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DEVELOPMENT AND OPPORTUNITIES OF E-LEARNING IN THE ACADEMY OF ECONOMIC STUDIES OF MOLDOVA

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Abstract. The growing role of the information technologies in the world becomes very attractive for its implementation in education. This paper offers a number of important issues on e-learning technologies development and their implementations in the Academy of Economic Studies education process, based on course management system „Moodle” and MS IT Academy project experience.

Keywords: e-learning, distance learning, MS IT Academy, course management system.

Starting in autumn 2003 the Republic of Moldova took more steps on the official governmental level to the information society and e-education development in the country. Thus in 2004 the Ministry of Education together with the government started the SALT project having goals to provide all secondary school in the country by Internet and computer laboratories. There are many interesting results, which were achieved since that time but still we seem to have financial difficulties and lack of teachers and IT specialists especially in rural community. As it was mentioned earlier (Tutunaru, 2004, pp. 124-126) in the system of higher education the situation was and is better. The e-learning facilities used in these institutions can influence the country's e-learning development as well in education field and business development by using IT technologies.

The Academy of Economic Studies of Moldova (ASEM) is a leading institution of economic education in our country. Started with 2003 year several professors began to apply computer technologies in study process based on course management system “Moodle” and some national elaborated testing

systems. The fact is that moment Moodle accounted 92 countries and 40 languages. It included 2000 courses and about 17 000 students.

This system became attractive for us because it is based on free platform with an open source, which can be modified by everyone, shaping in according to our needs, fact that really motivate teachers and universities. Now this system is on demand (<http://moodle.org/stats/>). As of April 2009, the Moodle system sites for 207 countries. The largest report denotes 52 558 registered validated sites, 2 799 502 courses, 30 593 828 users and 1 785 059 teachers.

Today only in the Moodle system in our Academy are registered more than 60 different courses which gather a teaching delivered material as testing system.

Moodle in Moldova is promoted by enthusiastic and progressively thinking professors. In the nearest future we plan to organise the development of this process in a more structured way according to necessities of the faculties and departments of the Academy.

In this context we can affirm that our university possesses all necessary equipment and IT skilled professionals. From technical viewpoint there are many facilities that can help us to introduce these technologies more efficiently today. We have special technical IT department which supervises the support for stable functionality of the computer network and computer classes and takes care about used software. ASEM has built a powerful information system that includes more than 1200 computers installed in 28 classrooms, the Scientific Library, 3 teaching staff rooms and student dormitories. The computer classrooms run 2 shifts. About 1100 computer are connected to the Internet. Computers are monitored by 11 servers, 28 hubs and approximately 15000 meters of cable that provide network links. There are 25 Multimedia slide projectors and 50 notebooks used in class and research activities. The academy in 2005 opened the “Mediateca” multimedia centre for individual work for all students and professors for the academy which is open from 8 AM till 8 PM free of charge. The existence of so kind of structure provides new opportunities for students in navigation of Internet resources and preparing different papers, practical assignments and performing researches.

We understand that the economy of the 21st century is driven by information technology. Workers with ICT skills are better prepared to step out of low-wage, low-skill jobs and into the higher-paying jobs that require technology proficiency. That is why starting its activities in 2005 the Center has concentrated his activities in IT fields, having organized different conferences, workshops on national and international levels. The Center for Economic Development and Public Affairs (CDEAP) at ASEM opened Microsoft IT Academy on September 2008.

Organization of the connections between business needs, modern IT soft and hard development, and study process is vital necessity in our days. As it was mentioned in

Microsoft instructions for IT Academies it is not an easy task for academic institutions to provide the relevant and engaging computing courses students need today to expand their life skills and enhance their employment opportunities. Academic institutions are the centres of the skills development ecosystem, working with communities, education stakeholders, and local industries to transform learning into real-world employment skills in a way that resonates with today’s students. (<http://itacademy.microsoftlearning.com/>)

As an example of the potential efficiency of this kind of educational collaboration provided by MS IT Academy we will analyze the experience of the CDEAP at ASEM in implementing e-learning based strategies. The Microsoft IT Academy Program evolved under the guidance of educators with the core mission to help enable academic institutions to offer world-class computer technology curriculums enriched with real-world skills.

