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PSYCHO-PRAGMATICA

CONTENTS

The group between dynamics and social psychology

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Abstract:
The problem of group dynamic must be analyzed from the individual and collective psychic point of view. The conditions required for considering a group are mentioned. The belonging feeling is one of the most important feature of the human development. In the same time the individual and collective modification behavior mean group dynamic. The groups can be classified from different point of view: small and large, formal and informal, organized and unorganised etc. The relation between individuals and crowd is clearly presented. In the end of the paper, the author treat the problem of the learning focused on the pupil/student based on Rogers client centered theory.
Keywords: groups, dynamic group, individual, non-directive pedagogy, formal and informal groups, collective psychic, student focused learning.

1. The issues identification

The analysis of group dynamic stood out a series of specific functioning principles, related to organization, characteristics, management, relations. It was ignored the groups analysis from the social psychology, personal satisfaction and group dynamic perspective. The groups were scanned from the management perspective, which means a normative projection focused on the both entities. The studies role was to offer to the leader, adequate instruments for the organization and equilibration of the knowledge and government relation of the group. The analysis regarding the groups dynamic were directed especially on the relationships between the included members, the cohesion degree and also the possibility of the conflict avoiding or balancing. Each member of the group has a status and a role, has psycho-physic features, interacts in a personal way with the others,

takes part in the group life with personality traits around which   is shaped his becoming unity within the framework of group psychology etc.

A group identifies/exists in the measure in which:

- includes a number of minimum two persons;

- the individuals – who have the feeling of group belonging – have *Something* in common, and this Something motivates their attitude;

- between the group members exist interactions and relations which assure its dynamism;

- the parts (*recognized by the others*) accept its values, interests and principles;

- participate to periodical meetings, living together experiences;
is recognized   by the other as "a group" (club, clan, institution, organization).

The   knowledge of the parts is empiric realized, from a psychological or sociologic point of view, and not from one which refers to the congruence or the disjunction between the psychic structure and the group pressure (social or psychic). Inside the group takes place an internalization psychic process of the behavior social norms/models. The group organization doesn't transmit only the cultural memory (knowledge, models) or a social memory (norms, traditions, behaviors, believes) but also a psychic memory (attitudes, mentalities, relations). The group socialization is *an adaptation process of **the individual psychic** to **the collective psychic*** in the conflict balanced process between *the individual innate aspirations* and *the group normative established requests.*

2. The group dynamic and the social psychology

"The group life or its dynamic" belongs (also) to the social psychology [1]. "The groups dynamic" [2] (small or large) regards the study of individual and collective behaviors related to the modification in a micro-group and which tend to propagate to the whole level. This fact confirms that a group is not only the sum of the individuals which composed it, in other words the individuals are parts of the group but not their sum. The group contains always, much more than a summation of its components, disposing by a bundle of forces, by a relations system which made it more complex and more dynamic. For example, the shaping inside a group (no meter its nature) of another group with other

interests, values and principles, could lead to the behavior modification of the entire group, by a self-distribution of the values (accepted by the new group) over the general behavior of the group [3].

Therefore, P. Visscher [4] states that *"the group must be defined starting from a certain belonging feeling, through the agency of a social visibility, with vague outlines"*. We draw the attention on the terms *belonging* and *visibility* (that is recognition). What determine the individuals to integrate in a group? The human being is a social being and needs *belonging* and *identification.* The human knowledge are related in a social coherence. The human being becomes (is made, is constructed) through the dynamic of *human relations,* which could be preponderant *social* (the   selflessness), or *psychological* (the selfishness).

The behaviors – under their psychic aspect – are formed and modeled by the social values, by the principles imposed by the group (or society), almost unconscious, to its members. It could be believed that the social relation cancels the individual psychic personality, leading to the spoilage of its innate configuration and to the acceptance of the common psychology of the whole coherent group. The group cohesion is supported trough the individuals acceptance (assumed or imposed) of some typical rules of it. The groups work on the base of a psychological cohesion , a kind of collective psychology (**the mental of the group**), which is investigated by the *social psychology* as science.

For the expression "social psychology" is used the synonym "psycho-sociology" which defines, in the opinion of Septimiu Chelcea [5] *"the field of the scientific knowledge of the interaction, present or past, real or imaginary of the human behaviors in social context"*.

3.   The group formalizing

There are formal groups and informal groups. *The formal groups* are institutionally recognized through decisions, regulations, contracts and *the informal groups* are made on the base of common interests, of some aspirations and of sharing some behavior codes.

From this point of view (of formalizing) there are: professional, religious, politic, educational groups, clubs, associations, institutions, organizations, societies etc. In the informal groups category are included the following types: the friends groups (and between friends), leisure groups (sports, handcrafts groups, passions, games groups), common interests groups (supporters, gangs, clans), familial groups etc.

Both groups categories (organized and unorganized) have *a culture* (a certain degree of common determination for some principles/codes imposed or accepted), have a hierarchic structure (with a formal or an imposed leader), have roles carefully identifiable and have also communication relations. Comparing the two types of groups, it will result:

Group	Culture	Structure	Roles	Relations	Leader
organised *(formal)*	clear identification	institutionalised and democratic	organisational schedulle	mutual	specially selected
unorganised *(informal)*	vague identification	vague	imposed or changeable	hierarchic	natural

Observing the above characteristics, we can compare for example *a sport club* with *a mafia clan,* but we cannot make a comparison between *a sport club* and a *leisure group*. The informal groups are structured progressively function to the relations quality which enliven them, but also function to their capacity to have visibility by "wining" the other recognition.

What motive could have an individual to adhere to an informal group? There is o social call and a psychological aspiration to belong to a group. The group ensures protection, structures the personal values, satisfies the relational need, validates (and evaluates) the individual personality ("tell me who are your friends and I will know who you are" says a proverb), tests the behavior and the others respect, ensures (and proposes) comparisons, stimulates new experiences etc. In the same time, the need for the group is supported by the negative impulses dynamic, through the social and psychic conflicts importance, through the stimulation of roles negotiations capacity, and also through the emotional re-equilibration possibility. Not the last, the group social context offers to each member the chance to model his behavior, to learn about his qualities and defects. There is an intense effect of mutual influences between the elements of a group, no meter if we spoke about positive, neutral or negative consequences. Inside the group is self-shaped the personality. Individual and group are two entities which mutually postulates themselves and which are not excluding each/other only in pathologic situations.

4. The group dynamic

Inside the group runs a system of extremely complex relations, resulting even from the facts that such a group is not based on the intrinsic or affective motivations. The group is constructed on the formal elements. The complex relation which was mentioned before, is in fact a dynamic supported by a double tendency: the personal satisfaction of the aspirations (psycho-genetic) and the achievement of *self-esteem* (1) and the dependence from the organizational and moral requirements and public norms and the achievement of *public esteem* (2). Inside the group the individual is obliged to progressively create psychic concessions and personal autonomy to the advantage of the collective adaptation. The social psychology analyses this complex of relations in the group dynamic, which can be synthesized in few questions: which is the optimal relation (that means balanced) between the personal psychic concessions and the acceptance of the group cohabitating norms? How can he become *a person* who has also satisfactions as a citizen?

5. Individual and crowd

The writer Liviu Rebreanu presents in his two novels (*The Hangmen Wood* and *The Uprising*) two relevant experiences regarding the involution of an individual from *citizen to person,* and also he describes the dynamic of informal groups (issues that there are in the subsidiary of organized groups). The officer Apostol Bologa fulfils with consciousness his duties of "citizen" of the empire, on the base of a military oath. When he will be obliged to fight against the Romanians, with which he shared an collective unconscious based on the ethnic identity, Bologa steps into a personality crisis, becoming conscious about a conflict between the self psychology and the psychology of the social, conflict which he cannot solve. It was too late to honorable escape from a dilemma, by considering that there is no a human sense in an existence in which the individual does not adapt himself to the group.

In the novel *The Uprising* , the group formalizing to express decently the discontents against the authority. The revolted people arrive in the manor house yard, take care to not tread on the flowers, align themselves and wait for the discussion with the squire. Only when this one, irritated by the retort of a peasant shuts a gunshot, the crowd become aggressive and destroying: the people kill, rape, steal and break. The collective psychology was more dynamic as the social dignity and the individual psychology. The masses find their justification in their

aversion moments. The group is always an offensive grenade with the hand squeezed on its assurance nail.

6. "Learning focused on the client"

Finally, the purpose of making up a desirable human behavior is clinging to the quality of interactions system inside the organization as an entire group and with every organizational member. We are taking into account both *the organizational behavior* and an *individual behavior.* Their organizing (as projection) and their construction is preponderant the attribution of a leader or a group initiator. This one makes operational educational factors regarding the focusing of the proceedings on the client and the strategies that he adopts are his own. The psychologist Carl R. Rogers [6] promotes "the non-directive pedagogy" and "the learning focused on the client" and explain it (and experiencing it) in his conferences and his university courses. Between the students there also was dr. Tenenbaum, an educated an "sophisticated mentor", supporter of W. Kilpatrick and J. Dewey who felt the need to share his experience as participant to the non-directive teaching of C. Rogers*: „the course was completely unstructured ... no one even the instructor didn't know a only for a moment what will bring the next moment in the class, what subject will be aproached, what questions will be rised, what personal emotions, feelings and needs will be expressed".The doctor Rogers took place near the participants at a big table, in a very relaxed attitudeand he said that would be plaisant to present ourselves and to describe the motives for what we were there. It follows a tensioned silence, no one said anything."* He brought printings, pamphlets, articles, books and offered to the participants some references. He didn't ask the participants to read, or to do something else. It followed four stressant meetings, because the group was stressed and confused in its waitings. The participants spoke haoticaly saying all the things that passed through their mind. All the meeeting seemed as a waste of time. The group was not prepared for such an unstructured approach. The participants didn't know what to do, but implored by their waiting, that the professor plays his aothoritary role saying what is true and what is false. In the breakes, the most unfavorable comments were adressed to the professor who became a source of irritation. Then, in an accomplice silence, „*we looked all of us to Rogers and Rogers to us. A participant made a remark which was aproved by all the others: ,<**We are focused on Rogers, not on the students. We came here to learn from Rogers**>*" [7]

The undertaken   by the contemporary pedagogy of the" non/directive teaching", that means of the "learning focused on the pupil/student" , as an alternative to the active learning, becomes a source of challenges inclusively of confusion in the pupil cognitive relief. This one need an intellectual experience and the identification of a cognitive conflict (between what he knows and what is attended from him to know). The professor is competence and validate experience bearer, being a source of knowledge, directly shared or indirectly orientated towards the quality knowledge.

In the same time, there are knowledge fields (synthesized in learning disciplines) which can be conceived only by competent explanations and there are themes which cannot be clearly explained without the professor dynamic participation, known as specialist in that field. The generalizations are in the same measure damaging as the simplifications.

Conclusion

The groups (including the school ones) develop a collective psychology, which is missing the intellectual means to balance the emotions and the affective manifestations. In the group the individuals – or the "social atoms" –are strongly influenced by suggested gesture and induced feelings. The individuals believe that they keep their thinking independence, but in reality they are contaminated by an influenced behavior. The personal satisfaction in the frame of this "entire social body" derives from the identity illusion when, in fact, the individual is a piece in a large machinery. Each group has its own psychology, and each individual is *stimulated* to act in the dynamic frame of this. *Curiosity*, as an impetus towards an individual development from cognitive point of view belongs to the individual and *the action* belongs to the group. The performance group is an exception which do not support the renouncement to the preconception of being intolerant with the other attitude.

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[1] In the opinion of the Romanian psychologist P. Golu *the social psychology refers to the study of the human being psychic particularities as a socio-cultural being and of his behavior inside the group to which he belongs, as well as with the study of the group, collective and mass psychology in the way in which it is manifested in the human activity.*

[2] The word "dynamic" attached to the noun "groups" forming together the expression "groups dynamic" refers to "*the totality of the adaptive changes which are produced in the ensemble structure of a group as a consequence of the changes appeared in some part of this group"* (K. Lewin, 1944).

[3] In European language, the term "group" has many various significations. It means hooligans, mafia men, an occasional crowd, minority. Moreover the group exists even when "*two or more persons define themselves as members of this group and when their existence is recognized by a third one"* (R. Brewem, 1988(.

[4] Pierre De Visscher, Adrian Neculau (coord.) (2001), *Dinamica grupurilor – texte de bază*, Editura Polirom, Iaşi.

[5] Septimiu Chelcea, *Curs de psihologie socială*, http: www. Scribd. Com. (accesat 7 sept. 2010).

[6] Carl R. Rogers, (2008), *A deveni o persoană. Perspectiva unui terapeut*, Editura Trei, Bucureşti, p. 411.

[7] Ibidem, p. 413

Les Theories Kleiniennes de la cure

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Abstract:
The kleinian theory resulted from the game with the child, grants a grate importance to all the aspects that belong to the relational "field": games, gestures, the objects positions one towards the others, but also to the child verbal communication. From this point proceeds the attention given to the psycho-analytic frame, to the transfer both positive or negative, to the interpretation which regards the emergency point when the anxiety touches its climax. That explains also the modality to consider the analysis end, as a moment in the larger task of surpassing the depressive position all the entire life. The end of the analysis means also the child interests widening, a grater elaboration capacity and a grater psychic stability.

Keywords:
Game's technique, field, transfer, anxiety, interpretation, mourning, surpassing of the depressive position.

Grâce au travail avec les enfants qu'elle a observés avec une acuité et une attention de chaque instant à toutes les manifestations – comportement, jeu changement de jeu, humeur, utilisation des couleurs dans un dessin, position des objets et des jouets les uns par rapport aux autres –, manifestations qui étaient l'expression des phantasmes inconscient, Melanie Klein a construit une théorie de la cure et une technique exposées dans les moindres détails – ce qu'aucun analyste n'avait fait jusque là. Et à son exemple, les kleiniens ont été ceux qui – parmi toutes les écoles analytiques – ont le plus travaillé toutes les questions concernant les différentes phases de la cure, les entretiens préalables, le cadre, le transfert, la technique, l'interprétation ou la fin de l'analyse.

Les entretiens préalables

Melanie Klein n'a jamais parlé des entretiens qu'elle avait avec les parents avant de prendre les enfants en analyse, mais tout ce qu'elle raconte sur leurs antécédents, la façon dont se sont passés l'allaitement et le sevrage, et tous les événements de la prime enfance ou de la constellation familiale montrent qu'elle avait eu des entretiens préliminaires avec les parents. Et, bien sûr, avec ses patients adultes. C'est un autre kleinien, José Bleger qui en a fait la théorie. Comme il l'écrit, la relation qu'on cherche à établir dans l'entretien est celle qui donne au sujet la plus grande liberté pour se confier, pour se montrer tel qu'il est, ce que l'on ne réussit jamais dans un cadre formel de questions et de réponses. C'est pourquoi Bleger souligne la différence entre l'interrogatoire qui cherche à recueillir des renseignements et l'entretien qui veut découvrir comment fonctionne un sujet, et non comment il *dit* qu'il fonctionne. Freud disait aussi que nul ne pouvait nous fournir sur lui-même des renseignements dignes de foi. Si c'était le cas, les entretiens seraient superflus.

Avec les parents donc, Melanie Klein avait des entretiens interrogatoires et avec les adultes des entretiens préliminaires.

L'entretien configure un champ, ce qui signifie pour Bleger qu'« entre les participants se structure une relation dont dépend tout ce qui en elle advient [1] ».

Pour Bleger, *champ* a un sens précis, celui du milieu favorable pour que le sujet fasse son jeu. Pour y parvenir, l'intervieweur s'efforce de participer le moins possible, de sorte que moins il participe meilleur sera le champ. Mais, bien sûr, non seulement il participe, mais il conditionne le phénomène qu'il observe. Bleger écrit avec une exactitude rigoureuse : « Le maximum d'objectivité auquel nous pouvons prétendre n'est obtenu que si le sujet observateur est intégré comme l'une des variables du champ [2] ».

Bien entendu la situation est asymétrique puisque l'un devra exposer ce qui lui arrive, ce qu'il pense ou qu'il ressent, et l'autre devra lui faciliter la tâche et évaluer son cas. Une attitude réservée mais cordiale, mesurée et de soutien, mais non distante, fait partie du *rôle* du clinicien, qui ensuite n'en changera plus pendant toute le durée du travail psychanalytique. Bleger considère aussi que dans certains cas précis l'interprétation est pertinente et nécessaire « surtout chaque fois que la communication risque d'être interrompue ou denature [3] ».

En dehors de ces cas, « toute interprétation en dehors du contexte et du timing devient une aggression [4] ». Ou une séduction.

L'entretien débouche sur un contrat qui doit tenir compte de nécessité du traitement, des intérêts de chaque partie et des usages culturels. Par exemple, en Argentine, il est impensable de ne pas accepter le paiement des honoraires par chèque.

Le cadre psychanalytique

Il est évident qu'il existe une différence entre le cadre analytique avec des enfants et avec des adultes. Comme toute la théorie de Melanie Klein est née de la technique du jeu avec les enfants, il ne sera ici question que du cadre qu'elle avait inventé avec les enfants. Pour établir une situation psychanalytique, elle part du principe que le jeu de l'enfant avec tout ce qui s'y rapporte – paroles qu'elle appelle « communication verbales » – est comme un rêve à interpréter. Le jeu, les communications verbales et les fantasmes exprimés constituent « le même langage, le même mode d'expression archaïque, phylogénétiquement acquis, avec lequel les rêves nous ont familiarizes [5] ». Chaque enfant a son propre casier, ce qui constitue un élément important de la technique du jeu. Chaque casier contient de petits jouets, de la colle, du papier, des ciseaux, des ficelles, une cuvette pour jouer à l'eau, etc. Il s'agit là d'un nouveau cadre psychanalytique qui incluait des jouets et des objets réels. Et le transfert implique aussi tous ces objets, pas seulement l'analyste.

Elle parlait aux enfants de façon franche et ouverte en utilisant les mots employés par les enfants. Elle parlait de manière explicite des questions sexuelles et des parties du corps, des relations agressives et sadiques tout autant que des relations sexuelles amoureuses. Elle jouait avec les petits patients en mettant ainsi en actes les histoires représentées par les jouets.

