenders by their acre superiority , making pin point in any occasion ... see with evil eyes the sociability of the others girls, emphatically declaring it as "easiness ', they manifest to them contemptuous and evil, in an aggressive and harmful way".

Also emotional needs of domination expressed in an aggressive form can have a basic glandular ... Virile girls and women, who brings a wealth of secretions emphasis on male characters, they stress the need to protect, as the authoritarian spirit, the desire to command, a certain force and resistance.

Are described also other ways of expressing emotional imbalance and as a prerequisite for deviant, as is the fact that some "... considered themselves over any upper limit to not make any effort to adapt to the real life.

In Chapter XI, *Reactions and changes in the behavior of girls (and women) in the case of frustration of their love object*, the author exemplifies a minimum of forms of emotional frustration, such as:

1. The frustration of child personality with a love poorly understood by parents. The case may occur when:

a.) girl or boy is the only a child in his family and we all delights. We satisfy all whims, causing him to believe that all the limit allowed their opinions and feelings;

b) or when one parent, no conjugal love, focuses all disease on the child (fruit of the torque split), which falsifies it and stops the development of the personality;

c.) or the child is totally neglected emotional for other reasons.

2. The frustration of the child who is removed from the mother, because taken the occasion, at birth outside marriage, social opprobrium and much more unhappiness. The case takes place mainly in companies in which "girl-mother" do not enjoy appropriate treatment (it is not the case of our present society and even of the society from pre-'89).

3. The frustration suffered by a young girl in a state of exception, when her mother, especially half mother, taking advantage of the presence fiancé girl in the house to "win" him or, worse, to marry with her girl own boyfriend (these phenomena are common now, especially in terms of "gangs of different ethnic groups, etc..") (p.196).

The fact that these few basic data about the role of family in the balanced development and prevention of emotional and educational causes of juvenile delinquency are known earlier by those who now are students and who want to found their own families in the future; they could have a preventive role wherever possible, because they should not repeat the errors made before them.

After definitions of anthropologists - as George Peter Murdock, in *Social Structures*, 1949 - family is broad: social group whose

members are bound by relations of age, marriage or adoption who live together, cooperate economically and in the care of children. The most common today is the so-called nuclear family, which is made up by husband - wife and which is the social group that consists of the married couple and its children. The nuclear family allows the achievement, in an actual meaning of four basic functions for human society: sexual, economic, reproductive and educational. The "Dictionary of Sociology" (coordinators Catalin Zamfir and Vlăsceanu Lazarus, D., Babel Publisher, Bucharest, 1998), is an interpretation of the four basic functions, showing that (p. 235): "... without achieving the first and third functions, the society would expire, without the second function life would cease, and without the fourth function the culture would finish."

Nuclear family has great universality and social utility but can cause problems to the extent that its functions are not done properly. Now, in the present days, at least in European societies or European culture, the family is spread egalitarian system, power or authority is relatively distributed between husband and wife.

We considered that it is not enough to mention the damages done by the affective tone and the family emotional climate, but it is necessary to statement of the causes and possible overcomes to solve the family tensions. I hope that this is for preventing the causes of emotional and educational gaps and prevents greater deviant and delinquent behavior coming from here.

Educational failure, common in deprived environments, may take sometimes the form of a definitive delays. The evolution risks in this case to become behavioral or cultural deficiencies (if not antisocial).

In more complex and great labor which have to realize the teachers, even from those reported by the educational psychology, including the relation to emotional weaknesses and shortcomings education, family tensions and the role of sources for these shortcomings, the effort is knowledge of many facets of student's personality, a way is the social investigation.

This should be a process of gathering information and comments on subjects, families or social groups that makes a teacher in their own lives, with the aim of research methods, verification of allegations of witness or before an administrative interventions (including the child, such as expulsion or removal, or other).

It investigating the criteria of dysfunction of the family system and vulnerability to environmental influences, relevant is the vision system, including the effects on the subsystem called "family children".

In the diversity of families we can find:

In terms of permissiveness, the climate of authoritarian or permissive:

- *Liberal families*, developing children's initiatives, it develops and firmness in action, epistemic curiosity, the spirit of objective self-assessment;

- *repressing family*, which suppress the spirit of independence of the child whom can not reach his objective self because he was not placed in situations of initiative and determination in action and is therefore not an identity, a view of himself, a adequate self-awareness.