Organizing our education process in MS IT Academy Moldova (www.msit.ase.md) as module structure learning, we use the Microsoft Course e-learning experience based on principles:

- Learning what you want;
- Learning when you want it;
- And in the way you want to learn it.

Microsoft IT Academies are provided to craft the right course offerings, align to industry hiring needs, and deliver a dynamic learning experience to a diverse community of students, all in the context of the most cutting-edge Microsoft technologies in demand today. According Microsoft policy in training process are involved only certified instructors with solid practical experience.

For the members of the MS IT Academy the project offers the special manuals named as Academic Textbooks (MOAC - Microsoft Official Course) and professional courseware (MOC – Microsoft Official Course). For our

students we provide the electronic versions for these materials – for internal use.

Using facilities provided by the course management system “Moodle” and special e-learning facilities special elaborated by Microsoft for its MS academy, our certified by Microsoft instructors can:

1. Provide provision for e-learning access to students;
2. Set up classrooms as “learning groups”;
3. Send group e-mails, e.g. assignment notifications;
4. Access reporting on student use and assessment scores, etc.

The study process of the IT Academy is managed by IT Administrator. He registers the instructors and students in e-learning process benefits having admin key to Microsoft distance learning system.

As MS IT Academy we received subsidised learning materials from Microsoft’s Official Learning Curriculum. Benefits of Academic Course Materials are:

- Personalised service from ITCert or Wiley for your course needs;
- Examples below from ITCert.

We obtained access to a selection of Microsoft’s award-winning e-learning courses specially chosen for their alignment to technology courses typically taught at Microsoft IT Academies. Our benefits of Microsoft e-learning are:

- Over 260 titles of desktop, server, and developer titles, including Windows Vista and Office 2007;
- Content is aligned with Microsoft Certification Exam objectives.

Microsoft certifications are demanded and respected endorsements in the industry,

stressing both technical knowledge and real-world experience. So, finishing each module the participants are taking an exam and after that have examinations online in special testing centers placed in 2 test centers: INTEXNAUKA and LEARNING SOLUTIONSs which are working under PROMETRIC education testing service standards accreditations.

Benefits of Microsoft Certification: (<http://itacademy.microsoftelearning.com/>)

- Validates technical knowledge and skills;
- Provides a leading edge in the job market;
- Offers visible demonstration of commitment to the IT profession;
- Demonstrates a reliable benchmark in addition to a certificate or degree;
- Enables a career development path for ongoing advancement of Microsoft technology skills.

This example shows us as in our specific economic conditions based on modern e-learning facilities we can provide high quality education and world known online certification. Undoubtedly this fact demonstrates the importance and perspectives of the latter for our students in achieving there career goals.

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PEOPLE'S TRAINING FOR COMPETITION AND PROFESSIONAL COOPERATION IN THE WORK GROUP

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Abstract. “Learning to live together with other people” – cooperation with other people, participation in joint activities, the self esteem and the respect for people around you, these are the few of the things learned by a young man at home, that he systemises in school and that he applies in real life, in the society.

The educator must shape the pupils in the context of their becoming as labour force, able to integrate into the society, to cooperate with other people, to have the ability to fight against society's flaws and lacks, to stimulate people's desire to continuously learn, to have an attitude favourable to change, innovations and creativity.

Keywords: education, training, community, interpersonal relationships, persuasive influence, inter-group competition, self-knowledge.

Introduction:

Schooling is a stage of the permanent education; in this context, the teacher's role is that of inoculating to the pupils the need of permanent self education. But before educating pupils, the teacher must acquire the necessary knowledge for the education purposes.

Under these circumstances, the scholar education must merge with the post-scholar education, subscribing to the full learning context. The school will have as task to train people capable of adapting, to undertake responsibilities, to express themselves and to fight for life, to cooperate and to fight within a team.

Content:

Pupils' education in a cooperative, participative and the discipline spirit necessarily supposes the previous class master's task namely knowing the syntality of the group of pupils and of the pupils' personality.