Les objets possédés par l'enfant dans le cadre psychanalytique, ont laissé leur empreinte non seulement sur la technique de la psychanalyse d'enfants, mais aussi sur les observations que Melanie Klein commençait à faire et sur les théories qu'elle développa par la suite. La salle de jeu est une enceinte dans laquelle les objets sont manipulés, placés et déplacés les uns par rapport aux autres. L'Idée d'un ensemble de relations entre objets à l'intérieur d'un espace fermé, est déjà évidente dans le cadre dans lequel elle a découvert les relations d'objet.

La notion de monde interne découle de ce cadre psychanalytique, de même que la conception du psychisme en termes de relations d'objet.

Le transfert

Melanie Klein considère que le transfert s'appuie sur l'existence d'un monde interne d'objets qui a autant d'importance que le monde externe et il apparaît comme une externalisation du présent immédiat de la situation intérieure et non comme une répétition du passé, comme pour Freud. Quant à la névrose de transfert, elle fait remarquer qu'en respectant le cadre psychanalytique et en répondant au matériel des enfants par des interprétations, en l'absence de toute mesure éducative, la situation analytique s'établit même mieux qu'avec l'adulte et la névrose de transfert se développe autant qu'il se peut : « …une franche névrose de transfert apparaît chez les enfants, de la même manière qu'elle surgit chez les adultes [6] ». Les symptômes évoluent par rapport à la situation analytique ; les affects et l'angoisse s'adressent à l'analyste, d'anciens symptômes et habitudes réapparaissent, les réactions affectives sont contenues par l'analyse. La névrose de transfert est ainsi définie comme la reconnaissance de la présence de l'analyste et de l'effet de l'analyse.

Le travail avec les enfants a influencé la technique psychanalytique avec les adultes : « Mon travail avec les enfants m'a amenée à certaines conclusions, qui ont, dans une certaine mesure, influencé ma technique avec les adultes. Prenons d'abord le transfert. J'ai découvert qu'avec les enfants le transfert (positif ou négatif) est actif dès le début de l'analyse puisque même, par exemple, une attitude d'indifférence dissimule de l'angoisse et de l'hostilité. Avec les adultes également, j'ai découvert que la situation transférentielle est présente d'une manière ou d'une autre dès le début, et j'en suis donc venue à utiliser les interprétations transférentielles tôt dans l'analyse [7] ».

Il ne s'agit pas d'une simple répétition d'événements, de traumatismes ou de situations vécus dans le passé, mais de l'externalisation d'un phantasme inconscient, « ici et maintenant ». La primauté des processus d'externalisation (de projection) confère une signification tant spatiale que temporelle au concept de transfert, par opposition à un sens uniquement temporel.

Le transfert négatif est tellement présent avec les enfants, que Melanie Klein pensait qu'il devait être beaucoup plus fréquent avec les adultes, un point sur lequel Abraham avait aussi attiré l'attention. Le

transfert négatif est issu de la pulsion de mort, il faut introduire la destructivité et l'agressivité dans le transfert afin de pouvoir l'évaluer et l'interpréter. L'attention portée aux manifestations cachées des aspects profondément négatifs comme à celle des aspects positifs montre que le transfert est un tout : « …il est essentiel de penser en termes de *situations totales* transférées du passé dans le présent, et aussi d'émotions, de défenses et de relations d'objet [8] ». Melanie Klein pensait que toutes les associations libres qui venaient à l'esprit peuvent être rattachées au transfert.

« Pendant longtemps le transfert a été compris en termes de références directes à l'analystes dans le matériel du patient. Ma conception du transfert enraciné dans les stades les plus précoces du développement et dans les couches profondes de l'inconscient est beaucoup plus large. Et entraîne une technique par laquelle, à partir de l'ensemble du matériel présenté, les *éléments inconscients* du transfert sont déduits. [9] »

Elle insiste sur la façon dont le patient va détourner de l'analyste ses pulsions et phantasmes agressifs et négatifs pour les diriger vers d'autres figures. Cela répète l'activité du clivage primaire du moi infantile. Ainsi, tous les personnages qui apparaissent dans le jeu et dans l'association libre devraient être considérés comme des aspects détachés de l'analyste par clivage et projetés. Le clivage vise à réguler le niveau de l'angoisse pour le contrôler.

Melanie Klein pense que le transfert opère tout au long de la vie et influe sur toutes les relations humaines. Elle attribue une valeur universelle au phénomène de transfert et plaide pour une étude des replis les plus archaïques du psychisme. La convergence de trois facteurs, l'action continue du phantasme inconscient, l'interprétation du transfert négatif, et l'existence d'un transfert précoce, expliquent pourquoi les analystes kleiniens interprètent plus le transfert que d'autres.

L'interprétation

Si les analystes kleiniens ont beaucoup travaillé les questions liées au cadre, aux entretiens, à la technique, ils ont immensément apporté à l'étude de l'interprétation. Ils ont fait une véritable métapsychologie de l'interprétation. Par exemple, ils distinguent les différents types d'interprétation : véridique, désintéressée, pertinente, opportune, urgente, destinée à produire un insight, amenant à jour une

nouvelle connexion de significations réelles et symboliques, une hypothèse toujours rectifiable, compréhensive, c'est-à-dire génétique, explicative, finaliste – qui vise les intentions du sujet ; fonctionnelle – qui se réfère à la valeur d'un phénomène relié à un tout ; génétique – qui rétablit le lien génétique d'un phénomène jusque là resté isolé ; reconstructive ; clivée – sans faire référence à l'analyste ; et non clivée – qui inclut l'analyste (Bleger) ; mutative (Strachey) ; historique ou actuelle ; complète – dans laquelle on traite le ici et maintenant, ce qui vient de la réalité extérieure, ce qui provient du passé, et les relations d'objet ; méthodique – qui traite les différentes strates de la psyché ; systématique – qui n'abandonne pas une strate avant de l'avoir élaboré ; directe, transférentielle et extra-transférentielle ; spécifique – c'est-à-dire détaillée et concrète ; progressive ; profonde ou superficielle ; instrumentale – elle « fait » quelque chose ; enfin bonne ou mauvaise. Rien que cette énumération donne une idée du travail accompli.

Pour Melanie Klein, en tenant compte de la forme que prend l'angoisse en séance, il est normal d'interpréter chaque fois que l'angoisse atteint un point critique. En ce sens, la technique de Klein est entièrement liée au *point d'urgence* qui marque le *timing* de l'interprétation. Le point d'urgence oblige à interpréter sans délai. Si l'angoisse augmente trop et qu'elle n'est pas résolue à temps, la situation analytique sera perturbée. Ces affirmations de Melanie Klein procèdent de sa pratique avec l'enfant, qui cesse de jouer chaque fois que surgit l'angoisse et qu'elle n'est pas interprétée. Chez l'adulte de même, lorsque apparaît dans la communication un obstacle qui entrave le libre cours des associations, l'analysant se tait ou se met à associer de façon banale. Cependant, bien que Melanie Klein interprétât de façon audacieuse et originale, elle n'a jamais écrit une théorie de l'interprétation.

Melanie Klein avait trouvé très tôt que le mécanisme fondamental du jeu des enfants est la décharge des phantasmes masturbatoires. L'attribution des rôles dans un jeu permet à l'enfant de dissocier les différentes identifications qui ont tendance à se présenter en bloc. Une telle conception du jeu, conduit à interpréter tout de suite les rôles qui apparaissent et à prêter un intérêt croissant aux interprétations transférentielles.

Le cas de Rita, analysée par Melanie Klein au domicile de l'enfant en 1923, amena un changement considérable dans sa pensée et dans sa praxis. De même que Anna O. inventa la *talking cure,* la petite

Rita créa la technique du jeu avec ses jouets et son fameux nounours-surmoi. Dès la première séance, lorsqu'elles furent seules, Rita se montra angoissée, elle resta silencieuse puis demanda à sortir dans le jardin. L'analyste consentit : elle avait compris que le transfert négatif dominait le tableau clinique. En la voyant plus calme dans le jardin – et tenant compte de certaines associations – elle lui dit qu'elle (Rita) avait peur qu'elle (l'analyste) ne lui fasse des choses si elles restaient seules dans la chambre et qu'elle avait associé ses peurs aux frayeurs nocturnes, quand elle pensait qu'une méchante femme viendrait l'attaquer dans son lit. Peu de temps après Rita revint, confiante, dans la chambre.

Cette interprétation est historique. Elle présente toutes les caractéristiques de ce que sera plus tard sa technique : elle vise l'angoisse, prend en compte le transfert, y compris le transfert négatif, et relie l'angoisse aux symptômes et aux conflits inconscients de l'enfant. Chez l'enfant, la communication entre les systèmes conscient et inconscient se fait plus facilement que chez l'adulte. C'est pourquoi l'interprétation a chez l'enfant un effet rapide, parfois surprenant : son jeu repart ou change, son angoisse chute ou reprend brusquement, un nouveau matériel apparaît, la relation avec l'analyste devient plus vivante et plus étroite.

Une autre interprétation historique est celle qu'elle fait avec Dick lors de la première séance aussi. « La première fois que Dick vint chez moi (…), il ne manifesta aucune émotion lorsque sa nurse me le confia. Quand je lui montrai les jouets que j'avais préparés, il les regarda sans le moindre intérêt. Je pris un grand train que je plaçai à côté d'un train plus petit et je les désignai sous le nom de « train papa » et de « train Dick ».Il prit là-dessus, le train que j'avais appelé « Dick », le fit rouler jusqu'à la fenêtre et dit « Gare ». Je lui expliquai que « la gare c'est maman ; Dick entre dans maman ». Il lâcha le train, courut se mettre entre la porte intérieure et la porte extérieure de la pièce, s'enferma en disant « noir » et ressortit aussitôt en courant (…) Je lui expliquai « qu'il fait noir dans maman ; Dick est dans le noir de maman [10] ».

Dick était un enfant qu'aujourd'hui on appellerait autiste. Melanie Klein avait tout de suite vu, la différence d'avec les enfants schizophrènes qu'elle connaissait. Elle reconnaît elle-même avoir changé sa technique en interprétant tout de suite pour entrer en contact avec lui. Cette interprétation « le train papa », « le train Dick », « la gare

maman » a pratiqué une division dans la substance infinie et sans qualités comme l'aurait appelé Spinoza et qui était le monde de Dick. Cette première division fonctionne comme un refoulement primaire, à partir duquel la psyché peut commencer à se construire. Il faut aussi remarquer la façon d'introduire et d'interpréter directement les symboles, sans oublier pour autant que le symbolisme n'est qu'une partie du matériel dont elle se sert, toujours attentive à toutes les subtilités d'expression et de comportement de l'enfant. Enfin, troisièmement, il faut souligner que c'est l'interprétation qui met en marche le processus psychanalytique.

C'est difficile de ne pas voir, avec ces deux exemples que Melanie Klein interprète d'une façon particulière, différente de celle d'autres analystes. Son attitude définit une théorie – l'enfant comprend la valeur sémantique de l'interprétation –, une technique – il faut renvoyer les symboles à leur origine – et une éthique – il faut dire à l'enfant toute la vérité sans dissimulation.

Pour elle, l'interprétation est – du moins avec les enfants – urgente quant le transfert est positif, urgentissime si le transfert est négatif.

Elle doit être faite en profondeur afin de fournir une issue à l'angoisse inconsciente et frayer la voie au travail de l'analyste.

Elle doit être opportune et exacte et elle doit atteindre la zone du psychisme troublée par l'angoisse.
Elle doit porter sur un élément inconscient qui exige une interprétation urgente. Les critères qui en indiquent l'urgence sont :

- la répétition sous des formes multiples d'un même thème ludique, par exemple les voitures qui s'entrechoquent ;

- l'intensité de l'émotion qui donne la mesure de l'affect associé au contenu des représentations.

Les termes de l'interprétation doivent être choisis en fonction du mode concret de pensée et d'expression de l'enfant.

L'interprétation doit toujours viser l'analyse du transfert.

Elle doit être vigilante et systématique.

L'analyse des résistances doit être permanente et le parallèle entre le transfert positif et le transfert négatif aussi.

Pour être complète une interprétation doit comprendre les éléments suivants :

- la zone d'où vient l'angoisse,

- le contenu de celle-ci,

- les mécanismes de défense mis en place,
- l'analyse des résistances
- la relation entre l'enfant et l'analyste à ce moment précis.

Forcément, une telle interprétation nécessite une certaine durée. Certaines des interprétations de Melanie Klein font plus d'une demi-page.

La question de la fin de l'analyse

Melanie Klein considère que la fin de la cure ne peut avoir lieu sans avoir élaboré les angoisses paranoïdes et dépressives. L'un des éléments essentiel de la position dépressive est le contact avec l'objet, c'est-à-dire avec la réalité. Le deuil, pour elle, consiste à pouvoir accepter la réalité psychique et externe telles qu'elles sont.

Melanie Klein pense que l'expérience de conclure avec succès une analyse est la réplique exacte du sevrage : terminer l'analyse revient littéralement à être sevré de l'analyste-sein, c'est répéter cette expérience fondatrice et fondamentale. Dans l'école kleinienne, personne ne discute ce point de vue puisqu'il est admis que le dépassement de la position dépressive infantile est la tâche de toute une vie

Il faut signaler également que Melanie Klein considère que cette première expérience de deuil du sein se réactivera plus tard face aux autres crises de la croissance, comme le contrôle sphinctérien, la perte des objets oedipiens et toutes le situations de deuil ultérieures au cours de la vie. Pour elle, tout deuil est un deuil de tous les deuils.

Une analyse qui s'est déroulée de façon satisfaisante doit déboucher sur une situation de deuil de l'analyste qui réveille et revisite tous les deuils de l'existence, en partant du premier et du plus important le deuil du sein. Mais elle va plus loin encore en soutenant que l'*insight* même suppose un moment de deuil.

Cependant l'*insight* implique la verbalisation, ce qui revient à dire qu'il est intimement lié au processus de verbalisation. Si ce processus n'a pas lieu, l'*insight* n'a pas lieu non plus. C'est pourquoi Melanie Klein est catégorique lorsqu'elle dit que l'analyse d'un enfant doit prendre fin avec la verbalisation des conflits et que tant que cela n'a pas été obtenu, l'analyse n'est pas terminée.

Pour conclure, on peut dire que la fin de l'analyse se manifeste chez l'enfant par l'élargissement à d'autres formes de jeu ou d'autres intérêts, par l'accroissement de sa capacité d'élaboration, par une

stabilité psychique plus grande, tous éléments qui pourront lui assurer à l'âge adulte la santé mentale et des perspectives de bonheur.

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[2] Ibid. p.19.

[3] *Ibid*. p.38.

[4] *Ibid*. p.39.

[5]   M. Klein, « Les principes psychologiques de l'analyse de jeunes enfants » in *Essais de psychanalyse 1921-1945*, Paris, Payot, Bibliothèque scientifique, 1968, p. 172.

[6] *Ibid*. p.

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Work as a determinant of health
(study about this situation in E.U.)

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Abstract:
The relationship between socio-economic status and health is well known. Those who belong to higher socio-economic groups enjoy better levels of health and longer life then those in lower groups. The well educated achieve to a better health. Working conditions depend on many factors like: social, economic, educational, ergonomic, and demographic techniques. Among the factors that compete in the stability and growth, we stop at the migration of labor and at the development index based on sex ones - GDI and working time. GDI compares particular condition of life for men and women according to life expectancy between men and women according to life expectancy, literacy rates, schooling rates and personal contribution to household income. The lower the GDI the greater the descrimination of women is.
Keywords: work, health, working conditions, economic crisis, GDI (development index based on sex), socio-economic status, women discrimination.

The statement "work is good for people" is a true universal axiom which existed since antiquity. Indeed a job provides purpose and satisfaction in life, can improve both the physical and mental health of the worker.

"Appropriate work is good for you. It gives a sense of purpose and achievement. Lifts families out of poverty and benefits communities as a result" – Black, C. The Healthy Workplace Handbook – The NHS Reference Guide to Staff Well Being, NHS Employers, 2007.

The relationship between socio-economic status and health is well known. Those who belong to higher socio-economic groups enjoy better levels of health and longer life then those in lower groups. The well educated achieve to a better health.

Working conditions depend on many factors like: social, economic, educational, ergonomic, and demographic techniques.

Demographic explosion is unevenly distributed geographically. After the Second World War, the population was divided into two spheres different of the Earth, North and South. In the North a man's life expectancy reaches 80 years and that of women is 85 years, due to the high living standards in which the disease prevention programs, educational programs continue along the professional life.

In South expectancy reaches 50 years of life. Infant mortality, lack of preventive health programs, lack of education, religious tradition and bad habits, are factors leading to a short life - UNDP: Human Development Report 2003.

Europe is in crisis, social, economic and demographic. In 2008 the European contribution to world population was 11.4% and in 2050 will decrease to 7.4%. Large population declines will record 35% in Bulgaria, Ukraine -28%, -22% Russia, Serbia -21%, -20% Romania, Poland and Germany -18% . - Population Reference Bureau 2008 World Population Data Sheet.

U.E. economy entered into crisis when the financial market hit the destabilization point. Since 2009 economic statistics in the EU is negative. . If the employment growth up to 2007 was positive in all EU countries, except Hungary, after 2008 this felled down except Poland where the crisis had plus rates.