In terms of level of social integration were particularly:

- *Social integrated families*, secure them with a high degree of social responsiveness;

- *Limited family integration*, unsafe, secluded, refractory to all that is new socially.

After another test, families were classified as:

- *Active families*, whose main attribute is to be said, to struggle with difficulties, to impose, in the good meaning of the word, in society and encourage the younger members of the family, the dynamism, the confidence in self motivation at work;

- *Passive families*, indifferent, indolent, which generates a feeling of failure, the lake of confidence in life, to deter, and are not able to fight the obstacles encountered in active life.

In terms of completeness or uncompleteness of the families, their way up to constitute or reconstitute themselves, we have:

- Families in which there were parents who formed the core family group;

- Families in which the temporary absence of one parent, the situation of the death of one or both parents etc., presenting as many different environmental conditions with consequences on family and the child's mental equilibrium;

- a situation of loss of one of the parents in the family which is no longer directly present near the children, can be the divorce.

The divorce.

The divorce is the legal severance of the marriage which may be mainly for the following reasons:

- Sexual question, unmet one or other of the couple in terms of sex;
- Character question (large differences of opinion, in education and especially the question of exploitation of the other, respect for personality from minor and major decisions and spending money first decision);
- Cultural issue, coming in turn from many determinations.

We must say that divorce is not so bad, if it ends as things presented often in some movies, a harmony and peace and understanding between the two. Instead, divorce is almost always the end point of a marital dispute, serious and lasting, whose origin can be sexual, as I said, character or cultural differences. In few cases, the spouses are separated without hatred and quarrelsomeness. It's hard to realize what is best for children and their future, to prevent school difficulties, deviance and delinquency: keeping the family even if a spousal disagreement stressed?, Divorce?, Other opportunities exist in the version there is a spousal disagreement. Disagreement marriage is lasting misunderstanding between spouses, which has an extremely varied phenomenology, is manifested in hatred, war and continued with the same kind of ways and means. The causes of conflict are also often deep and real and could have been prevented in one way: if the two spouses bluntly discussed about their misunderstanding, the claims they have in life and does not establish a form of combat and prolonged war.

The child responds either opposing this state of affairs or closing itself, but never properly (perhaps it never would have know how to respond appropriately and effectively, since the adults fighting is not the solution their problem).

Immersed in confusion, deteriorating school work (can not have a program, no peace should focus, not the programming and support from the mother, which should handle more than it, and so forth). Therefore, teachers must seek to know what's behind an anti-social event or to know better the situation of the students:

- Adoptive family, consists typically of older parents of one child who is shudder or taken under protection, and care throughout the disease usually goes to the child, Andrei Cosmovici (*School Psychology*, Polirom, Iasi, 1998, p. 111) states: "... sick and tired of so

much attention, the child will take the attitude of resistance to minimum weights, to the effort;

- *Dissociated families*, often two parents, although separated, claiming the child equally, each seeking to draw on his side and it incitement against each other, to compromise, this case is commonly observed in daily life. Are impressive in this regard, the cases in which the children become a "confidant" one of the parents who realize the collapse of safety conditions of their family life, which makes them become blase and suspicious towards people;

- For *children orphaned or abandoned*, who are in charge of public support, despite the attention that are offered here, there is just a great lack of the emotional environment and family. Therefore, among them stands out, sometimes the child depressed, discouraged, consistently looking for emotionality. Be adopted as an establishment of "small villages" or "special campus" for them.

- Reconstituted families of *divorced families* with children of previous marriages are usually coming with the principles and skills of education quite different, which may promote an atmosphere of uncertainty and anxiety or the emergence of conflicts and tensions are between the two parents, or between parents and children.

b) families, child and educational differences between adult family members.

There are many situations in which the family environment is not limited strictly to the members of the nuclear family group (as I defined above as consisting only by parents and children). Most often you can find other adults such as grandparents, aunts, uncles, cousins, friends, who all take part in the family life, permanently or only occasionally. These people can play an important role, influencing in some cases the nature of children's relationships with the parents. Grandparents often can be either a bad source (in that they exaggerates hiperprotective attitudes with children, or swing it creates more features, more gifts or money etc..), or conversely, a good solution because they are often a source of rich and precious experience for the child.