The cooperative spirit leaved its mark on life, activity, the group of pupils

functioning as an integrative unit. The basis of pupils' training and education in this spirit will be set up by the group of pupils' pedagogic organising and guiding.

The cooperative spirit means the base or the foundation of the individuals' moral attitude towards fate and destiny if the others and towards community. This cooperative attitude supposes understanding the fact that, by beneficiating from the other people's help, at the same time you are responsible for the fate of the community to which you belong, that when you follow certain personal interests you must take into account the interests of the community you belong to, that the superior form of your personality distinguishing is that of fulfilment and participation in the simultaneous achievement of some general individual purposes.

As with the moral education, the education and the spirit of cooperation-participation supposes shaping consciousness and cooperative participative conduct which needs discursive unfolding, in time.

By living and being a member of a group of pupils, a pupil will implicitly have to know and understand the necessity of following norms, the group's rules and only afterwards interiorize them.

The concordance between the needs, the reasons, the interests of the pupils as members and those of the group of pupils he belongs to triggers affective positive feelings which will lead to a more active and diverse interaction with the other members of the objective in the initiation and the performance of certain activities. It is only by seeking and reinforcing these interpersonal relationships that the pupil will become aware of his place and role (reflection) within the group of pupils, the need for him to belong to as group of pupils, the force and power to belong to a group of pupils.

The affective adhesion within relationships will be even stronger as positive feeling will be launched, such as condolence, friendship, sympathy, modesty, solidarity, and mutual help. This is the way to shape the cooperative participative consciousness.

In order to shape the operative participative conduct, it is required to have diverse activities which suppose participation of all members of scholar group, improvement of pupil's status in the group, the wise assignment of the roles and training pupils into applying them, entailing roles that will create in time collective companionship habits and customs and positive traits of conduct.

The relationship between the shaping of conduct and the cooperative participative construction in pupils and the syntality of the group of pupils, results from the formula previously presented.

(S) ↔ (P)

The habit of following certain rules, of fulfilling specific duties relevant to the role, the habit of establishing relationships with the others, of being sensitive to the other people's issues, the flexibility and morality in accommodating oneself to different roles contributes to some of the habits we want to develop.

The cooperative conduct also implies traits such as: unselfishness, honesty,

determination, holding principles, persistence, organising etc.

The attitude towards learning and extrapolating regarding work is determined by the social context where it unfolds, by the integration and understanding of the social, moral value of work, by the conception over work and its different variants.

The following aspects will be taken into account: - knowledge, understanding and acceptance of the value of the work, of the work as activity performed for the benefit of the society and of the becoming of the own personality simultaneously with the shaping of some traits related to one's deeds and of conduct which is indispensable to the optimum work unfolding; the careful study and the delimitation of the well organised work features – discipline, initiative, creativity, responsibility, quality, effectiveness, the degree of economy;

- applying and checking these features in the individual and joint activity;

- debate, evaluation and approval of some representative patterns and critical analysis in order to eradicate some others;

- training pupils in self rediscovery, grades and school self management, and in different activities which insure shaping a positive conduct towards work;

- pupils knowing certain elements of labour legislation.

The class master can intervene in organising certain contests which aim psychosocial objectives, and which are not related to the learning activity, that he will follow in order to decrease sliding on the slope of rivalries between pupils belonging to different groups.

The persuasive influence has a triple psychological, sociological and pedagogical. Psychological because it is in accordance with the pupils' individual particularities; sociological because it explains the variable and flexible character of relationships; pedagogical because the persuasion influences the achievement of certain educative tasks on the line of training and development of certain personality component parts. In this regard, the

class master can undertake certain actions and measures such as:

- organising some educative activities based on grouping pupils in the sociometric dials. The specific combination between the two parameters (pupil's attitudes towards the group and the group's attitude towards him) in relation to which pupils were assigned within the dials represents the psychosocial substratum of the persuasion;
- activities aiming at the internal sociometric organising of the groups of pupils based on the complementary processes which are concretized in knowing each pupil by all the others, (transparency) and each pupil's level of knowing the others (transpenetration) as follows: seating the pupils in desks in accordance with the configuration given by the election chart, the election of formal leaders, taking into consideration the object towards which the leader's influence is focused – concerns for the task fulfilment or leader's drawn by the group' socio-active issues, work group building.
- jointly discussing and making decisions;
- organising some joint discussions and debates;
- societies;
- contests;
- tourist's activities.