Among the factors that compete in the stability and growth, we stop at the migration of labor and at the development index based on sex ones - GDI and working time.

a. Lithuania, Cyprus, Poland, Latvia, Slovakia, Estonia, Portugal, Bulgaria and Romania belong to the main sending countries. Despite their significant size, intra- EU mobility flows since enlargement never reached the dimensions initially feared by some observers. Between 2003 and 2007 , the average population share of EU-10 citizens resident in the EU-15 increased from around 0.2% to 0.5%. In the same period, the same period, the population share of Romanian and Bulgarian nationals residnet in the EU-15 rose from 0.2% to 0.4% - a process that already started well before 2007. By comparison, the population share of EU-15 nationals resident in another EU-15 country grew from 1.6% to about 1.7% and that of non- EU-27 nationals from 3.7% to 4.5%. Even in the case of Bulgaria and Romania, many people from these countries have already moved and have been working elsewhere in the EU over recent years. This suggests that many of those who wanted to move have already done so and that potential of additional migration from Bulgaria and Romania us limited. Migration derives not only for financial reasons but also for the quality of the jobs. They can be identified in four groups. Based on a dataset covering the EU-27 in 2005-06, a taxonomy of typical combinations of a job quality can be identified, consisting of four groupings:

-Nordic, including the Netherlands and the UK – high wages, good working conditions, high educational attainment and participation in training, high job satisfaction but also high work intensity.

-Continental, including Ireland, Cyprus and Slovenia – close to the average EU situation for most of the indicators.

-Southern – relatively low wages, low participation in education and training, unfavourable working conditions and relatively large gender employment gaps.

-New Member States – low wages, unfavourable working conditions, but also relatively high educational attainment and low gender employment gaps.

b. GDI compares particular condition of life for men and women according to life expectancy between men and women according to life expectancy, literacy rates, schooling rates and personal contribution to household income. The lower the GDI the greater the descrimination of women is. GDI is the highest in Scandinavian countries. Romania and Bulgaria, shows a relatively low GDI. In this context an important role plays the worklife balance. Reported levels of time stress and work/family stress among parents with children are very high. More than one-third of 35-44 year old women who work fulltime and have children at home report that they are severly time-stressed and the same is true about one-in-four men. About two-thirds of full-time employed parents with children report that they are dissatisfied with the balance between their job and home life. The difference in working time between men and women varies across countries. In Bulgaria and Romania, men spend just over two hours per week caring for children, whereas women spend over 10 hours per week; in the Scandinavian countries, men spend seven hours per week caring for children, whereas women spend over 16 hours. Women are more likely to work in low-paid jobs than are men, partlu because they work part time more often than men do.

c. With the arrival of the crisis the question of working time was asked. Working time in Europe is characterised by a high degee of regularity. Overall in the EU27, working hours for the majority of the workfoce revolve around a five-day, 40-hour week: 58% of all workers work the same number of hours every day; 74% work the same number of days every week; 61% have fixed starting and finishing times. Work shedules are, however, more flexible nothern than southern

European countries. It is talked about a 40 hours week and over. Long working hours in the context of the fourth European Working Conditions Survey refers to a working week of 48 or more hours. On average, 15% of workers in Europe are required to work long hours. Long working hours (in paid employment) is a predominantly male phenomenon: 20% of men work long hours, compared to just over 8% of women. 44% of the self-employed work more than 48 hours per week, compared to just over 9% of employees. There are different options for certain jobs. Eg. A doctor you can not impose a fixed working time. At the October meeting in 2009 of the OEMs in Lisbon I personally have supported this idea with clear arguments and won a majority approval from the delegates of the other European countries. In the WHO documents we find the following note "For nations, the development of HPW will be a pre-requisite for sustainable social and economic development."

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The concepts of normality, health - abnormal, disease

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Abstract:
Actualmente, normalitatea este o noţiune relativă care variază de la un mediu socio-cultural la altul cu precizarea că în medicină, normalitatea echivalează cu starea de sănătate perfectă. Aferent acestui concept se dezvoltă definirea stării de boală şi anormalitate.
Keywords: normality, health - abnormal, disease.

Normality, as stated in the Larousse dictionary of psychology, is a relative concept that varies from one socio-cultural environment to another, adding that medical health is equivalent to normality that there is virtually perfect.

Etymological word "normal" comes from the Latin word "rule" that signifies a right angle, something that does not fluctuate, what is right in the middle.

Normality:
- implies a value qualifier (*I want to be normal*);
- description show an average (*I want to be normal like everyone else*).

Fault comes from the Greek "Omalos" means equal, regular, smooth, representing the opposite regularity. The abnormal is an adjective indicating a qualitative difference.

The need of society derive from normal human need for order, regularity, but which can not be achieved within certain limits for issuing regulations that the man is normal, being subjective. Appears as a paradox in which subjectivity-objectivity issues applicable to their subjectivity.

Norma is a widely accepted convention of human society and the resulting joint valuation of state and social facts. It turned into a collective appreciation of the imperative "as it should." This concept of

normality, the rule clarifies certain medical problems encountered in psychiatry, whose principal business is the pathological, biological substrate (*why?*).

Criteria of normality (Ellis and Diamond):
1. clear awareness of personal self;
2. life orientation capacity;
3. high level of frustration tolerance and self acceptance;
4. flexibility in thinking and action;
5. realism and thought;
6. taking responsibility for their own emotional disorders;
7. engaging in creative activities;
8. engaging in risky activities moderate and prudent;
9. clear consciousness of social interest;
10. realistic thinking;
11. acceptance of uncertainty and its ability to adjust;
12. combining the perspective of immediate pleasures.

Mental abnormality refers to disruption, while illness refers to the morbid processes.

Normality is equated with health, psychological and psychiatric mental contexts, and is a consequence of some parameters (organic, social) is in a dynamic equilibrium. Mental health, mental is manifested as the joy of life and mastery of introversion-extroversion balance.

Disease as psychopathological fact, it's harder to spot than somatic diseases, biochemical abnormality, is the prerogative of the specialist, who will diagnose as well-established parameters and it will label the organization as a mental disorder, as a sense of an unsatisfactory life, no joy of life ("pathos"). It is practically affect the balance at all levels.

Mental illness is manifested as a different set of behavioral norms, ideas, beliefs, do not overlap with those generally accepted by the society in which individuals living with this diagnosis, moreover, they are contrasting social uniforms appear so much different other individuals of society, not only psychiatrist. It is however not able to diagnose and assess the degree of disorganization and reorganization of existing lower level types of mental. Contribute to the pathological signs of mental illness diagnosis, the objective clinical psychological include restlessness, sadness, persistent and unreasonable fear, lack of discernment, fundamental freedom and basic reality.

In treatment studies normative concept of normality was used as a mean value. Evaluation is made according to the Gauss curve (health issues are monitored biological, psychological and social-health from all points of view, the individual viewed as a whole). In the Gauss curve, the median portion corresponding normal and pathological bias extremes. This approach, although it seems very "objective" does not work in the medical field. Gauss normally representation considers a phenomenon that is encountered with greater frequency than others, and the more distant the statistical average is abnormal. A person can not be labeled solely on the basis of statistical scores. There are phenomena, statistically speaking, very common, even endemic, but pathological: viral endemic, dental caries, but can not be considered normal and reverse. However the introduction of normality model enables determining the average deviation from normal and diseases encountered in carrying out comparisons.

The deviations from normal statistical psychopathology are primarily quantitative and secondary qualitative appreciated.

The two planes: the physical and mental normality is constantly falling, a disorder can lead to somatic disease (gastric ulceration, myocardial infarction).

An approach to variability in the context of the social group and not if the individual was used more in psychology and biology, but by introducing tests, scales and found a wide application in psychiatry.

According to some authors (Freud) normality remains a utopia. In psychology we are interested not only a qualitative and quantitative phenomena but how individuals would like to be compared to the ideal case. Normality ideal defines how an individual should be by the standards of the community and the society in which they live, is very dependent on culture time, the socio-cultural, historical, geographical, religious, ethnic, etc. (suicide bombings since September 2001).

A needed perspective when discussing criteria for evaluating the success of therapy is that the pathogen is unconscious, the individual being driven by their unconscious, all can be considered both normal and abnormal.

Normality considering as a process is a collection of subsystems that interact with each other. It is the extent to which a body, a man who meets the functional role in the society they live (for being the defining factor in terms of function). It also raises the question of how the

systems to be operated normally qualify the individual to society of its time conceptually.

Definition of normal and pathological in certain limits is necessary for medical and psychiatric field to not be too elastic so can be used by an institution or a real power in a weapon.

To discuss a total normality it must be reflected in the relationship. Thus it is necessary to meet and communicate and to adapt organism. Interrelation show normal ability to communicate and continue elaborated information so as to ensure harmony at the individual, familial, social. At the molecular level information is received to make a molecular physiological function (normal, ex. Family, the basic cell of society). Operating as a human individual subsystem must be within the rules of the social system, cultural, historic part to be considered normal, making it a continuous process of social adaptation. This function of adaptation is the study of psychiatry and psychiatrist. It operates with the notions of adaptation that define the disorder as a mental disease or inadequate adaptation wrong (inappropriate response to stimuli or exacerbated - neuroses). The organic processes and endogen adaptation is not a trigger mechanism but a result of disease.

Health history starts from defining the notion of no pain, caused by medical practice focused on the therapy effect, until the moment when health is defined by WHO as well that state of physical, mental, social, in the absence of disease or infirmity, compared with the general rules of the species, age, sex.

Mental health is a state of constant psychological comfort, with the dominance of positive feelings toward the negative, expressed the desire for pleasure and fulfillment business and affirmation. Mentally healthy person has a set of values, when reported temporal well-established priorities. Here is correlated with the individual's life stages: childhood, adolescence, adulthood and old age, because each of these steps may be subject to a different one and the same event. It is important for mental health flexible adaptability to the situations of conflict.

Currently a special emphasis in all fields of medicine is on prevention, individuals are primarily responsible for maintaining their health. This is done through a proper diet, exercise, stress management and active promotion of ill-health more than a passive avoidance of disease by eliminating or changing conditions cause trouble, conflict

avoidance, control emotions in a manner to neutralize the concern and keeping them within manageable limits. The main features of mental health can be summarized as follows:

- The ability to perform useful work - taking family responsibilities (rhythm, intensity) - the ability to love and be loved could do - constructive interpersonal relationships (family, society) - the ability to adapt to change - inner harmony, optimism practical - control impulses - balance work - relax - the ethical and moral conduct is a departure from the appropriate normal abnormality, in particular quality in the area is being geniuses positive and negative pathology deficit in functional performance deficit, disorganization, dissolution.

Biological response to stress and stress is normal within limits as psychological reaction to loss. So the definition of health or illness subjective criterion (the way the subject is self-evaluation, there is a) has an important role, but not enough. In psychiatry subjective well-being can mean a state of illness (manic syndrome).

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Currently a special emphasis in all fields of medicine is on prevention, individuals are primarily responsible for maintaining their health. This is done through a proper diet, exercise, stress management and active promotion of ill-health more than a passive avoidance of disease by eliminating or changing conditions cause trouble, conflict avoidance, control emotions in a manner to neutralize the concern and keeping them within manageable limits. The main features of mental health can be summarized as follows:

- The ability to perform useful work;
- Assuming family responsibilities (rhythm, intensity);
- The ability to love and be loved could do;
- Constructive interpersonal relationships (family, society);
- Ability to adapt to change;

- Inner harmony, optimism practical;
- Control instincts;
- Work balance – relaxation;
- Ethical and moral conduct adequate.

The abnormality is a departure from normal, in particular quality in the area are geniuses being positive and negative pathology deficit in functional performance deficit, disorganization, dissolution.

Biological response to stress and stress is normal within limits as psychological reaction to loss. So the definition of health or illness subjective criterion (the way the subject is self-evaluation, there is a) has an important role, but not enough. In psychiatry subjective well-being can mean a state of illness (manic syndrome).

Area of abnormality is like a zone of transition between normal and pathological process and is continuity between the two poles. Over time the degree of permissiveness of society towards the individual behavioral deviations decreases without a significant mental illness (Hercules).

Prejudice against abnormal, like in any area, arising from lack of information and knowledge. Some of these prejudices are as follows:

- Abnormal behavior is necessarily odd (the patient is psychologically very different manifestations of behavior);
- Can clearly delimit normal - abnormal, separation would be at everyone's fingertips, where an individual basis;
- Unusual as divine punishment, so ashamed, by analogy to mental illness should have the same meaning.

Abnormal behaviors are classified into four types (Enăchescu):

1. bio-psychologically stabbing behavior, transient and reversible (puberty climax)
2. behavior that creates difficulties in adaptation (learning deficiencies, emotional)
3. sociopath behavior, partially or not at all reversible, exogenous, endogenous or mixed with variable manifestations (neuroses, psychopathic, endogenous)

Mental illness is therefore an imbalance of forces organism unity (integrity - all unitary) body with the environment and networking (integration). After Lăzărescu mental illness is a simplification and a disruption of conscious mental life of a person resulting in manifestations which are not evident in normal, thus canceling of self

and creative ability of the subject, resulting in various forms and intensities of mental defect.

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Methods of intervention for education and instruction of teachable mentally deficient people

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Abstract: *Being in the category of subjects with a mental level between normality and mental deficiency, the limit intellect could be characterized by lack of stability of psychic system of personality, instability which oscillates, from the point of view of adaptation, between normality and abnormality. The individuals who present a limit intellect, according to a right diagnosis achieved by specialists in the field, represent that category whose intellectual, affective and social adaptation possibilities are low. This aspect is identifiable especially in the situation in which a normal developed child and that with mental deficiency equally benefit from the influences of educative process and their school performances are dramatically different. That is why the teachable mental deficient subjects need special forms of organization of educational process, special forms of organization of learning and educative, but also therapeutically adequate, programs. No matter the gravity of deficiency, it starts from the premise that, under the conditions of giving an adequate help, everyone might learn something, according to their own pace and in the limits given by deficiency.*

Keywords: mental deficiency, limit intellect, education, methods.

1. Liminary intellect deficiency

The limit intellect has some specific characteristics: delay in psychic development, incomplete intellect, affective immaturity, psychomotor instability, exaggerated emotivity, passing behaviour disturbances, school handicap; however, a border line cannot be

conventionally drawn between the mentally disable child and the intellectually normal child. The intellectual possibilities to the teachable subjects with intellect deficiency could be situated at the higher level of oligophrenia and at the lower level of normophrenia that is why it is also said about them that they have a limit intellect.

Thus, it is understandable why the liminary mental one has no capacity of going through the learning situations provided by school curricula at a normal pace and speed, and at the level imposed by these curricula.

Personality of the liminary one is disharmonic and unstable, which could be characterized by cognitive, affective and conduct deficit, sometimes with psychotic, neurotic manifestations, fact that complicates the things furthermore. Consequently, great difficulties can be faced in establishing of a psychodiagnosis and diagnosis regarding the development level of thinking so that it might not be mistaken for those neurotic states. The limit intellect, like any other intellectual deficiency, is a heterogeneous category with different forms and degrees of gravity and school decompensation. Incorrect diagnoses are many times made, due to some variable which interfere in the moment of testing application, the liminary deficient ones being mistaken for the category of children presenting delays in development. They could be recoverable in a shorter or a longer period of time, according to the delay in development, on the condition that they might be supported through an adequate methodology. It is considered that, under supporting circumstances, the differences between a child with delay in development and a normal child of the same age should disappear in time.

The most efficient way of diagnosis the intellectual deficiency is that psychometric one. According to the applied psychometric proofs, the limit intellect is situated in a zone comprised between Q.I.=70 and Q.I.=80/95, noticing a school limit at the level of the fifth grade.

According to the statistic studies, the limit intellect has an incidence of about 10% of the entire school population, of which 4,5% are traced at around the age of 8, but the rest of them being traced until the age of 16.

As we said before, there are different degrees of mental deficiency, and their symptoms are hard to differentiate from those of the grave mental deficient ones. Some children may have only a slight delay in development and slight difficulties in learning, but to the others

these delays might be more serious, and that is why a sustained effort in overcoming those difficulties is needed.

2. Educability of the liminary mental deficient one

To the child with mental deficiency, the differences from an ordinary child cannot be recovered, due to the specific of the mental deficiency, namely that of stagnation of mental development, so that these differences might deepen and increase in time. Moreover, children with mental deficiency usually present some other associated troubles which also worsen their mental state. If mental deficiency is associated with physical disability or with sensorial disorders, all these might provoke further damage to the general state of the mental deficient one, and raise complex problems regarding the giving of support in education. In these cases it is necessary to accomplish an identification and ranking of the problems, according to their seriousness. The difficulties that the child with mental deficiency faces are multiple and complex.

To the child with delay in mental development, due to his lower abilities compared to the level considered normal at his age, there will be obviously noticed:
- learning difficulties
- communication difficulties
- behaviour difficulties

Most children with mental deficiency have these difficulties in processing information, in achieving links between new knowledge and previous one, in their correct memorizing, in updating the once memorized information, etc. As between thinking and language there is a biunequivocal relationship, to the child with mental deficiency there is also a poor, scanty language, and speaking disorders are present. All these deficits are also amplified by their behavioural difficulties, determined by low understanding and communication capacities.

According to the specialists in the field, we can identify the deficient one from the liminary intellect by several characteristics:
- incapacity of reaching the phase of abstract, formal-logical thinking
- not understanding of formal, mathematical reasoning, and of process of complex causality
- slow mental evolution

- difficulties in autonomy
- intellectual conducts inferior to the chronological age
- extremely fragile verbal structures
- difficulties in doing operations with semantic and symbolical contents
- alternation reactions between the two poles: normal reactions and reactions characteristic to basis mental deficiency
- social-affective immaturity
- incapacity of settling social contacts
- incapacity of integration in social groups with great density
- instability of personality, characterized by oscillating states between neuroses and psychoses
- inadaptability, oscillation between normality and abnormality
- general intellectual hipoactivity
- instinctual, motor and emotive hyperactivity
- specific disabilities, gnosis and praxis troubles
- instrumental disorders: dyslexia, dysgraphia, misspelling, miscalculation
- orientation-organization-structuring troubles
- difficulties in school learning
- limit of adaptability, beyond which the intellectual conducts of these students become unadapted

It is to notice the fact that the liminary intellectual one has the ability of learning, of right use of the help given on this purpose, the capacity of adaptation to community, if he benefits as early as possible of the help given. The sooner the help will be given at a younger age, the greater the potential of learning will be. In such cases, when reaching adult age, the differences between them and normal vanish, due to the social-professional integration.