Thus, for children from a large family, grandparents in another aspect provides that "surplus of home" (as it was called by A. Cosmovici in "School Psychology", Polirom, 1998, p.112) that complements and completes their family environment itself and each of the children enjoy equal attention.

Jealous child who believes that another child (brother or sister) took place in the heart of his parents, grandparents came from, where to find a place of refuge. It is true though that sometimes it looks very protective grandparents and grandchildren lenient with, protecting and defending them from their parents and the punishment even when it should not. It confirms once again that one of the hardest professions is the parent and it is amazing that many teachers were serious failure in the education of their children: surprising but true.

Fraternal group is also a subsystem within the family and it often bear the fingerprints or blood in the family unit and create tension in families with problems they can create.

It is well known that in the family, the child suffers not only the influence of the adult members, but also to other children (brothers, sisters, cousins etc..) precisely through the quality family to be a "collective personality". Of course, these influences depend on the number of children in the family, age and sex of each, the position of children in the family team.

Often, in a family appear the presence of some some hostile groups among the children:

- That of the little children against the bigger children, that of the boys against the girls and that of the brothers against cousins etc.. The facts shows that, often conflicts between the brothers are determined by the position of the child in yhe age scale.

Related with the position of the child in the age scale, we can mention different situations:

- *the biggest one*, for instance, whom had at one time, all the things (attention, love, etc..) lives, from the time of appearance of the next child, with whom he must share the love of parents, *a complex of deposition* and strong feelings of jealousy.

- *the youngest child* in the family occupies a position quite dangerous in the family team, he reached the unfortunate situation of being "family pet" is surrounded by the warmest feelings of affection and love from parents. He will develop the most "voluntary nature" and become impulsive, claiming, rude to others.

- *single child*, who is often a "problem child" in school is one that raises the biggest problems for the life of the family group. The continuous spoil transforms him into a little tyrant of the family, as irrational and capricious, as feared and unpredictable against the other.

In the famous book " *The Human Condition*" (Scientific Publishing House, Bucharest, 1973), in which approach the bio-psycho-social and cultural aspects of the human being – the Romanian psychologist Nicolae Margineanu in the subchapter *The family* addresses (in part IV) an issue entitled "*Order of birth*" (p. 186-188), with numerous implications for *many children, eldest child, middle child, only child* and bring a more nuanced and realistic picture. From there we take over some considerations and observations.

"The discipline, like love, should be granted and administered to measure" (p.187). We must remember that, in life, conflicts should not be avoided, but defeated. Therefore, parents need to teach children this thing.

So children can not be happy by avoiding the fights in which the conflicts are inevitable, but happiness stems not from avoiding them, but from their defeat. That is why it is needed to prepare the children to be happy, for this fight to be winners, not losers.

Excessive requirements, shown by some parents to their children, promote educational failures, causing "intellectual, poisoning", generating irritability and even aggression in relation to the school. André Bergé said:

"A defect is a fundamental flaw of being, but a particular and aberrant to act on demands of the outside world. Defect proves a difficulty adjusting ... A difficult child is almost always a child who has difficulties.

Turning to the observations of Nicholas Mărginean, he said: "The fact that we are born healthy or abnormal physiological and morphological asymmetry, with lower or higher intellectual capacity, skills and vocation well defined, with balance and harmony in the trend or reverse, etc., remains variable with all others - family, school, community and neighborhood, job and marriage, even country - go hand in hand "(p. 185).

In conclusion, although if we not see in the family the first and only laboratory as would result from the perspective of psychoanalysis, however, beginning from the real fact that in the first 3 years of life are made the foundations of human personality, the family is still this laboratory, is so to speak, the whole society. So, even if it is not the only laboratory, it is undoubtedly the first laboratory of personality, and in some cases, most important, or almost as important as other factors: school, play environment, society and others and later: occupation,

marriage; but the family goes hand in hand with heredity, which is the first parameter of life, at least in chronological order, the entry in the formative action.

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