By referring to the psychological and social requests supposed by OSP, the class master, based on pupils' personality knowledge, their interests, their motivations will coordinate and insure the other factors influences convergence in this respect.

As means of action, in order to train and educate the pupils' group we mention:

- *Social games* contribute to the interpersonal behaviour development and practice, to the individual's social maturing; they require undertaking roles, knowing and following some rules; it is a means of changing the relationships with others and their attitude towards us, it is a way of learning the bargaining conduct; means of experiencing some assumptions and behavioural strategies;
- *Group work* – coordinating the efforts by the inter exchange of messages,

complicating the communication networks. The class master, based on the group's internal structure knowledge (formal, informal, communicational), on each pupil's position within these variants proposed to the teachers, adapts a certain way of organising the class when teaching. The class master can intervene also in a direct way by organising mutual helping activities between the pupils.

The class master, based on the group's internal structure knowledge (formal, informal, communicational), on each pupil's position within these variants proposed to the teachers, adapts a certain way of organising the class when teaching. The class master can intervene also in a direct way by organising mutual helping activities between the pupils.

Group work must especially aim cooperation and not inter-individual or intergroup competition.

Of what we showed so far we can infer the complexity and importance of the role the class master has in the pupils' group syntality. Following the deliberate guide of the phenomena the syntality implies one can infer the psychological character of the educative actions which have direct impact upon the group.

Self-knowledge bears a great importance in Advice and guiding. The self-knowledge process is even more significant than viewing the results of the psycho-diagnosis appraisals or external considerations, because it means the confrontation between one self's impressions and somebody else's and reaching a realistic conclusion, weighing personal accomplishments, potentiality or qualities and individual traits etc. which the individual is not aware and can make the best of.

“The self-knowledge, as reflecting act of the complex personality of an individual in his own consciousness, also supposes a good self-analysis capacity, realism, intuition, sense, interiorization and the right self-use of the evaluation criteria, responsibility. So as the self-knowledge to be objective, the individual must have the psychological maturity to do it, to know and rightly interpret the decisive guiding lines and indicators, to use combined

methods and techniques of evaluation mechanisms of compensating and stimulating some features insufficiently developed etc.”²

Self-knowledge represents a product of the self's experiences maturity and diversification in contact with the world and discontinuous process of accumulations, restructuring, mutual adaptations of the individual to the social reality.

Since it had never been fully fulfilled, self-knowledge is configured by successive projections of the individual in his expressing space as ideal and action-related reflection and self-reflection.

Self-knowledge is something you learn and school is the main place for achieving this process, together with the family, friends, etc. As much as the individual considers as realistic the appraising messages which he receives and to which he adheres, step by step an image about himself is being shaped in accordance with the respective information, in the area of the external messages of acknowledging his successful or failed activities. Of course, the self-knowledge process has its dynamics marked by subjectivism, revaluations, rectifications, confirmations, value hierarchization and it can either be concretized in psychological support for career projects or remain a simple act of passive introspection.

People's training for professional competition and cooperation in the work group supposes the development of the following aspects:

a) Self-knowledge, self-decision making, self-evaluation:

** to develop and interiorize the habits of self-knowing the features and abilities;*

** to test the understanding of the relationship between personal qualities and skills and different working fields;*

** to describe in positive terms (existent and practiced qualities, habits and skills);*

** to be aware in what consists physical, psychological, emotional health state and maintain it at an optimum level;*

** to take responsibilities, tasks, obligations, commitments to oneself, family, school, community;*

** to initiate, maintain and develop relationships of communication, mutual support, cooperation with family, fellows, other people;*

** to identify problematic situations, to find solutions and get involved in their solving;*

** to demonstrate the capacity of listening to somebody else, of understanding their messages, and to be able to express his own;*

** to choose those optional modules of professional education and training best suited for him or the ones that best fit to his interests.*

b) Roles performed in life:

** to exemplify and demonstrate by personal examples in what consists the role of a person integrated in a certain work group;*

** to fully undertake the role of a person integrated in a certain work group;*

** to shape a clear image regarding his own career (initial training) perfecting, promoting, modifying social roles);*

** to explain and exemplify the connection between learning different subject matters in school, different professions and successfully practicing them;*

** to know the basic items of the social cultural and economic environment in which he lives (country, place, economic system, money, salary, fees, language, co-nationals living abroad, religion, legal aspects regarding the citizens' rights and obligations, of the ones who work etc.);*

** to describe different roles he will have as: students, graduates, family members, parents, employees, members of different groups (sports, political, professional, community groups), as pensioners etc.;*

** to exemplify and demonstrate the understanding of different stereotypes regarding labour (profitable from the income point of view, clean, famous etc.);*

** to be able to imagine himself under his main aspects in the future professional roles to which he aspires (work place, bosses, colleagues, income, schedule, penalties, own family, spare time, professional diseases, professional and social obligations, accidents, disadvantages, unemployment, etc.);*

** to generally anticipate what will happen to himself, his colleagues, professions, family, country/place etc. in 10-20 years;*

c) Socio-professional integration manner, career planning:

** to describe in their essential elements the professional activities of each of his family's member;*

** to enumerate what each employee at his work place "receives" and "gives";*

** to know and exemplify the responsibilities and rights he will have as employees;*

** to know and demonstrate - within situations of simulation – that he can put into practice the techniques of looking for a work place;*

** to enumerate and exemplify the possible sources of satisfaction of different people having different professions, in school, family, at the work place, in the spare time;*

** to describe and exemplify by his own person values, attitudes, motivations, priorities which lead to certain decisions regarding the career;*

** to demonstrate that he understands how other people's decisions influence his career as well as his decisions, the lives of others;*

** to identify in his own life other people's and his own decisions who have effects upon himself or will influence the subsequent ones;*

** to exemplify for different life situations, what alternative decisions he could make;*

** to demonstrate that he can anticipate important for his life;*

** to make a self evaluation under different aspects in a realistic manner and to admit and rectify his weak points and to make the best of the strong ones;*

** to establish several short, medium and long term objectives and to anticipate the steps in order to fulfil the effects of his decisions;*

** to know where and how to obtain the necessary information in order to make the decisions.*

Conclusion:

The relationships within school are not different from the work relationships. Be it about vertical relationships (boss -

employee/worker), or horizontal relationships (members of the team), each member must get involved in the team's activities.

The efficiency of a team depends not only on the individual performance of its members, but also on the quality of the interaction between them; this is why each member must:

- communicate;

- follow the others' needs, feelings and rights;

- to share own experiences to the other members;

- to take responsibilities within the group;

- to trust in one's own forces;

- to give support to the others;

- to know one's corresponding rights and obligations.

Of the main factors of the group cohesion supposes that all the members of the group have a right perception of the objectives. Without a common objective there is no such thing as an actual group; the objectives pursued by the group are: counselling, reaching a decision, solving a problem etc. The aim of the group cohesion is that to offer a motivating working environment, a practical approach of issues, better decisions, the development of the personnel's skills.

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THE AGE FACTOR IN FOREIGN LANGUAGE ACQUISITION

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Abstract: What exactly is the relationship between age and language learning? There are numerous myths and misconceptions about the relative abilities or inabilities of language learners of different ages. There are different theories according to which children are supposed to learn faster, or adults are unlikely to achieve fluency. These and other common beliefs are simply not true. Children do not necessarily learn faster than adults and, in fact, adults may learn more efficiently. Furthermore, there is no loss of language ability or language learning ability over time. Age is not a detriment to language learning, and by all accounts, learning a second (or third etc) language actually keeps the older language learners mind active. People of all ages can benefit from learning languages. However, the convergence of several lines of psycholinguistic and sociolinguistic theory and research suggest possible explanations for age-related influences on language acquisition that language educators should take into account. The purpose of this paper is to focus on several variables that have been shown to be age-sensitive in the process of foreign language acquisition. The main objective here is to demonstrate that people of any age can be accomplished language learners, whether they are young learners or self-motivated adults.