Because the child with mental difficulties learns harder, the objectives of working with him must be planned on very small stages. It is also recommended that, during the learning, numerous repetitions should be done and the systematical review of the previous stages should be done too. The educator who is in charge with these children must be very well professionally prepared, so that he/she might use didactic methods adapted to their developing level and according to their specific difficulty, so that he/she should work insistently and

patiently, permanently taking into consideration that the process of learning is for them something difficult and they need all the necessary encouragement. The main cause of incapacity of assimilation knowledge and of formation of skills consists in the great differences between manifested performance and real intellectual potential. The achievements of the child with mental deficiency will depend on the measure in which his ability of learning will be affected. As I have already notified before, some children have major learning difficulties and their achievements are very limited. Some of them have fewer problems in this way and could even reach some performances, such as:

− improvement of communication abilities
− acquiring of independence
− integration in the community, next to the others

To reach these performances, any child with liminary mental deficiency should gradually accomplish the following objectives:

− to communicate some way his necessities
− to form basis abilities in different activities, such as: dressing, washing, feeding etc.
− to achieve useful tasks according to his possibilities
− to form integration aptitudes in society together with other children and grown-ups

To accomplish an efficient supporting activity, personalized intervention programs, evaluation models and pedagogic support are necessary, to assure a planned, organized and performed activity.

3. Approaches to instruction and education of the liminary mental deficient people

The liminary deficient people represent the category of the mental deficient of functionality, recoverable through the adequate pedagogic "treatment". This adequacy must respect some requirements regarding the organization of a process which harmoniously combines the instructive aspects with the educative ones and with the necessary therapeutic elements. It is preferable that these children should attend special schools or special classes with little staff, in which the learning activities focus on the choice of group and individual working, according to the severity of problems and of difficulties of each child/student. The whole educational recovering process is to be

achieved on the basis of using a compensatory methodology of deficits, taking into consideration each child/student.

It is necessary that the content and methodology should be structured on the principle of individualization and difference of the teaching-learning process, according to the learning pace and speed characteristic to every child/student, of the achievement of the practical-appliable character that improve the understanding of concrete notions, on the basis of permanent stimulation and activating in all learning stages.

Therapeutic activities will be led to the balancing of the subject's affective relation with school, family, community, through differentiate psychotherapy and the settlement of an approach with mostly the compensatory pedagogy of deficits.

4. Mediated learning

One of the methods with the most efficient results which was implemented during the last decades and which obtained satisfactory results in the activity with children/students with liminary intellect is the method based on mediated learning. Mediated learning is a concept used in the didactic methodology and refers to the process of interaction between a developing subject and a competent adult who, through adapted and adequate methods, techniques and procedures, interferes to achieve a mediation between the external sources of information and child, in order to all these become accessible and efficient cognitive instruments. Feuerstein in 1970 introduced the concepts of cognitive modificability and mediated learning. *Cognitive modificability defines the individual's capacity of reshaping the acquired knowledge according to the problem-situations imposed by different unedited contexts. Measure of cognitive modificability is considered to be the indicator latent potential, not used by subjects* (after S. Szamoskosi, 1997). He stipulates that, through the process of mediated learning, applied to teachable mental disable children, great differences between the performance manifested by child and the real intellectual potential are removed. Intellectual performances could be improved through mediation of learning, activating all the stages of processing the information: input stage, elaboration stage and output stage, and, consequently, all these stages may be improved, leading to the increase of the quality of the learning act. It is important to have a mediator – pupil relationship based on mutual trust and unconditioned support from

the mediator to his/her pupil. The mediator should give the child a feeling of affective safety, of competence in task achievement determining a success oriented behaviour. Thus, the mediators entire action: educator, parent, assistant, counsellor, psychotherapist are oriented toward inducing the following aspects in a child/pupil`s mind:

- encouraging gaining autonomy in learning;
- unchaining the intellectual potential;
- promoting the usage of psychical abilities;
- encouraging a positive attitude;
- full trust in the possibility of achievement;
- improving trust in own forces;
- remediation of cognitive dysfunctions;
- awareness of weak parts and strong parts;
- activating learning.

If one wants to be successful in educating children with liminal success, it is absolutely necessary to start from the premises that cognitive change is possible to happen if one uses intervention methods that determine the child/pupil to think, to rationalize, to learn step by step and stage by stage. How can one achieve the desired results? The mediator will facilitate direct interaction between pupils and learning material, in everyday life situation, so as to make them participate directly, spontaneously and to achieve a full understanding of the material they interact with.

By means of the educators action (mediator according to Feurestein`s definition) those capacities can be formed that could not have existed otherwise. Feurestein stresses a few approaches necessary in the mediation process:

Mediating intentionality and mutualness
Intentionality takes places when due to the mediator; the child/pupil is guided to interact with an object. Mutualness involves an answer given by the subject by means of indicators that demonstrate that s/he is receptive and involved in the process.

Mediating transcendency
When mediating transparency it is necessary that the mediator acts so as the experience of mediated learning would be found in the context it took place. However the condition is to overcome its limits, widening and diversifying the mediated person`s system of needs.

Mediating meaning

When mediating meaning, the mediator has to transmit the mediated person the significance and the goal of an activity in order to achieve a proper understanding of the environment it fits in. Understanding the stimuli and their significance children/pupils can accept them as they occur.They can understand their significance without being necessary to interfere to modify them.

Mediating the feeling of competence

This type of mediations offers children/pupils confidence, contributes to making the child/pupil aware of what s/he already knows, of the path s/he has to follow, helping him/her to use properly the competences.

 Mediating behaviour rules

The mediator interferes mediating the understanding and appliance of behaviour rules in order to adjust behaviour but also out of a necessity to be conscious about self-monitoring and own behaviour adjustment.

Mediating the participation behaviour

The mediator interferes in order to mediate the participation behaviour, starting from the human being`s need to collaborate on cognitive and affective level. This aspect can be fulfilled because there is a interdependence between the mediator and mediated person.

Psychological individualizing and differentiation

The mediator is someone dedicated and trained to work with this type of children/pupils, he is aware of the differences between people. These differences are connected to experiences, abilities, behaviour, motivations, emotions so that the approach has to take all these into account.

Mediation of goal planning

The mediator by means of planned activities for these children guides them throughout the processes involved in the establishment, planning and fulfilment of these objectives, making the processes very explicit.

Mediating the interest awakening

It is common knowledge that motivation is the way one determines a person to act in a way or another. When the mediator awakens in the subject the determination and enthusiasm to face new and complex tasks we say that the interest mediation takes place. The identification of stages that lead to success provides the motivation necessary to confront future challenges.

Mediation for self change
In this case the mediator encourages the subject to be aware of his dynamic potential of and to admit its importance and value.
Mediating the individualism of optimistic alternative
This type of mediation starts from the premises which the mediators sends to the children/pupils, namely that success is likely to be achieved if they get intensely involved in the activity. The mediator is optimistic, confident and starts from the idea that s/he will be successful in everything s/he wants to achieve. This way, his/her state of mind is transferred to the mediated person.
Mediating the feeling of belonging
The human being is a social being; the most powerful feelings that guide it are those of belonging, of group filiation, of affirmation within a team, a group, a community. The wish to be loved, admired, desired, as well as the wish to give love and help are important for a human being. The mediator will do everything possible to successfully integrate children/pupils with liminar intellect in the group.

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The employment situation at national level

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Abstract: The field of employment has become of the highest importance in a Europe "which is in competition with other major economic powers". (National Observatory of Employment, Ministry of Labour 2007, p. 6). In different European documents such as the Treaty of Amsterdam (which is the basis of European legislation in the field of employment), the Council of Europe Treaty of Rome or the EC Treaty consolidated version, there are regulations on the employment problem, which shows the great significance of this domain . EU Member States, including Romania, pledged to develop a coordinated strategy for employment in order to promote a skilled and adaptable workforce and a market able to act quickly to economic change.

Keywords: employment, employment policies, unemployment.

The national employment situation, with all there is on the agenda (the number of unemployed, employment services for the development, implementation results of the national employment program) is rigorously monitored by the National Employment Agency (NEA), the central institution with responsibilities in the field of employment and social policies. All these data are recorded in the NEA report, and for 2009 the situation is presented below. During this period, finding a job is a real problem for Romanians, regardless of their training level. According to Wellan, exclusion from the labor market is the worst form of exclusion, thus the Romanian government thought of a series of measures meant to assist certain segments of the population who do not have the resources to hold a job or present a high risk of social exclusion.

Eurostat and the National Statistics Institute have conducted an extensive study to measure the informal economy and, in general, to capture the existing situation and trends in the labor market. In Romania's case, the existence of five major risks was reported (Stănculescu, 2009, p.62): working in the informal sector, working in the household (subsistence agriculture), long-term unemployment, discouraging to enter the labor market, poverty within the employed.

Studies find that women and young people aged 15-35 years are discouraged to enter the labor market because "they searched before and have not found a job" or because they think "there are no vacant jobs or they do not know where to look". Another issue is the informal sector work, carried out by 40% young people aged between 15 and 35 years. "People with a low level of education present the highest relative risk of being held in the informal sector "(ibid., p. 62). The situation is no better with the employees either: the same source shows that 4% of the employed are considering themselves as poor, though a common situation at European level. Among them, people with vocational training find themselves in the most vulnerable position, according to a study by the World Bank.

1. The attributions of the National Agency for Employment

"Romania is a European country whose labor market is regulated by a modern institutional system that promotes policies that have gradually become more and more European."(Stanculescu, cit. work, p.73). Among these institutions, with a significant role in employment is the National Employment Agency (NEA), a national public institution with legal personality which has under jurisdiction territorial agencies with legal personality, established at county level. These agencies can establish sub-units in the purpose of providing employment and training services. The NEA is responsible for the development and implementation of strategies in the field of employment and training, as well as for the social protection measures applied to the unemployed; an important goal of the county-level agencies is the institutionalization of social dialogue in the field of employment.

The agency's responsibilities include the following:
• Initiates actions and programs on issues related to employment / training / retraining;
• approves studies, forecasts, guidance and training;
• Monitors all issues related to full certification and training.

Depending on the outcome / impact that the implemented policies in the market have, the National Agency is able to reorient policies and to institute new protections in the labor market. The activities of information and documentation for the labor market takes place in all county employment agencies and has proven to be very beneficial in that processes, due to the fact that they process and organize information on the labor market, only to return them to the public in an accessible form, which contributes to the alleviation of the imbalances manifested in the labor market.

The NEATasks coordination is provided by the Administrative High Council; the county councils employment agencies for labor work in optimal conditions, so it can be said that their work is efficient and that they enjoy other social partners involved. An analysis of the NEA activity is done by taking into consideration the overall economic context that suffers changes according to demographic alteration, to the fluctuations that occur in the labor market etc.

The national unemployment trends and evolution are tracked by the Department of Market Analysis and Employment Programs within agencies, and these assessments form the basis for future programs to stimulate employment. Monitoring and coordination of the NEA is provided by the Training Directorate and the Directorate of Labour Mediation. The main actor in the process of policy implementation in the field of employment and training is the Public Employment Service which is fundamental to the development of labor market in Romania, being assisted, as mentioned before, by other national and local institutions.

The results of the strategy implemented by the NEA, as well as the programs concocted to stimulate employment and unemployment limit for 2008 and 2009, were all affected by the global economic and financial crisis.

The year 2009 saw an unprecedented economic decline but also consented an accelerated growth in the number of unemployed and a continuous rising of the unemployment rate, which greatly restricted the capabilities of the public employment service.Therefore, the implementation of employment programs fed from the labor and unemployment insurance fund , as well as the implementation of performance indicators established in commitment contracts signed with employment county agencies, are being all monitored and

coordinated by the agency. The agency has he same monitoring and coordinating role in relation to:

    • general jobs organization grants and special regional agencies for the domestic labor market;

    • programs and projects implemented with external financing in order to increase employment opportunities for persons with the agency, especially those with more difficult access to employment;

    •activities of implementing actions to integrate young people at risk of social marginalization;

    • other actions which lead to a better relationship with community agencies staff (caravans employment in rural areas and Roma communities, and developing partnerships with various bodies and institutions)

    • activities provided by the collaboration protocols / agreements / partnerships with other relevant actors in the field of employment;

    • outplacement services performed by regional structures.

    The actions and results obtained by the NEA in 2009 should be analyzed considering the manifestations in Romania of the global economic and financial crisis, since the latter months of 2008. 2009 was a year characterized by an unprecedented economic decrease, but also by the increasing number of the unemployed and the raising of the unemployment rate, which greatly restricted the capabilities of the public employment service.

In the accessed context, taking into account the results obtained through the implementation of the employment program, training plan, international projects and other likewise actions, the general conclusion may be issued according to which the NEA, which has carried out work directly influenced by the economic and financial crisis, has achieved the objectives set for the reporting year in the optimal way.

2. Unemployment situation in Romania

    The State's intervention in order to adjust the occupational sphere and reduce unemployment is made through a set of principles expressed through programs and actions designed to achieve objectives of social value. Reducing unemployment has generated a policy shift that provided qualified workforce in various fields of activity within the meaning of adult vocational training and professional reorientation. Between 1992 and1994, we were witnessing a decline in the labor rate, followed by a stunning growth in 2000-2002 from 62.1% to 63.2%.

- total   population   –   21,498.6   thousand   persons
- labor resources – 13,747.4 thousand persons(representing 63.9%   of   the   total   population   of   the   country);
- people outside the labor resources – 7,751.2 thousand people
- civil   active   population   -   9,150.4   thousand   persons
- people in training and other categories of population in working age – 4,597.0 thousand persons;
- civil population in occupied territory – 8,747.0 people;
- employees – 5,232.7 people
- other categories included in the occupied civilian population – 3,514.3 people.

Against this background, in 2009, the registered unemployment has seen an upward trend, the only year (except 1991) when unemployment has risen every month.

Late 2008 already reported effects of the manifested global crisis; it's tangible effects came from the early months of 2009, in forms of increasing unemployment rate and severe reduction in the number of job vacancies reported by employers (50% less in 2009 than the previous year).

The situation of the labor demand is facilitated by the provision of the Law No. 76/2002 according to which all employers are obliged to notify the county agency of all the vacant jobs 5 working days from their reported vacancy.

The NEA report shows that shows that the number of jobs reported in 2009 was 418.301, compared to the 646.812 in 2008. A synthesis of the main events of the labor market shows the following:

  - accelerating individual and collective redundancies
  - the increasing number of the total unemployed but also for those unpaid; (yet the share of unemployed in total unemployment had values above 50%)
  - growth of unemployment rate among both women and men;
  - layoffs in several industries have led to an increase of 278,911 in the number of people who became unemployed;
  - the areas in which they had most of the staff cuts were mainly: construction (15,243 people), manufacture of wearing apparel (8.772 people), manufacture of motor vehicles (8,246 people) and civil engineering works (5,173 people).

Global economic and financial crisis has been quickly felt in our country since late 2008: decline in economic activity continues today,

the number of unemployed is growing (in 2009, 75.8% more than in 2008), the layoff list is open etc. The report mentions an unprecedented fact after 1989, namely, the ongoing growth of unemployment since July 2008, so in December of 2009 was the 18th month of rising unemployment.

3. The results of implementing the National Programme for Employment in 2009

The annual national programs designed in the light of developments relating to employment, establish overall objectives which guide all measures and activities designed to achieve them. Insertion in the labor market is conditioned by the creation of jobs and their identification, virtually done by the county agency competition for employment. For 2009, the overall objective of the national program for employment was to set an employment basis of at least 400,000 people.

Achieving this target has been facilitated by the identification of 358,062 jobs nationwide and through the encouraging efforts made by county agencies represented by a legal framework. The NEA report for 2009 (p. 11) stipulates that the program aimed to achieve this goal in a differential manner: a *program for urban settlements* intended to increase employment and improve living conditions in this area, which came equipped with an employment base of at least 4,460 people and a program *for rural communities* which came equipped with an employment base of 4,300 people. This, as recalled in the report, is due to the regional disparities in the employment field, as well as socio - economic situation in specific areas.

Employment program implementation results for 2009 have been encouraging although they were not those expected: 304,588 people came framed of which 288.296 thanks to the effort of the county agencies and 1,080,326 people were employed because of accessing active measures employment boosting.

4. Measures employment boosting
4.1 information and professional counseling

Information and professional counseling service is like a job's antechamber, meaning that the efficiency of this service depends on the results of applying other measures of employment stimulation. Most beneficiaries of information and counseling service in county employment agencies are unemployed hospitalized, 63.19%

respectively. Of these services, provided both by the territorial employment agencies and external suppliers, 762,164 people looking for a job have directly benefited. Analyzing information and counseling activities at the national level, there is a growing number of beneficiaries in 2009 compared to 2008. By participating in information services and professional counseling, 30,581 people have attended training courses, while 4,306 people have benefited from advisory services for starting a business, from which 75,355 people have found a job (ibid., p. 22).

Information and guidance programs that follow the same objective have been implemented, namely information about the prospects of future graduates that have vacancies and offer appropriate specialization. Such a program was "From School to Professional Life and Career" within which young people have participated in individual and group information and counseling, thus aiming at increasing their employment opportunities.

4.2. Professional training

National training plan for 2009 predicted enrollment in training programs for a total of 44,000 persons of which 2,000 included the payment rates, while 42,000 were without payment service users (Ibid., p. 12); in particular, 36,378 people have received professional training, of which the vast majority being unemployed. The courses were conducted in regional training centers for adults (15,001 people granted), centers in their county for employment agencies (15,001 people) and and through authorized training providers (6,293 people).

The problem of employment for disadvantaged groups (the Roma community, the disabled, young people coming from institutions, individuals from rural areas) was addressed in the training plan which was structured according to these groups. Thus the following benefited from training courses: 775 Roma, 79 disbled, 11,940 people who perform activities in rural areas and 631 persons in detention.

4.3. Stimulating the employment for graduates of educational institutions

Labour market integration of graduates involves the use of several measures aimed at stimulating active graduates and employers also in the purpose of providing jobs for this category. In particular, the measures to which we refer are: information and advice on career,

mediation and Job Fairs for graduates. The application of these measures has resulted in the hiring of a total of 10,662 graduates. Most of them (7,057) have signed individual contracts of indefinite period without any subsidizing job.