Keywords: cognitive development, sociocultural context, affective factors, language input, questionnaire.

INTRODUCTION

We should start this paper from the basic question that has in the first place generated the need for this research: “Can older adults successfully learn foreign languages?” Recent research is providing increasingly positive answers to this question. It has been demonstrated that there is no decline in the ability to learn as people get older; except for minor considerations such as hearing and vision loss, the age of the adult learner is not a major factor in language acquisition; the context in which adults learn is the major influence on their ability to acquire the new language.

The challenge of this paper has been to prove the above mentioned theories and to supplement the theoretical findings with practical backup, as intended in the

questionnaire applied and interpreted in the last part of the research.

In the attempt to answer the intriguing question of how age affects foreign language acquisition, we must start with a thorough analysis a number of factors - cognitive, sociocultural, affective, and linguistic - that may account for age differences in foreign language acquisition. The theoretical aspects presented here together with the interpretation of the questionnaire we proposed provide an overview for practitioners that can form the basis for reasoned decisions in setting objectives, designing curricula, and selecting instructional strategies for limited-English-proficient students.

1. Cognitive Development

Piaget has shown how human cognitive development is achieved through maturational stages, with our thought processes and patterns changing systematically as we age. He has also influenced the way we understand the stages of language development as part of more complex cognitive development. For example, Piaget distinguished between "egocentric" and "socialized" speech in children (Piaget, 1926, p. 76). When he watched five- and six-year-olds working and playing together, he noticed that their communication often resembled monologues. The children talked, but without much notice of who was listening. They would answer their own questions without waiting for someone else to answer, and often several children would talk simultaneously in what Piaget called "collective monologues."

Children seem unable to engage in sustained socialized speech until they move out of what Piaget calls the preoperational stage of cognitive development and into the concrete operational stage. This shift, which normally occurs around age six or seven, finds children outgrowing their inability to focus on more than a single aspect of a situation, or a single point of view, and beginning to consider relationships. At that point they begin to consider the need to communicate differently with different audiences--to take the listener's point of view into account.

Given this pattern in child language development, it should not be surprising that educators have greater success redirecting the language behavior of 8 to 12-year-olds than 4 to 7-year-olds. Although this younger group has no trouble learning a second language in natural settings, they do seem to be slower to respond to formal language instruction in school than older learners. It can be expected that as they move into the stage of cognitive development that permits socialized speech, their openness to educational intervention will increase.

Around this same age, middle childhood, children develop a conscious awareness of language that allows them to think about it,

judge it, and manipulate it much as adults do. This new awareness of language corresponds to a general cognitive "decentering" that children experience as they begin to step back and reflect on situations rather than just on themselves. Conscious awareness of language makes it possible for children to think about the appropriateness of what they and others say and to segment language into units -- a necessary step for learning to read. The onset of this awareness, coinciding with other advances in cognitive development, appears to be at, least partly responsible for the boundary that researchers have found between early childhood and middle childhood for purposes of school language acquisition. Instructional strategies which are popular in formal classroom settings are more likely to fit the cognitive abilities of older children, creating an advantage in rate of acquisition for older children over younger ones.

A similar developmental boundary occurs around the time of adolescence, when the "formal operations" stage of cognitive development begins, allowing a kind of abstract thinking not tied to experience with concrete objects. At this stage, new concepts normally derive from verbal rather than concrete experience to manipulate abstract linguistic categories and to formalize rules and concepts is an additional aid for language acquisition. This advantage, related to conscious language learning and not natural language acquisition helps explain the initial advantage for older learners that many researchers have found. Because of their conscious awareness of language and ability to formalize linguistic rules, older learners can outperform younger learners in the early stages of language acquisition, especially in production tasks (speaking and writing). This advantage for older learners often flip-flops as the natural acquisition strategies of younger learners become more powerful. Only when conscious knowledge is called for, as in monitoring tasks that require grammatical analyses, do older learners keep a long-term advantage over younger learners.

The relationship of language acquisition to cognitive development may be one source, then, of the "age differences" researchers have found among language learners. By being alert to the cognitive variables active in the students who enter any classroom, educators can base instruction on what the individual learners are ready to accomplish.