Subsidies to employers for hiring graduates have proved highly beneficial for the purpose, since they responded positively to these challenges. A total of 2,989 university graduates have enjoyed a tax-free bonus of screening for employment for a period exceeding 12 months.

4.4. Labour mediation

The mediation services form the next stage in professional counseling and have a special meaning; the mediator will put the employee in connection with the employer, facilitating the dialogue between them. The mediation services have significant results: 239,979 people were employed, of which 169,712 people were employed on an indefinite contract.

Opened in 2005, mediation was successful in job grants; two general scholarships per year, organized for all categories of people looking for a job and any other scholarships that were required for certain categories of people (only for graduates, youth in institutions for people with disabilities, Roma and women).

Also in 2005, informative actions such as employment caravans were initiated through local agencies. They were designed to make direct information and advice available to specific groups of people inside their community, thus erasing some real obstacles such the distance or lack of information from the path of sustaining a dialogue with authorized institutions at county level. The results of these actions were: 953 Roma employees , of which 326 women. 19,412 Roma people of which 13,207 were counseled and 5,211 were entered in the database, initially participated in the caravan.

Moving caravans in rural areas had the desired effect: 2,799 visits in the country gathered 37,484 people of which 13,469 were entered in the database. 3,766 jobs for people in rural areas were identified and another 24,645 persons have been counseled. The accredited service providers made an outstanding contribution, being able, for 2009, to assist 19,633 people of which 2639 were employees.

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Good practices in the field of managerial counselling

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Abstract: The author presents the main characteristics of a good counselor in social work. The role of the counselor is to administrate the conflicts, because it is not possible to totally annihilate them without the consent and the official understanding of those who suffer after the censorship of the superego (their conscience is scolding them) or who are victims of their own inner conflicts. In general, the individual is forced to relate through the counselor, if he is taught to do it in order to produce constructive and useful ideas concerning the reference group. The intervention realized in the institutionalized environment simply determines the social actors to think again about their roles and make them functional and dynamic.Every organization needs a period of convalescence after the interventions that it endures or generates; and its members, prisoners of the common history, obligatory have to pass it in order to integrate in a free and individualized environment.
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A good counselor must achieve the following desiderates:
- will say to the chief those things with general aspect, which do not lead to through their unilateralism (accident) direct to the vulnerable person, to the reagent victim of injustice in order to be 'executed';
- is a person who manages to offer the arguments of an already taken , but yet unexpressed (not announced in public) decision;
- a person who loudly says what the manager is getting ready to say, who has a high speed of anticipation – 'is quick on the uptake of the essential';

- accepts responsibility for certain mistakes of the manager and sacrifices himself for the organization;
- is the person who is a common man when everything is all right, and 'a scapegoat' when things go wrong;
- when he identifies the success lets the laurels to the one who represents the mark product, and at the failure he will support the 'crown of thorns';
- when he proposes measures from a certain point of view, whose impact the others are going to bare, he will firstly think of what would happen if things turned against him in order not to make a way to the own professional suicide;
- when he controls, he will be able to do the proper adjustments, not generating conflicts, while the demonstrative conduct within the limits of control will not indicate anything else but weakness and the lack of trust in the own forces;
- when counseling a victim of a negative event, to the one who needs a good prophecy (the psychological assurance that tomorrow it will be better) he will show that it can be worst, and the negative experience may be a part of his life, without killing him. He addresses the conscience in order to calm it not to lynch it;
- has also authority. A counselor without authority is like an eunuch at a precious harem. He administrates without bringing profit to the group, guards, but does not create, does not take risks, does not have disciples. He has legitimacy only if he has statute authority, competency;
- has a good qualification, at least in a field of activity and can occupy any post in a hierarchy, not necessarily an official, specially destined. Even if he is a chief in a structure, he can do the counseling of the equal, first degree or intermediate managers both in the 'own yard' and, according to the dimensions of the problem and the own level of competency at a hierarchical superior level.

The one who does not succeed to prove good practices may be rather considered a spy. He is the one who talks, but does not filter, who proposes the death in agony, instead of resignation.

He will tend to gain more and more profit from every provided piece of information, maximizing his participation at the success, and

often the success will be illusory. He will be himself hardly perceptible, unseen as if this were a virtue. By these practices, he hopes to raise the capital of sympathy, the security of the post and instead of all these good actions he will experience a great falling, rarely without company.

The managerial counseling in fact represents a psycho-organizational intervention on the purpose of making the activity more efficient for the realization of the objectives and for *the administration* of conflict generated by the technical progress, the socio-political and economic alienation at the prescribed standards and by the working out of new cultural practices of the organization.

The role of the counselor is to administrate the conflicts, because it is not possible to totally annihilate them without the consent and the official understanding of those who suffer after the censorship of the superego (their conscience is scolding them) or who are victims of their own inner conflicts. The subjectivity is the most important here. Consequently, his intervention will respect *the map* of the social subject. With the same importance is the fact that a social subject, a social actor is much more different, at least from the conceptual and therapeutic point of view from a social patient.

Here is a conflict that a managerial counselor is the most frequently confronted with: on the one hand the keeping of the secret from the part of the social actor, regardless of the rank, and on the other hand the objectivity of taking into account its content when he propose solutions regarding the implied person/s. Of course I won't express here the means of gathering and capitalization of the professional information, because making a professional obligation from the gathering and managing of the others secrets it seems to be at least at first sight a sheer madness. And not even the snatching of the mystery from the significances of the messages sent by the sources of power is not a really Christian activity. Especially because it involves power of seduction/manipulation, tendency of violent reaction as an effect of dispossession and of the catching red-handed, situation uncovered in the validation process. So there appear all kinds of frictions. Yet we do not talk about a statute that must not be nationalized because of the fear that the social position and the personal integrity of the counselor are threatened. On the contrary. This means that he must prepare himself much more, train himself, manipulate, proclaim the advantages of the psychological war (as an ultimate form of solving the conflicts), in order to study the strategy and tactics of the belligerents. The analysis of the

products of the activity is, among others, a sufficiently used mean of knowledge. The most serious problem in the in the bureaucratic institutions is not the models, but the imposing of a unique model which, most of the times constraint the majority to submit to the minority. If the individual is there because he had no choice, being enlisted because of and by specific situations, than he will be reproached with being there at that certain time (see the activity of the delinquent gang) as a consequence of his choice. If we talk about sanitary units like hospitals, it can be invoked to the patients the idea that he can deliberate between a constrained life and death. If we have as a reference environment the school, the boarding schools than this attitude is motivated unto the students by the fact that they enjoy the advantage of learning and of a respected right that requires order and discipline, consequently unconditioned submission. *The bigger the constraint, the most the imposed beliefs must become interiorized and converted into pro-social behaviors.* In order that the things happen like this, an initiation ceremony like the faith oath must be passed; the mealtime, the hours of studying and the bedtime being rigorously respected. Let's not forget that in the time of the single party everybody endured the ritual of the 'soimii patriei'('hawks of the nation'), of the 'pionieri' ('pioneers'), the one of joining the communist youth and of the party militant workers, as important as it seems to be hilarious we supported the ritual of the queue. Every day in any institution, especially in those bureaucratic involves its own ritual. Is it ever possible for a meeting to elude the ritual of the minutes? To avoid the ritual is the same thing with segregating from the community life. Which is, of course impossible. Even in the personal life, the human has rituals. We mention the 18th anniversary party, often watching TV informative programs, the weddings, the burials etc.

In general, the individual is forced to relate through the counselor, if he is taught to do it in order to produce constructive and useful ideas concerning the reference group.

Even from the relationships that are constituted in a group: cooperation, competition and conflict, by analyzing them apart from each other we could not fail to notice that the first two include the genetic code of the third one, and only the purpose differentiate them and determine the split of the group in the last case. Due to the divergent interests, from simple members of a group they become *enemies* who do not cooperate and who desire something else for themselves. In organizations, those

with a high statute prefer not to change anything. If these *have ruled* for a long time and have already exposed their point of view, they want to also try something else. If they are new installed, they will try to do everything on their own image. In the case of repeated failures, people being frustrated from the exertion of any majority influence will try to impose the so-called competition, seeing their competitor strongly threatening their position. Most of the times, a certain type of adaptable, not conflict behavior is mimed. The individual will do exactly and in time every task and will stop as long as possible the influences exerted by the imposed factors. When he will have the chance, when the factor of contamination will be affected by any problem and his vigilance will be reduced, surely the till then obedient one will leave off his role and will launch an attack, showing his true bad habit. Strong people, being even bearers of cultural capital (diplomas gained by preparation, prizes, medals etc.) will bear the constraints of those in reality inadaptable, envious persons and weak in the power of influence. We won't try to find the extenuating circumstances for such a behavior, because at the end we find them in the past filled with frustrations and without managerial experience. The law that the decision making persons, the managers, the leaders endure is a punitive one: *The mistake is forbidden in this organization*. Even in the family things will happen the same way. The more someone will hold on as a bearer of priceless values, the most contested his quality as a supplier will be.

The managerial counselor will unfortunately have the same fate because he is assimilate to the peace makers. To him it will be attributed the fulfillment of the most burning hopes. *He is the last weapon of the defeated ones and the last word of the conquerors*. If he has personal problems, he will have to hide them as much as possible. He cannot be a human anymore, because the phantasms of the group have already decided for him the fate of the instruments.

The true gains are not realized, as it could be thought on the battlefield. The nowadays bureaucratic organizations carry on the most important activity behind the scenes. The education of the members and the customary law do not allow them to attack directly. The only preoccupation looks like the hunting that once took place in the primitive tribes, because there is seen in fact the instinctive, pulsating, unconscious side of the human being. That's why nobody accepts defeat. Everybody survives in a way or another. The effects belong to a

world of phantasms which attack, haunt and so traumatize the defeated ones.

At the managers centered on competitive relations, the crises are always accompanied by panic attacks. Because they do not have information, competence, they also do not have the general perspective. Their excuse will be that the system made use of them. Not having success and implicitly self-esteem, they will manipulate instead of leading, they will tell the employees that due to their managerial skills they have a job. The fear of not losing control is directly proportional to the infantile processing of information, without cognitive and intellectual processing. The discretionary politics that some of them will approach is in their mind the result of an act of generosity, of a special relation with the Divinity which anointed them as leaders. Even from the first contact with such a prototype, which unfortunately cannot be found everywhere he will say: *'You must forget everything. I do not know what you know, but what you need to know we will teach you.'* This is while almost every common man tends to elude the law of generalization, the quantitative, statistical categories. His way of thinking is: *I am different than you think/know I am.*

The conclusion of armistices, agreements is not always a condition that brings comfort. The defeated ones will blame the regime, rarely assuming a part of the guilt. Also true is the fact that the regime does not represent a peace-making, moral, pure and perfect instance.

'To intervene is not only to change the way in which individuals carry on the reciprocal rapports and the interactions, but also to upset the boundaries of imaginary territories, of the inner representations of values which give sense to the conduct and which allow the evaluation of practices' (Jean Claude Rouchy – The problem of intervention')

The intervention realized in the institutionalized environment simply determines the social actors to think again about their roles and make them functional and dynamic.

Every organization needs a period of convalescence after the interventions that it endures or generates; and its members, prisoners of the common history, obligatory have to pass it in order to integrate in a free and individualized environment.

The power of an organization comes from the authority and legitimacy of the organizational roles that it creates and distributes to its members. The distribution of the important roles to the tested actors will generate dissatisfaction, chaos, a hideous spectacle, the

unsettlement of values ant in the end disgust. So the authority of an institution which creates and sustains the emotional security of its members must rely on competences, the specialization of roles and the legitimate counselors.

What individualizes the social work profession from the others is the indissoluble connection with the morality of those practicing it. The respect for law and order, as well as the imposing of their observance cannot be realized but with the employees with an upright character, being animated by the courage of fighting for the uncoveringof those extremely intelligent but without character who dilapidate, sometimes kill, another time they rob or take bribe. The professional activity implies performance, because the lack of reaction and the delay may lead to chain most unwanted effects to which is undoubtedly added the demon in mass-media. The lack of professionalism may also lead to the illusion that the institution is corrupted and not to the conclusion that X or Y is incompetent.

The performance of the specialist, besides the skills and knowledge that he has is based on his integrity, honesty and sincerity and finally on his behavior on both professional and extraprofessional level.

In order to fulfill its attributes, the institution needs candidates and personnel with a positive motivation, a good education, capacity of adaptation and an upright character.

The rules of conduct imposed by the institution to the subordinated personnel must fulfill the space between the legal regulations and the central values. In order to demonstrate professionalism, the specialist must:

- know and apply the specific legislation;
- permanently improve the general and specialized preparation;
- commit himself to work in the advantage of the beneficiary;
- have team relationship and monitor in a friendly way the behavior of those who depart from the rules of conduct of the profession and institution;
- be aware of the partnership of the other teammates;
- avoid the excessive emotional involvement;
- prove equidistance and impartiality in the relationship with the citizen and the profession mates;
- give respect to the citizens without discrimination.

Project of action

Institutional characteristics: the description of the operative situation, the work climate based on studies, research, annual schooling amount which will be enclosed to the project, managerial characteristics etc.

Main objectives.

Concrete actions (will be derived from objectives) – next to each action will be presented the work sequence/time frequency – period of time -, those who decide and those who are responsible – within the framework of the own institution or another institutions, in the case of some concluded protocols, the human and financial resources, own forces, of support or/and cooperation, means used, the legal base of reference etc.

The contemplated results (are put down at the planning of the project) and the real, concrete effects (simultaneously with the action development and at the end of it), the main risks which determine certain types of vulnerability and the ways of counterpoise (negative evolutions at a sub regional level, migration, certain elements of inciting to extremism, limitation of some resources), the taking into account of the extreme challenges that amplify the risk, the economical instability, the reduced reaction to answer to the risk.

Conclusions and recommendations. Some actions can be rescheduled, if from the enlisted reasons as justification, they couldn't be realized at optimum parameters, the others will be in full development, producing effects even after the ending of the analysis report.

Even if everybody controls, no one is really in control

In order to see if someone leads in a bad way, we do not have to search for evidences in the documents, in the papers that he signs. A real manager (clever) won't justify his wrongdoings by papers, but on the contrary he will destroy them. Many times, the leading by delegation was in fact an umbrella to hide under or to pass responsibility, a way of *keeping the bomb in his arms*. In which way a counselor is able to become an invincible weapon, a shield against all kind of strokes? A counselor is first of all an accomplice, a *right hand* of the big rulers. Practices of recent Eastern inspiration prove that the 'cutting of the hand' is a frequently used, not at all painful solution, especially because we work with symbols. My dissertation in the favor of the managerial

counselor or of the organizational intervenient is based on the desire to correct a serious error of attribution that every novice meets and which is more and more unwholesome at the level of an organization. Many counselors were regarded as a heartless shadow of the manager, a shadow that exists as long as he is on the post and is obeyed by the others. Being aware of the ephemerally, they totally dedicated themselves to the ones by who they were bound by the organizational statute. In fact, a counselor, as any other specialist, should gain as much symbolic capital and emotional power as possible, because he connection of the leader with the real world, which should be successfully represented. The flux of power should be reversible, not only from the manager to the 'inferior ones', but also in reverse order, receiving at the same time additional value, because a good counselor is not a copier which multiplies what he is told, but filters, clarifies, solves. The counselor has an own purpose, a role very well established. He is not just an influent person who waits to be convinced in order to convince at his own turn and is not a worshipper except he has no character. An unhappy situation is the one of a manager who got up a blind alley and who instead of having the *best second thoughts*; he has resentments and a drunkenness of power, which make him see things in a distorted way. Trying to present either a personal story in which he plays 'The Magical Hero' or presenting what he would have done if he had had a greater function he makes you to be very sorry for him. Of course he does not realize that in fact, by his way of seeing the world he externalizes his own unnatural lack of authority. Another kind of out-dated counselor is the one who comes from the hardly climbing of the hierarchy, with his head full of bumps (any kind of frustrations, refusals, humiliations endured), who at his turn 'strikes the iron while it is hot', in other words he is the prolific bureaucrat, showing off the muscles as visible as possible and as compelling as possible, being known the fact that the excess of explanations predispose to long-term reparations. What the others say or do seems an apery to him. But what he does is sheer magic, especially if this takes place in totally quietude, behind the closed doors, in privacy. For him the label 'professional secret' put on the tables that he completes or the reading grid of the reality is a weapon that that fits him perfectly, because at least from this point of view they won't rest in the garbage can. The counselor must be an informal leader, rather disposing of an amount of practical abilities and an accessible language than of simple information read from books.

A too specialized language of the counselor in the approach of a problem related to the chief will lead to his identification, uncovering, while an unspecialized language to the camouflage of the quality. *Because the world of the subordinates became more and more prescriptive concerning the image of a manager, in order to remain empowered you need counselors to make you complete.* Now the authority is not recognized anymore when the leader cannot mobilize the whole system of values of the individual. He does not surprise anymore because of the multitude of alternatives of acting and of the image. Maybe God let us lacking in order to need one another. And we, those who hang on to the posts, operating with constraints, abnegation or other frustrations will tend to ask from the others, with a pressure worth for the Guinness Book, everything that we consider we deserve or everything that we willingly left. So we recognize that the vulnerability makes us available. If we were naturally strong, the social relationships would not have such a necessary binder. Our interest in establishing new relationships would not exist anymore. The feeling of self-sufficiency which temporary controls us, almost invariably makes us contest the various forms of authority. The power field is a battlefield. Conflicts have the great merit of revealing a single winner, and we are more interested in **who** wins than in what the apple of discord consists in, in other words **what** he wins.

For a long time the Maslow's Pyramid was invoked in organizations as a source of blackmail, in order to offer to their members much more chances, fulfilling one by one each level to determine the creativity. But still a person has the creative potential that he wants to prove only depending on the intellectual potential, not on the satisfaction of some basic needs, how much he eats, sleeps or love. The willingness has in all the cases a propulsive function, of fixing the 'engines' in the sense of overcoming the obstacles and reaching the conscious goals, settled by a constant effort. Consequently, a need once satisfied won't unconditionally determine the passing to a superior level. The flux of needs is reversible.

As an organizational witness, the counselor must put a real mirror in front of those who do not have anymore any better thing to do than watching and approbate the others, and his activity of investigating the reference environment must not be mistaken for the proper control. A certain experience gained in a previous period of time won't be enough in order to know exactly what effects certain strategic decisions

will generate and in which way these will reach the target or not. The great advisers from history were bringing with elaborate words peace messages, while their main preoccupation was the addressee fate. But nowadays in many institutions it is talking about enough situations in which the investigations seem to be centered only on the 'I come to so that you bow before me' communication. The lines marked on the notched stick that they verify and that show the obligations demonstrate only from the psychological point of view the superiority, because the bigger the duty is, the most humiliated the 'bumpkin' is. Using with extraordinary skill the technique of taunting remarks, the 'peace' investigator does not always also pursue the procedures, the alternatives of acting, more exactly why the plan B (unwritten) was preferred to the plan A (approved). Let us not forget that an operative institution will have to adapt by walking some mechanisms, to give up some plans in the favor of the others. And this is because we do not work with ideal situations and unlimited resources as in laboratory situations (hypothetical, as it should be). Unfortunately, conformism (the correspondence with the initial plan, tested) is much more investigated and individual initiative solutions are less searched for. Although at the majority of the infractions the favorable conditions, the extenuating circumstances or the intention are investigated, in the framework of the managerial investigation the context is usually ignored. Direction adjustments are rarely used by those who verify. That's why the investigation seems to be so centered on the subject, (who is guilty, why was he wrong, whom disobeyed he) so that the interest for what else did X do contrary to the previous prescriptions almost totally disappears. And then, was the action which didn't yield the bankable results wrongly planned or put into practice? Does it provoked devastating effects for the organization or it has just hurt somebody's pride? Were our inspectors instructed for what they do, do they know what they are inspecting; do they have compatible experience and capacity to propose adapted measures? Sometimes if they are very young or they are lacking in informational authority they can exaggerate things, making the chiefs, by their personal approach more vulnerable and they will have 'blindly' (of good faith) to approve measures of correction of an 'out of context' reality. As a result of the sealing, the adjustments will become 'letter of the law' for the investigated ones. At their turn, do the ones that are evaluated have alternatives, do they find solutions to their problems or are they definitively silenced? The simple summing up of some

mistakes of little significance does not denote a special vigilance of the investigators, nor an uncommon intelligence (legitimate superiority). A pupil with the lesson not learned is not stupid, but often his inactivity is an effect of the fact that the teacher didn't teach properly or what he taught has not a practical value anymore, knowing the pragmatic orientation of the human behavior (the memory is stocking only what the brain thinks is useful). The reality demonstrates that sometimes the investigation is an industry with independent managerial functions, in other words it has prevision and planning, organization, coordination, and paradoxically even examination. But 'the examination of examinations' is in fact a statistic comparison of terms, a risk analysis in the most positive case, and lesser it has a side of examining the utility of action that is undertaken in rapport with the costs, implicitly those psychological. Paradoxically, *the beheading* of the chiefs after the investigations does not resolve the situation, but realizes an even greater destabilization, taking into account the fact that in public order institutions every step must be approved, sanctioned, supervised and reported to a chief.

Only the one who knows to put to the reality an adequate grid of correction has the legitimacy in investigation. When this is from 'another, usually better world', it has all the chances to mistake even essentially things, as the relationship of dependency chief – subordinated, so much necessary to the realization of the objectives. The lack of stability on the post is rather a supplementary risk than a sign of exactingness in evaluation or of incompetence.

An important factor that a counselor must take under control is the administration of the careers. Of course, many consider the career a privilege of those from the department of human resources. But these are rather preoccupied by the securing of the premises necessary to the success, being extremely prudent in offering a guarantee for a post or function. But having a clever mind is not the same thing with having success. Many times those with an upper level intellect are non-conformists, disturb, and want to understand everything before acting. They do not want necessarily to control the chief, even if it seems to be like this at the first sight, but they want to participate in a conscious, reasonable way to action, to know the coordinates of their liberty of moving. Otherwise, the thinking also has a critical function, not in the sense of constantly saying: no, but in the sense of validation of the operations.

On the other hand, I think that even if at the level of strategies, plans and programs we have a very constructive thinking, immediately identifying the viable and necessary objectives, at the level of evaluation I am of the opinion that we are still deficient. Even the division of the posts in only two categories: operatives and not (even if the classification exists in all the similar European structures) it can be another source of discontentment, considering the fact that the separation between them is extremely permeable and fragile. And this is increased by the fact that those who are not operative are regarded as spare variants of the operative ones. But from the operative point of view the perspective is heartening. But in the last period of time the specialized forms of intervention were so much diversified so that it is hardly probable to be good at everything. As even in non operative domains, for example in managing a mass-media crisis or operating with the personnel sheets, we cannot say that we are good. Moreover, the obligation of each of them of being evaluates at physical preparation according to the age, or the obligation of being evaluated at the precision with which they shoot at an objective (usually a cardboard that you are not afraid of and which does not endanger your quality as a shooter) does not represent a relevant criteria for the one who must carry out strategies for example, or for the one who must realize the balance sheet. Maybe some will think that if they must not shoot, than the additions should diminish because the level of professional risks is lower. We must not forget that even the risks diversified, and when you work in an office, the armed conflict may be the least probable. But there is a series of another risks than impose preparation and special training to attenuate them. For example, the informatics viruses may affect the institutional capacity of reaction, because it seems almost impossible to do tables with real data, so to be a bureaucrat, to justify yourself or to have a real perspective on every kind of resources if the data is inoperable. We not even talk about the psychological risks. They are more and more present and diversified and it is extremely difficult to fight against them with the weapons from endowment or to run as fast as possible out of their way. Each sub domain should have a special diagnosis concerning what it has, what could happen to it if certain parameters are kept and how should it react in situations of risk and ambiguity. Nowadays, *the problem with the hardest solution is the fact that everyone tends to maximize the importance of his function, of his role in the organization, while the others' insufficiently known and*

uninteresting things occupy secondary places. The obtaining of a very good result at shooting, physical preparation and another evaluated aspects will create the legitimacy or *running* for a greater function, instead of offering a real feed-back and of imposing a better specialization on a certain field. On the idea of fighting the corruption, the changing of the functions, but the consequence is the live demonstration that anyway we do not succeed in making performance. The level of personal aptitudes and the character do not allow us to choose from a bunch of roles. The high level of the theoretical preparation only shows us that someone can face a different solicitation but not that he is 'good at everything'. Otherwise, the pedagogy of the persons with high aptitudes brings serious arguments in the favor of the one-sidedness of success, and the psychological involvement derived from the fact that we like what we chose to do, lead at superior results.

The evaluation should have the capacity of prediction. We won't have to appreciate by marks and characterizations all the pieces of information that we provide, but only those pieces of information that have a practical value for the function that we evaluate.

Besides the predictability, the evaluation should offer conditions of validity and fidelity. More exactly, if we administer the same the same examination (test) in a pre-established period of time, the evaluated one should obtain the same result, while the items of work (the content of the subject, the problem to solve) will have to really measure what they pretend to measure. On the contrary, our tests do not reflect the fact that X is good for a post, but maybe just the fact that he has an accurate short-term memory. For the 9 and 10 marks it is not necessary just to understand and choose a right variant, but also to think, in fact to use all the brain operations, not only storage and validation of the pieces of information that matches with the evaluator's request. If the evaluation includes expert echelons (senior personnel, officers with superior functions), the method of analyzing the products of activity (the elaboration of projects, plans and situational adapted measures) could successfully replace the classic test, on the account of the fact that it simultaneously reaches two objectives. The first is the one of ensuring a formative support, by validating competences from the area of responsibility proper to the evaluated one, and the second one is of realization of a performing participative management. Of course the selection of the personnel for employment could spare the candidate from the torment of elaborating with personal idea of an answer at a

created race, but only if the employer is contented with the amount of the pre-established indicators.

In the cases in which an employee wants to develop the career on the other level than the one for which he was appreciated, marked, he will have to benefit of another different evaluation, even if the solicited function is paid for in the same way as the one which is occupied. At least this should be moral to the institution. Neither the passing from an operative function to a non-operative one (usually more poorly remunerated) should not be realized by an approximation and an implied permissively, because for the other post are necessary another acquaintances, it is another mechanism of fulfilling the tasks, and 'the catching while walking', the learning with models (watching and doing, empirical) is a risk, uncovered for the most of times.

Starting with the idea that the retribution is 'the monetary expression of the value of the accomplished labor', I consider that we do not have enough elements yet in order to define a right price in accordance with the carried on professional activity. Maybe the physical removal of the social danger has a greater value than the prevention of conflicts, of the direct attack. The effort of the non-operative worker will probably be the same consistent with the operative one, if the non-operative one conceives a more rigorous plan, after studying compatible practices and prevents the committing of an offence. The growing of the professional risks will be directly proportional with the cultural decline observed by the community in which the policeman intervenes. From the psychological point of view, we will be more impressed by the using of the guns, than by anything else. We will always be preoccupied by not compromising the corporal integrity or life; we will want to exclude the probability of committing a deadly sin (the provoking of a death causing injury – moral fear) and we will tend to outbid the importance of missions in which the usage of 'shooting' is imminent (by the relation of identification). But still the one who has a gun for defending himself in need, is much more advantaged than the one who thinks that for the reestablishing of order he needs just to have courage. Many psychologists were threatened by mates, who were in situations of professional difficulty/incompatibility, to whom they have monitored the behavior sanctioned by the group regulations, in order not to propose radical measures. The persons with paranoid tendencies resulting from the confrontation of the own needs with the limited offer of the socio-professional environment, due to the accumulation of some

hard to bear frustrations, will always want to satisfy their desires by themselves. If the psychologist – morose, with not such a long seniority, and women dares to be an obstacle on the way of professional evolution of such a personage, he will bitterly regret. Everything depends on imagination, and this, at the atypical ones is not at all little.

On the other hand, the negotiation, as an intermediary method of 'catching the offenders' will be assimilated to 'charming', happening, weakness of the offenders. The cases of catching of some offenders who committed robberies are much more mediated policeman who succeed in bringing back a stolen good being really glorified by the citizens, and implicitly by mass-media, while the cases of finding some offences of money-laundering, generate a short-term psychological effect. This is because on the first case, the offenders usually use force, which frighten the dispossessed one, and in the last case, 'the damaged part' being the state, a collective subject, the psychological echo is less sounding. The result is not interpreted only by the fact that the ones who daily met the death, provoking it on many ways have a work of superior value, the effort, the motivation for success, the efficaciousness and the level of capability (the intelligence is also a capacity) being at a superior level of development. I dare to consider lose of dignity, humiliation, with contaminant effects for the institution where they belong (implicitly for the state authority due to the profile of activity of the institution) equivalent risks, because the mere 'vegetation' does not signify everything on the way of human formation. That's why, the battle for national/professional dignity regardless of form and way of affirmation should be considered a superior work and of superior value, even if it apparently is a non-operative one.

I think that the authority of an institution derives from the level of functional authority of the bearers of symbols (value-competences of action), of its members, and the quota of participation at the rising of the level of authority should be appreciated in compatible terms. The role of counseling in evaluation is paramount, but only if we relate to some right standards, in accordance with which the hierarchy would be legitimated, concerning the personnel, the achieved targets, the level of resources ant the used methods. So we conclude by emphasizing the necessity of the specialized diagnosis in institutions of public order and national security from a multi-disciplinary perspective. Only as a team we can avoid the subjective, sometimes sentimental estimations, and the managerial counseling may get a practical value and validity in time.

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The ecologic education and the forming of citizenship

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Abstract:
In the contemporary education context more than the recognized educational institutions, the ecologic education is realized in the family and with the help of informal educational factors, such as mass-media. But, we appreciate that the school role is not to be neglected. The analysis of the ecologic education problematic and the identification of its big meditation themes led to the realization – in the educational plan – of some specific responses by enhancing the "new educations" or of some new types of methods and contents. The education in the spirit of love for nature constituted a permanent preoccupation in the government programs , in the social organization and development programs till were differentiated and individualized the self-conscious attributes of the human communities
Keywords: ecologic education, "new educations", love for nature, educator and educated, nature, society, community

Formal premise

The ecologic education became a basic principle in the learning plans beginning with 1982, in Germany. The contemporary education, at all the levels, disposes by a lot of materials to understand the fact that the man is not only a disaster instigator but also a victim of them. As Schaub and Zenke (2001) show, the ecologic education is a general principle, but a one valuable also for each object, in the frame of approaching different themes. In the general projects for children, adolescents and adults ecologic education are involved scientific, technical and social disciplines, but also the religion, the arts and the languages. And this, because the modern world problematic prove more and more pregnant that the most efficacy solutions cannot be find by sequential and plotted approaches and commitment, but it is necessary an unitary vision as an entire to study and separate the more efficient

means to solve the big problems with which the humankinds is confronted. The explanation and understanding of   the ecologic education notions are necessary for the taking into account of the esthetic of natural aspects and of the moral responsibility.

Who make the ecologic education? The educational agent is the one who, directly or indirectly, influences in an intentional way a person in a given direction, to induce a certain change or modification. In the contemporary education context more than the recognized educational institutions, the ecologic education is realized in the family and with the help of informal educational factors, such as mass-media. But, we appreciate that the school role is not to be neglected.

Our interrogation regarding the ecologic education agents, supposes that the modification which will take place by the accomplishment of its objectives, has as a reference point the ecologic behavior or, in some cases, the moral and ethics principles. Of course, we cannot speak about learning disciplines which has as study object the ecology. But, even in the first phases of the learning process – the kindergarten and the primary school – a well trained teacher will take into account the importance, the aims and the objectives of ecologic learning.

How is made the ecologic education? It is necessary, in this context, a statement: when it is spoken about the school task, in general, so that it functions today, the school is regarded as an institution which has as major aim the information and, maybe, the intellectual education. Searching, further, an identification of the ecologic education agent in the school world, we stop, inevitable, at the two main characters who unfold their roles in the instructional script: the teacher and the student. The analysis of the ecologic education problematic and the identification of its big meditation themes led to the realization – in the educational plan – of some specific responses by enhancing the "new educations" or of some new types of methods and contents.

As practical modalities of "new educations" introduction there are mentioned three possibilities: the introduction of new disciplines, the creation of new modules in the frame of traditional disciplines and the infusion with messages that belong to the new contents in the "classic disciplines". We consider that the last two modalities will be adequate for the ecologic education, which refers first of all, to the forming of adequate behaviors for the ecologic issues.

The love for nature and "the good citizen"

The education in the spirit of love for nature constituted a permanent preoccupation in the government programs , in the social organization and development programs till were differentiated and individualized the self-conscious attributes of the human communities. Although, its contents and objectives were continuously modified in the same time with the diversification and the development of the social life complexity degree, the practical finality remained the same: *the forming and preparing of the young generation for a good adaptation and integration to the physical environment in the system of requirements and values of the community at a certain time.* That is why the more stable determination of the education objectives in the spirit of love for nature was and continue to be the knowledge and cultivation of positive affective states towards its beauty and riches. To act according to this objectives is part from the characteristics by which is defined the notion – so frequent meet in the education aims – of "good citizen"

But the significance of this expression will differ in time, in function of the criterion and the values decrease impose by the politic and ideological options and determinants. From this point of view it appears to be extremely significant and eloquent the difference between the sense of the expression "good citizen" has in a society based on the authoritarian-totalitarian principles and the sense obtained in a society based on the pluralism and democracy norms and dogma. In the first case, to be a "good citizen" means to obey unconditioned and to act strictly in conformity with an ideological norms and dogma system imposed from the top and to accept as infallible any decisions and directives given by the power politic center. In the second case, to be a "good citizen" to know and exert your own rights as well as you can, to have initiative and to undertake actions on your own count, actions which can improve the progress of life in community according to the ecologic education values and to assume responsibilities and obligations which could support the satisfaction of the material and social general needs.

From that becomes evident the difference in the way of programs conceiving and projecting and of cultivating of the living spirits of love for nature in both cases. In a totalitarian system this objective realization process will unfold after the schema: <information – fixation – unconditioned acceptance – conformity/execution> .The individual appears as a simple receiver of external influences, behaving

as a docile robot questioning not for a moment on the things that he is ask to do. Contrary, in the democratic system, the individual is regarded as an active, free and critic subject being formed and oriented to understand, to interpret and to evaluate any educational influence, to become capable to make options knowing about it is question and to participate in function of his power and knowledge to the conservation and development of the material and spiritual patrimony of the community.

Under the methodic and pedagogic aspect the school task appears more simplify and easer in the first case than in the second one. Indeed, in the first case, the educator has a more formal role to force the enrolling of the child behavior in the limits of some precise coordinates on the base of some canonic rules and principles already done. In the second case, the educator has a more complex task: in the first place he offers to the child the possibility to form an adequate and critic-objective image about the heterogeneity and complexity of social life, about the plurality of chosen-evaluate opinions and criteria in the field of spiritual events and manifestations. Than, by differentiated activities and proceedings, of theoretic and practice order, he must assures the forming and consolidation of some psycho-behavioral structures and mechanisms which could permit an independent orientation socially compatible with the multitude of the concrete life situations.

Communism and post-communism

In the communist regime the civic education content was limited to the learning and unconditioned respect of the communist ideological dogma and of the famous Cod of

socialist ethic and equity. In the present we follow the consolidation/development of a democratic pluralistic society, which could respect, among others, the protection norms of ecologic environment. As a result, the cultivation of love for nature must be re-think, theoretical and practical, on new coordinates.

First we must put in its normal integrality the notion sphere of ecologic education, reduced by the communist regime to the party ideological education. Secondly, it is imposed very stringent to make some serious and systematic researches to stand out and identify the psycho-cognitive, motivational, affective, volitional and attitudinal behaviors in the structure of civic personality, the relations between them, in a way in which they can become an interior guide for orienting/regulate of ecologic behavior of the individual citizen.

Referring directly to the establishment of some optimal reports between permissively and interdiction, between aspiration and reality, between temptation and abstinence, between rights and obligations between the individual and social motivation, the cultivation of love for nature – as a premise of ecologic education, involves the personality at its superior levels psychological individual and psycho-social.

The primary school is an essential link of learning system which enter in function on this field, having a central role in the development of patterns which will mark the entire future dynamic of the individual behavior. From this point of view, the first four years of school, have the same importance for the ecologic behavior modeling, as the seven years of home education.

Formal and informal in pro-ecology

Regarding the problematic of the contemporary world in which the concepts of "money", "efficiency" and "pragmatism" become key concepts to describe it, it is more and more important how "we look" at the nature and how we enter in the nature. And this, because it is more and more clear that the contemporary stress and the big metropolis are the causes of the multitude of psychic diseases and, in consequence, sources of the human unhappiness.

The love for nature cannot be resumed to a declaration, no meter how   fervent it is. One of the main attribution of the educator, even its real role, is to make the child or the pupil to see what it must be seen, to see more and understand more.

We all knew that the nature is the only familiar environment for the human being, in which he can work and live. The alive nature, the contact with the living creatures is an indispensable condition to maintain the nervous and mental tonality which is necessary to the men health. Today, more than in any other time, the man feels the need to go into the nature. Prisoner of the city, the man learns again to discover the nature in its various impersonating ideas of harmony and perfection. Moreover, its energy spreads around in many shapes, colors and nuances. That's why the artists were always attracted by the nature. Many scientists, artists or writers mentioned in an undying way the charm of the nature and their love for the nature. There are many immortal texts which mention the beauty and the magic of the nature.

The nature is not and could not be the property of some one. It is and must be, in equal measure, the property of all: our property, those who have the chance to live now, and the property of the future

generations, our successors.   This fact was mentioned very exactly and clear by a Sioux chief, Seattle, when the United States Government tried to buy the lands of the red skins.

The main question which appears, referring to the ecologic education in school, is if it is better to form or inform? The complex reality imposes an adequate answer.

We live, evidently, in the era of informational explosion. The press, the radio, the television permit not only the symbols transmission from individual to individual, but also a rapid communication of the same message, from an emission center to a very large number of persons, sometime an immense one. Practically, at the end of each day, the modern man disposes of the balance sheet of the entire planetary existence. Almost from every point of the country, of the continent or of the earth you can have in the same day images – static or mobile – or you can learn about a multitude of facts and events.

We live in an informational universe, totally new, which have consequences, influences and repercussions on the educational process. In our days, the pupils unfold their activity in an informational environment, quite different from the adult generation. They are in a new situation in which the quantity, but especially the quality of information and their variety oscillate around the educated subject. In this conditions we cannot take into account the degree in which the informational means developed, changing substantially the perception field *from the class* (through the manuals), *outside the class* (through mass-media systems).

 But the extra-school information ensemble – gained in another way than the school information – have sometimes a very negative charge, being received a distorted reality, incomplete reality which because is not understand can become a stressing one. Here, intervenes, once again, the role and the mission of the educator: to realize an adequate selection of information and direct the subjects to the good information for their age and their development.

In spite of the extraordinary spread of the audio-visual – and in some measure of its spectacular aspects and its efficiency – I consider, that today, and maybe for another period of time, more or less longer, the information obtained by riding, first in the manuals remains the first condition of knowing. To refuse this first phase of knowing means to get out from the values competition or from the future hierarchies.

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Social identity in the process of European integration European recognition of the performance and competence of romanian doctors

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Abstract: This theoretical article wants to shed a light upon a few concepts such as: *identity, social identity, European identity, European integration, professional competence and performance concerning the medical act and last but not least social mobility.*

Evaluating the theoretical classifications we will open to debate the recognition of Romanian doctors throughout Europe. Their competence and performance is also materialized in the big request of Romanian doctors in the countries of the European Union. We will also analyze the situation of the Romanian doctors, who chose to leave for the EU countries mostly because of the following reasons: the lack of a motivational salary in their home country, inappropriate work conditions, the lack of a professional perspective and the socio-economical context in Romania. All these aspects speaks against the professional development of an individual.

Our goal is to offer a few answers to the big questions that lay ahead of those who define the coordinates of European integration, performance and professional competence in the medical system and thus build a part of today's Europe.

Keywords: social identity, European identity, European integration, competence, performance, mobility, Romanian health-care system.

Building an identity

People are aware of themselves. The way they see themselves has a major influence on the way they feel and the way they act. Philosophers, psychologists and sociologists have tried to draw a few answers to a

fundamental question: who are we? This is the background upon which the concept of identity emerges in the social scene.

Identity has always proved itself to be an ambiguous concept, impossible to explain by a sole definition. Judging by the fact that identity is a deeply historically charged concept, we notice that its definitions are often contextual. Starting from the ideas of the German philosopher Martin Heidegger (*apud* Gavreliuc, 2002), presented in the well known identity conference by M. Lazurca in 1999 (*apud* Gavreliuc, 2003), the author describes the mechanism of identity's structure. The initial definition of identity states that „the principle of identity is represented as follows: A=A". To this definition there will be added an important element: mediation, meaning that in order to be identical to oneself, one must appeal to mediation.

Identity is a polymorphous concept, which is mentioned not only in scientific studies, but also in everyday, common-sense interaction. Starting with Heraclites statement, according to which you cannot bathe twice in the same river, to Rimbaud's aphorism „I is another" we understand, that identity is born as a consequence of the confrontation between the same and the other, between similitude and alterity. The Self can only understand itself as opposed to another. This structure lays at the core of verbal interaction, where „I" and „You" lay across from another and vice versa.(Výrost, J., Slameník, I.1998). The reciprocity in the relationship between „Me" and „You" is nothing but one of the elements that have to be taken into consideration when constructing an identity. The alterity is at the same time the condition and the instrument of identity-generating dynamics.

Identity combines permanence and change. Some features are stable and others can change during the existence of an individual. Part of our identity ist given by our character. It is that stable part, that represents a large range of interest for many psychologists. Thus R. Le Senne and G. Berger define character very succinct as „a permanent scheme of dispositions, which constitute a mental structure" (*apud* Doron, Parot, 1991, p.122) and there is a larger meaning, according to which the stable part of the identity is perceived as „a manner in which the person exploits his congenital background and specifies it" (*apud* Doron, Parot, 1991, p.122). The elements that change during a lifetime are those that change according to the projects the individual engages in. Thus permanence metamorphoses into loyalty and fidelity towards the taken commitments, into maintaining the word one gives to himself.

Trying to characterize the fundamental ways through which individuals imagine or build the events of their social lives and implicitly

their own identity, we distinguish, according to C.S. Dweck and E.L. Leggett (1998), a two ways of building a social life: the primordial way or in other words the essential way and the instrumental way, also known as the situational or contextual way.

Personal versus social identity

The phenomenological approach in sociology and psychology underlines the dialectic between identity, society and understanding identity as a social phenomenon.

Social identity according to Tajfel is „that part of the Self which results from the (re)cognition of belonging to a certain social group (ore more social groups) together with the emotional meaning and the evaluation determined by that belonging" (*apud* Năstas, D., 2006, p.153).

Thus, identity is a phenomenon determined by social and cultural aspects, which results from the natural necessities of the individual to identify itself with the social environment he lives in. M. Homišinová (2006) divides the psycho-social structure of personal identity into three approaches concerning self-definition:

- Intrapersonal – it represents the centre of the personality, it generates the feeling of belonging, which is based upon the continuity of the self;
- Interpersonal – it represents the identity which incorporates the social roles, the way the subject relates to the ones around him (for example: mother, daughter, teacher, etc.);
- Social - it represents the identity of appertaining to certain social groups;
  Social identity is generally understood as defined by Tajfel: „... that part of the concept of the Self, which results from recognizing ones belonging to a social group, together with the evaluation and the emotional significance determined by that belonging." (*apud* Nastas, 2006, p.153).

European identity

Reiterating the old European patrimony lets for to a new European identity dimension shine. For example the elaboration of a musical piece, where by the Breton bagpipe, the Gipsy violin and a Bulgarian choir come together, generates a brand new musical composition. Thus we witness today the creation of a new dimension of identity.

Are maybe the national identities threatened by globalization? Either way, due to globalization national identities have gained a new vitality and a new rhythm. The actual problem is to know whether the social and political function of Europe's nations, will have the ability to continue to exist.

In Prucha´s terms (2007), the nation emerged as a response to a profound economic mutation. The economic change represented the

cohesion which led to political and social organization, while the extent of these changes have transformed people's way of live drastically. The fact that its role is ending when a new mutation is in sight does not represent something tragic as such, as long as the new adherent force replaces the old one (Thiesse, 2000, p.207).

Nowadays, Europe tried to build a structure that equals the one of world's economy.
The European Union elaborates common laws, it allows free circulation of the people on its territory, it issues a coin and has a common parliament and government.

The elaboration of an identity, in this case of a European identity, will mean nothing if it isn't accompanied by an authentic political project, which should propose the citizens of the old continent (nowadays of the European Union) to become the actors of their own destiny.

Hayes (2003) states that the European identity is a concept which emerges at the end of the process of European unification. My approaches start from specifying the European identity, which is par excellence a cultural identity, and moves to a system built out of many sub-systems, which differ under the aspect of specific performance and thus under the different criteria of testing these actions.

As well as A. Marga (2006) i would like to point out the following sub-systems: *the production technique* (it enhances the results of human energy), *economics* (it produces the goods that cover the people's needs), *administration* (it assures efficient organisation of the activities within a community) and the *spiritual culture (*it generates the motivation of the indispensible functioning of an institution).

European integration

If we look up the word *to integrate* in a dictionary we realize it means to include, to incorporate. Thus, starting from this definition, we come to the conclusion that in the year 2007 Romania has been swallowed and incorporated into a huge superstatal structure, an economical and political supersturcture, the European Union.

Romania can't preserve its purity. Geologically and geographically it is situated in Europe. Biologically Romanians, Hungarians, Slovaks and other ethnicities, that live together on the old continent, belong to a European race, they have European features, but from a psychological point of view, they have a problem with the European purity.

Economically Romania wouldn't have depended on Europe, but Western Europe has made Romania dependent of the Western World. The

Romanian community has many representatives in Europe and other ethnicities are present in Romania as well.

Socially the Romanian people have European characteristics. Politically and militarily, aswell in the past as in the present, Romania is a shield for Europe. The culture of all the ethnicities that live together in Europe is the European culture by origin and products.

After the big shift of the year 1989, a chaotic movement started to happen throughout Europe, both towards the past and the future. The future and the past combine and form a whole. As E. Morin (2008) says, the steps toward the future represent the multiplication of the confederations and federation within which the imperative of the respect for the nations combined with the imperative of overcoming the national status. We must state, that the era of the fertility of the national state, which Europe created, has dawned now.

The New Europe which brings with itself the phenomenon of integration can respect and express the polymorphous nature of the past Europe. Thus the old continent can't be recomposed other than through openness, realizing the importance of peace and the promotion of peace itself.

European integration should happen on natural grounds and not by force. Nowadays we witness the revitalization of European culture, as well as of the common and free market of ideas that were building along the centuries, despite the frontiers, the language barriers and the different states.

"Abandoning forever the role of the world's privileged, Europe can become by the recent phenomenon of European integration, a centre for reflections and innovations in what concerns the respect towards multiple identity of the European people, to integrate and reunite the people who live together, to civilize Mother-Europe." (Krekovicova, 2010, p.127).

Competence and professional performance of the Romanian doctors in the Romanian sanitary context

Professional competence of a doctor represents the capacity to apply, transfer and combine knowledge and medical experience in various situations and work environments, to comply the requested activities at the workplace, to a certain quality level, specified as standard (foreseen in the medical protocols). Our country has had an outstanding contribution to the development of the international medical culture. We have illustrious medical personalities such as: Ioan Cantacuzino, Ana Aslan, Nicolae Paulescu, Victor Babeş, Gh. Marinescu, etc.

„Performance depends on competence" (Cherkoui, 1997, p.62). A doctor's performance influences the performance of the entire medical team

and medical organization in general. Any good doctor has to have a solid general education, specific to his work field. The achievement of certain performance by a doctor can be the result of a permanent process (continuous education and experience) that lead to professional competence. The value of the health-care system consists not only of material and financial resources, but mostly of the human potential, the materialization of political decisions, the socio-economical progress. They all depend on the system's viability.

The Romanian health-care system presents major dysfunctions, with direct repercussions upon the health of the population. Romania finds itself among the last countries of the European Union when talking about the health of its people, even though some progress has been noted during the last few years.

At the same time the Romanian health-care system is one of the most inefficient and under competitive throughout Europe and it identifies with the lack of transparency and inefficiency in administrating financial resources, which as they are, find themselves among the lowest in the European Union. Even if they find themselves among the most ill population in Europe, Romanians are obliged to use a system where the access to a doctor is severely impaired, even then, when one is within reach. Many of the rural inhabitants have no access to the health-care system whatsoever.

Those who can beneficiate from the health-care system are confronted with permanent problems concerning the quality of the medical act and the continuous medical care. One of the central issues is the lack of professional motivation of the medical staff, whose numbers are decreasing day by day, especially among the newer generations, who redirect themselves to other sanitary systems.

The areas that need immediate improvement are financing and organization of the system, emergency services, hospital areas, meds politics and human resources.

Social mobility

Social mobility has known an ascending dynamic, this social phenomenon becoming more and more present in the social morphology and reality, both at a national and international level. The goal of this paper focuses on identifying the meaning and dynamics of the social mobility of the doctors in the context of Romania's adherence to the European Union.

Healy (2002) stresses upon the occupational and professional approach as central fundaments at the base of the research and theoretization of the social mobility. This line of approach is marked by Marxist perspectives upon social mobility, perspectives by which the social part itself is

approached under the linking of the economic and moral perspectives. Religious aspects are secondary. The European sociology is restrictive towards social mobility and it refers solely to the occupational and socio-professional aspects. Just as Marx and Weber underline, social mobility limits itself at the economical world. „Even if there is such a correlation, the difference between the first position is as important as can be, from at least two points of view. First, the position in the social space can be delimited according to objective criteria and the classifications are used in other types of investigations as well, including those who deliver data for social bookkeeping. Secondary, such a classification does not form – other then by various exterior artifice – a hierarchical structure. Indeed, the occupational criteria does not assume automatically the idea of hierarchies, this one emerging only from the association of the occupational scale with the income, power, instruction scale, etc. Judging from the formal analysis point of view, the system of un-hierarchical positions represents a serious handicap in processing data. Because of this impediment European sociologists try sometimes to level occupations with help of the mentioned associations. (Ciobanu, 2004, p.173).

The migration of medical work force abroad

We would like to refer to a research performed by the Federation „Solidaritatea Sanitară" and which results show that approximately 70 % of the Romanian doctors take into consideration the possibility of migrating for a better workplace.

Work is not seen only as a chance of obtaining the necessaries, but also as a chance to obtain professional satisfaction. Satisfaction is seen as a positive emotional state, a state of balance, which is reached when the employee when his needs and expectations are met by the system he works in. Professional satisfaction refers to: the salary and material benefice, promotion, recognition, work environment, colleagues, organizational politics. We engage to underline the impact of the lack of satisfaction in Romanian doctors and the way this unfolds in the phenomenon of social migration of this professional category. (Sandu, 2000, p.45).

Specialists state that the doctor's exodus will last 20 years from now on, which will lead to an acute lack of quality of the medical services in Romania. The profile of those leaving is the following: they are between 30 and 39 years old and have about a 10 years experience in their field. Official statistics show that at present over 6.000 out of the 40.000 Romanian registered doctors have already left the sanitary system. We can also count the number of nurses, who work abroad, about 6.800 of 120.000 Romanian nurses.

The reality of the Romanian health care system reveals that a doctor cares for 647 patients and one nurse has to care for over 200 Romanians.

If the prognosis of the study concerning doctor's migration will come true, Romania will have approximately 10.200 doctors for 22 Million people, which means that a single doctor will have to care for over 2.000 patients.

Cseke Attila, the Minister of Health, has stated that beginning with the 1st of September 2010, he will simplify the system of professional qualification documents and certificates: the solicitors will be able to hand in their files to the sanitary directions of their counties and not to the ministry as before. „I don't want to see everyday 10-15 people at the ministry requesting their rights", explained the official of the ministry.

The reasons determining the doctors to leave abroad in order to find work are mainly tied to the consistent salaries in the Occident, to the need to earn enough to support one´s family and to be able to pay one´s debt.

Among the causes for migration of the Romanian doctors, we find the low incomes, the much more developed means in the health care units abroad, but also doctor's social position. If in Romania a doctor is seen and treated like the average clerk, abroad he has a totally different status. The economic means will determine more and more doctors to leave the country. The diminishing of the incomes by 25% determines more doctors to leave the country. It is humiliating for a resident who has studied from 9 to 12 years, to earn 650-700 Ron per month and as well deteriorating for a specialist to make from 1000 to1200 Ron.

According to the study developed by the Federation "Solidaritatea Sanitară", the percent of those who are determined to leave abroad in order to work is of 38%. The percent of those who are considering the possibility is over 50%. The only thing holding them back are family and age. Most of the doctors, who want to work in hospitals outside the country are professionals, aged 30 to39 and have a 10 years experience in the field. According to the data of the Medical College of Romania, the doctors who have left Romania have chosen France, England, Ireland and Sweden, Germany and Belgium as their immigration countries. The study also reveals that 30% of the employees of the sanitary system have started the paperwork in order to leave or intent to do so in the near future. Even though this doesn't mean that each single doctor who intents to leave will leave, the numbers are concerning and it is a certainty that this exodus will to affect the health- care system in its whole.

  67% of the ones who were questioned feel a decrease in the quality of the medical services due to the migration of the doctors.

One of the reasons 30,4 % of the doctors want to leave their country is the much better payment they receive in hospitals in Western Europe. The final decision of leaving depends a lot upon the elimination or the attenuation of the reasons which impair immigration. A possible way of convincing the doctors to stay could be a salary increase up to an acceptable level.

This factor will constantly determine doctors to leave and will maintain its effect as long as there will be huge differences between salaries. For this category of employees political short term decisions have no effect whatsoever, the intention to leave being relatively constant. In your opinion how will the sanitary system look in 5 years from now? Will it be left without any doctors?

Conclusions

The theoretical reflection illustrated in this article led us to the following conclusions: the construction and the evolution of personal, social and European identity implies an evolution characterized by continuity, self-transforming actions, accumulating life experience, political, through social and cultural interactions. It is obvious that there are many ways in which personal and social identity can influence the competence, the professional performance and finally one's decision. Another important aspects are those of interiorized values and identity norms. As far as constructing an identity succeeds through professional satisfaction, ideological anchorage and social practices, by assuming social and professional roles, it becomes a product of the interaction between the self and the other, the context of development. The global context of today is defined by opening new frontiers and the massive growth of the workforce, which throws upon us the responsibility of assuming a new identity dimension that the New Europe offers us.

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Clinical manifestations of children neurosis

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Abstract:
The author presents some of the most frequent diseases that accompany the children neurosis, such as anorexia, the tics, psycho-motor instability, infantile enuresis, speaking troubles and sleep troubles. All the diseases are described with their symptoms their manifestation in childhood and their treatment.
Keywords: neurosis manifestation, anorexia, tics, sleep and speak troubles, enuresis

The anorexia

One of the most frequent neurotic symptoms, indicating the child difficulties to adapt at the school life, either if we spoke about his entrance in the first class or if we spoke about conflicts which appears latter, is anorexia, that is the lake of appetite or the capricious manifestations of the appetite.

There is not an organic affectation of the digestive apparatus, but anorexia is simply a neurotic reaction, a response to some unfavorable environment conditions. At the anorexia basis stays often the educative mistake of the parents regarding the child alimentation. Sometimes this alimentation diseases can occur after some disputes or familial and school conflicts.

Sometimes, to the bigger child it can represent the consequence of an anorexia in the little childhood, but it can also debut at this age. The anorexia could be organized under the aspect of an opposition towards the parents rigidity or as a capricious way in choosing aliments. Most frequent the anorexia appears at the puberty, being more manifested by the young girls. The young-girl reduces first progressively some aliments, or reduces globally their quantity, hides some aliments, rejects them, vomits them or uses purgatives.

After that, the psychic syndrome draws the somatic syndrome manifested by a considerable slimming (she can loose half of the body

weight, the face is pale and rugged), it appears a primitive amenorrhea, skin diseases, digestive diseases (constipation), bradycardia, arterial hypotension. An explanation of anorexic syndrome cannot be made without taking into account the circumstances in which it appears: age (puberty or post-puberty period), gender (specially at the girls) and the importance that have the food and the "body" in this development period.

The treatment of mental anorexia is made in hospitals, by taking away the child from the familial environment and trying a progressive alimentary re-education, supervised, controlled and if the cases need, even a forced alimentation.

The tics

The tic consists in a sudden, imperative, involuntary execution, repeated at irregular but very close intervals of some simple, isolated or group manifestations. Their execution is preceded by a necessity and the repression produces an ailments state. Meanwhile the will, the distractions and the sleep can determine their disappearance. The tic appears suddenly, meaning a movement in progress, sometimes with intermittent aspect.

After their location, the tics can be:
- *Face level tics* – which are the most common; can appear during any functional act in which the facial musculature is involved (eyelid, nose, front, tongue or lips tics);
- *Head and throat tics*   - balancing, rotation, affirming, negation, or torticollis;
- *Body and limbs tics* – shoulders, hands, fingers tics (scratching, nails biting), body tics (balancing, jerking, abdominal tics)
- *Respiratory tics* -   cough, larynx-facial tics, verbal or phonation tics
- *Digestive tics* – tics of deglutition, with the presence of a lot of air and eructation.

In fact, each ill has his own particular tics and in the great majority of the cases there is an association of tics. This children are anxious, childish and manifests themselves as little neuropaths. For some children the tic is the paroxysmal manifestation of an incapacity of environment adaptation. The familial atmosphere is always charged, the mother is often anxious and perfectionist and often has a repressive

attitude. The tic is usually badly supported by the family, being interpreted as an hostile reaction of the child, which leads often too a culpability feeling of the child.

The tics appear between 6 and 8 years old or in puberty.

The tic is often the sign of a particular psychological child state, meaning an exaggerated dependence from the parents.

Psycho-motor instability

Means en extreme intellectual and motor mobility, manifested by an unbalanced affectivity, an excess in emotion expression, a lake of inhibition and attention, a continuous need to move or change, with intermittent words and gestures.

The child with psycho-motor dysfunction has great school difficulties. The professor, often crowded by the school program, endure with difficulty this children, who cannot follow the school rhythm and are not disciplined. He adopts an authoritarian attitude which increase more the school difficulties of adaptation. This children have adaptation difficulties also in the familial or colleagues environment.

Infantile enuresis

Enuresis is the lake of control in urinary emission, diurnal or nocturnal, apparent involuntary, persisting or appearing after the age to which is admitted the physiologic maturity (over 4 years old).

The involuntary urinary loose appears usually during the sleep, frequent in the night time, but also during the day, realizing the diurnal and nocturnal enuresis. Of course in the first childhood this mechanism has some defects in its functioning and is current that a child urinates in bed sometimes. In the moment in which this mechanism achieves the perfection, the child wakes up during the night, when it is absolutely necessary to urinate.

 To some children the skill of property acquirement is more difficult, the conditioned reflexes are formed an fixed too difficult. Their great labile degree is to be seen in the fact that some times is sufficient a small change in the child ambition for this ability to be lost again.

Sometimes the enuresis appears also due to an organic cause: spina bifida, bladder calculus, some illness of spinal cord, urinary bladder diseases.

The enuresis is provoked by psychic factors, most of the time. The attitude of the company must be an indulgent one, with tact and without the adding of new psychic conflicts. The educators lake of tact, the menaces, the rallies and the mocking can lead to the persistence of the diseases in spite of the treatment. It is sufficient only the environment change of the child, for him to become lively, jovial, communicative. His n neuro-psychic equilibrium is restored and the disease can disappear without any marks.

As in the case of the others neurotic diseases we must know as quickly as possible the causes that determined the enuresis. Also, it is necessary an attentive medical exams to exclude some eventual organic causes. The doctor and the psychiatrist will prescribe the necessary treatment. It must be assured conditions for a good sleep (quite, fresh air, optimal temperature); also the liquids use will be reduced and the child will be invite to urinate in the evening.

The child must be protect from great shocks or emotions, fears and conflicts and must be helped with tolerance and understanding to defeat this deficiency, by mobilizing all his psychic features capable to stimulate his will.

Speaking troubles

Among the neurosis manifestations in childhood there are mentioned also some speaking troubles. It was observed that some children begin to speak very late in the childhood, but their "dumb" reactions prove that they understand what is said, but they hesitate to speak. At one moment, the speaking is unblocked and this children begin to speak quickly and fluently. But sometimes, the speaking delay is prolonged, the vocabulary is reduced and the pronouncement is defective. This children have a favorable prognostic if there is someone who take an attentive care of them, but if not they are subjects to impediment.

The impediment constitutes a motor abnormal nervous reaction linked to the words pronouncement and appears in the period in which still exists a difference between the spontaneous desire to speak of the child and his possibilities of expression. Fist, the disease appears as a syllabi repetition or a dally of the words. At the beginning the child is not aware of this deficiency, but the company draws him the attention by making ironies or even punishing him, worsening thus the impediment. The child must be kept in a quite environment, protected

by fear and strong emotions, and in the same time he can follow a specialty treatment.

The biggest mistake is the irritation of the child by severe interventions, by the permanent correction of the speaking and by forcing him to remediate the pronouncement on the place.

The intense specific treatment will be associate with a general treatment for the organism maintenance, and with the finding of some local causes such as: vicious teeth and so on contributes to the treatment and the elimination of speaking troubles.

It must be taking into account that such speaking troubles modify the child behavior who becomes more isolated, timid and with inferiority complexes.

Sleep troubles

In the literature was underline the importance of the sleep for a normal development of the nervous system of the child, and also the need condition for sleep correct unfolding. When the conditions are not respected, could appear a series of sleep troubles, especially in moments of great tension, exams, conflicts or unsuccessful and excessive effort. Thus, some children fall asleep with great difficulty, tossing for hours in bed, others wake up few times during the night or speak and cry in sleep. To some children suddenly appear the fear to sleep in darkness or to sleep alone in the room. In all this situations the sleep period is short and the children wake up tired. Of course that both the asleep difficulties and the superficial sleep can be induced by some environment factors (big noise, light, could or warmth), but they can manifest also to some less important factors which did not trouble the child sleep until than.

In this case the reminded manifestations are signs of nervous excitation which impedes the child to have a reposing sleep.

Another sleep trouble is the sleep prolongation behind the accepted limits. This situation also means difficulties of adaptation to the new environment conditions, some kind of psychic trauma and exhaustion. Even after a prolonged sleep this children wake up with difficulty and are somnolent during the entire day.

To prevent the sleep troubles is necessary first of all the setting up of a life regime in which the period of sleep and the hygienic conditions of the rest must be respected strictly. The sleep troubles determine often grave states of   tired, the reducing of the work capacity of the

schoolboy, the diminution of the psychic functions (memory, attention) and, generally, a reducing of organism immunity.

This are only a part of the troubles that can appear during the school age period or during the adolescence and which can influence the school behavior and efficiency.

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The importance of developing creativity
in teaching mathematics

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Abstract: Bringing education up to date involves, firstly, making the pupil more active and his training, and this is accomplished mainly through mathematical education. Nowadays, the man who is needed has a creative thinking, he is inventive and daring, he is an explorer. What is important is the achieving of a creative thinking and making it reliable. The active methods used in teaching Mathematics must supply the pupils with skills that help them solve problems independently, without guidance offered by the teacher or by the textbook. This way, active teaching gives the pupils knowledge and operational skills which have varied formative qualities. In order to accomplish it, the teacher needs to become proficient in the field of education
Keywords: education, math games, creativity, problem solving, traditional and modern methods

Creativity is a complex phenomenon which involves the co-operation of several factors, namely, intellectual, motivational, emotional and environmental factors.

The activity of the intellectual factors is activated by or even conditioned by a certain motivational and emotional structure and by the personality which is characterized by independence in judgment, self control, ingenuity and inventively, preference for complexity and change, mood for assuming long term goals.

In time it has been proved and confirmed that the study of Mathematics supplies the pupil with habits and skills that are necessary in life, in any field of activity.

Mathematics has penetrated manufacture, astronomy, cosmonautics and any other science. The science of Mathematics is a part of any aspect of nowadays life. The modern man cannot exist without Mathematics.

School must supply the pupil with the techniques of independent intellectual work. These habits of independent work are interiorized and make up the "mind's tools" which help the pupil to gain new knowledge.

Bringing education up to date involves, firstly, making the pupil more active and his training, and this is accomplished mainly through mathematical education.

Nowadays, the man who is needed has a creative thinking, he is inventive and daring, he is an explorer. What is important is the achieving of a creative thinking and making it reliable.

The increase of the formative efficiency of education is achieved in relation with the methods of mathematical learning: if Mathematics is learned for itself or if it is learnt in order to be used in life. In the case of the latter the entire intellectual system of the pupil is required which evolves based on this exercise.

Mathematical education disposes of formative qualities which lead not only to an intellectual formation of the pupil, but also to developing scientific curiosity, to training self-control creating some traits of will and character: accuracy, firmness, punctuality. Mathematical education addresses also the affective side creating emotions, joys and rewards that the children experience.

Bringing mathematical education up to date calls for the strengthening of these important formative qualities which Mathematics possesses.

Solving problems, as a part of teaching Mathematics in primary school, is a thorough activity of analysis and synthesis.

The formative area of creativity and inventiveness is developed based on solid mathematical knowledge (principles, techniques, rules) and on certain algorithms for solving problems.

The formative value of solving problems is superior to other mathematical endeavours, because the pupils find themselves in the situation of discovering by themselves a way to solve them, to generate hypotheses, to examine and to make correlations.

Solving problems tries the pupils' intellect at the highest point; it tries their intelligence and their psychic potentialities.

In order to bring the students to solve problems we have to supply them with the techniques required for the independent intellectual work. The skills and the techniques acquired by the pupils regarding independent work are interiorized and make up the "mind's tools". With their help, the pupil becomes able to acquire new knowledge.

The active methods used in teaching Mathematics must supply the pupils with skills that help them solve problems independently, without guidance offered by the teacher or by the textbook. This way, active teaching gives the pupils knowledge and operational skills which have varied formative qualities. In order to accomplish it, the teacher needs to become proficient in the field of education.

Mathematical education involves the personal effort one makes to learn Mathematics, the training the mind undertakes, the active partaking to the process of problem solving.

In my career as a teacher I have taught simultaneous classes of two and four forms. I was mostly concerned to supply the pupils with correct independent work habits. During Maths classes, different independent work themes can be tackled, especially problem solving.

In order for a pupil to reach the level to independently solve a problem, he or she must follow several stages, placed at intervals, starting with the first grade, when the notion problem is introduced.

From my experience, I have observed that solving problems develops pupils' creative thinking.

Developing pupils' creative thinking, in teaching Mathematics, involves the teacher's knowledge of mental characteristics that define creativity, of traits of character, of creative personality.

The following involve the teacher's creativity:

- using both traditional and modern pedagogic methods and procedure ;
- the way of organizing the activities, the contents and the tasks of teaching Mathematics, the high difficulty level of the contents;
- observing the age particularities of the pupils;
- creating the pupils' intellectual work as a habit in order to help them solve the figurative, numerical and symbolical representations, the logical structures of the problems.

In order to develop the pupils' creative thinking it is important that the teacher develop the pupils' interest in Mathematics, cognitive curiosity, pleasure in finding solutions to different problems, and to create the long-term intrinsic motivation. All these, if well sustained and strengthened, generate a force that nourishes the creativity in pupils' thinking.

The creative spirit should not be mistaken for the positive attitude; but the latter can be a starting point for the development of creative attitudes.

The teacher has to discover the elements of positive attitudes and support them in his or her work aiming to turn them into creative components such as: the ability to think independently and actively, to make analogies, to analyze and to logically interpret a problem in order to break it up in simple problems, the ability to guess the unknown in real, to establish quantitative connections between values.

In the process of mathematical education a series of skills are formed which are specific for Mathematics:

- the ability to perceive selectively;
- the ability to go from a differential aspect to an integral one and vice-versa;
- to judge everything by its essence, not constantly;
- to analyze several things in the same time finding links among them;
- the ability to think thoroughly and make intense and constant efforts.

The formative values of mathematical education are endless. They have an influence on the development of human personality, on rational, affective and motivational level. The effort required by the mathematical activity is a training of will and leads to the creation of positive traits of will and character, accuracy, punctuality, mental discipline and pupils' actions.

The issue of developing the mathematical creativity in young learner is little dealt with in specialized literature. Nowadays textbooks do not offer the pupil a chance to express his or her creative ability appropriately either.

The teacher has to thoroughly select the problems and adapt the contents to the present stage. This is a temporary solution, needed until the textbooks are changed.

The main principle in teaching Mathematics is the observation of the mathematical phenomenon concretely, its mental interiorizing without errors and putting it into practice. The teacher must observe each pupil, lesson after lesson, in order to make sure the pupils learn each and every lesson well, and encourage the pupils, thus making them self-assured.

When the pupil can't solve a problem it is not enough for the pupil to be shown the way to solve it, we must firstly pursue the trigger those mental operations in the pupil's mind that inhibit the thinking process. We must trigger these operations in order to help the pupil go on to correctly solve the problem alone. Only thus can we obtain good results in teaching Mathematics, results that will satisfy both ourselves and the parents.

Studying psycho-pedagogical problems and taking into consideration my own teaching experience I have come to the conclusion that the best of results are obtained when mathematical notions are taught based on structures. These structures, of which pupils are aware mentally, become scheme of work with important implications in the development of creative thinking.

The **didactic game** is an ensemble of actions and operations which, paralleled with entertainment and recreation brought about by it, follows a set of goals in the intellectual, technical, moral, physical, etc., preparation of the pre-schooler and of the pupil.

By means of didactic games, the teacher and/or the kindergarten teacher explains, strengthens and even checks the thoroughness in the pupils' knowledge. It helps improve knowledge; it emphasizes and trains their creative abilities.

Part of the didactic activity, games bring attractiveness and liveliness to the teaching process. It brings diversity and entertainment, joy, happiness and recreation to class, which prevents monotony, boredom and weariness from surfacing. Games strengthen the intellectual and physical energies of pupils, generating a secondary motivation, yet stimulating, becoming, thus, an indispensable presence in the high pace of school work.

In a child's daily schedule, the worries concerning learning and doing homework do not diminish the child's desire for playing, therefore, including didactic games in Maths lessons meets the child's inner need to play, need that is present throughout the entire childhood.

In kindergarten education games are prevalent. Most of the lessons and activities in kindergarten are based on didactic games.

Concerning the inclusion of games in Maths lessons and in order that a Maths exercise may be transposed in game the following things are required:

- it must fulfil a goal and a didactic task from the point of view of mathematic contents;

- it must make use of those elements of the game in order to achieve the desired goals;
- it must make use of game rules that are known to and respected by al pupils.

Pupils need to acquire not only simple mathematical knowledge but also mathematical education, as Mathematics is not learned only by specialists, but it is part of any citizen's general knowledge and we learn it in order to use it in everyday life.

Mathematical activity involves the outcome of thought, mainly of the creative one. In the primary school forms, the elementary notions with which people will work their whole life are formed, notions on which the whole system of achievements that are highly necessary, is based. The contribution of Mathematics to the formation of logical, solid and creative thinking and to the formation of some working habits such as order and punctuality is unquestionable.

I believe that we cannot ensure a conscious guiding of the educative instructive process on the path to reaching this goal, without possessing a general view on everything that contributes to the development of pupils' creativity.

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