2. Sociocultural Context

The previous discussion of cognitive factors focuses on the natural, innately-determined blossoming of cognitive and linguistic capabilities that all normal children experience. Looking at the sociocultural context of language acquisition, however, one can find evidence that a child's environment nurtures and shapes his or her ability to use language. Specifically, the experiences a child has with language at home and in the community may have a lot to do with later success in school and may be age-related. Therefore, we will analyze some aspects of this sociocultural influence in an attempt to further clarify sources of age-related variance in language acquisition.

We should not take for granted the "automatic" benefits of schooling for language development. Not many have been the times when the mismatch between the teachers' expectations and the students' backgrounds constituted a cause of many students' failure in schools. Foreign language teachers, as well as the school systems they function in, devalue the patterns of language use which are common in the native language, but these patterns are not always successfully replaced. This is why teaching a language is symbiotically linked to teaching the culture of that language, but a better understanding of the target language culture should not be aimed at in the absence of the sociocultural background of the native language. The sociocultural context becomes even more important with adults, who have a conscious approach of the differences or similarities existing between the 2 targeted languages, and who could, with the help of the teacher, exploit the sociocultural context of their own

language in order to better acquire the foreign language within its own sociocultural „attire”. For more than 25 years, Bernstein has been developing a theory of language use based on the dichotomy of "restricted" and "elaborated" codes (Bernstein, 1972, p. 105). Speakers of an elaborated code will choose from a wider range of syntactic possibilities to convey a message than will speakers of a restricted code. They will also make more lexical distinctions and put more of their intent into words. A restricted code relies on "gestures, intonations, and verbal metaphor" to express many meanings that could be verbalized, particularly attitudes toward the addressee such as respect and familiarity. Restricted-code discourse is not fully intelligible to audiences who do not share the speaker's cultural background (home, ethnic identity, intellectual interests). This is not the case with elaborated-code messages, where verbal means are more fully employed to make the message explicit and clear to any audience. A major function of schools is to give students familiarity and practice with the use of an elaborated code for both learning and self-expression.

How might code preference be age-related and affect the course of language acquisition? Young learners, for example, would be unlikely to produce elaborated-code utterances in a relatively unfamiliar language. Teenagers, who are in that sensitive adolescent period in which even language majority children retreat into restricted code usage whenever possible, even to the exclusion of their parents. Comparatively poor performance by these children in an elaborated English code should be no surprise. Adult learners, on the other hand, who have enough experience with expressing themselves and who are assertive and argumentative in their own language, will become elaborated-code users, by using a wide range of linguistic, non-linguistic and para-linguistic tools to communicate. Nonetheless, it cannot be assumed that older learners who perform better than younger learners in school are doing so because they

have been in school longer. It is the teachers' role to guide language students toward more elaborated code usage, even if they prefer to remain in the „shadow” and express themselves in a restricted way. Effective schools and language programs have curricula and teachers who are sensitive to this need and who tailor the methods and the practices towards erasing the communication-related psychological differences between students of relatively similar age.

3. Affective Factors

The two previous sections have analyzed two possible sources of age-related variance in language acquisition: cognitive development and sociocultural context. Both sources are linked to age, but no one can assume that certain things are automatically happening in a learner's cognitive or sociocultural development just because a certain age has been reached.

The same is true for two additional variables often linked to age: affective factors and language input. Affective factors include motivation, anxiety, self-confidence and other characteristics that might affect a person's attitude toward learning. These factors have been hypothesized to be partially responsible for the differences between children and adults in language acquisition. Their relationship to age as a predictor of overall language learning success is not clear, but some relationship is evident. Older learners, for example, are more likely to feel the need to learn a language for economic survival (adults) or for academic success (adolescents) and thus work harder in school. Such motivation would be absent from young children, and this absence might account for their slower language acquisition in school. On the other hand, even though young learners may lack such extrinsic motivation, they might succeed as they do in natural acquisition settings because of their intrinsic motivation to participate fully with their peers.

Ease in acquiring a second language has also been linked to a low level of anxiety. The

anxiety barrier might explain why older learners, including adolescents, are less successful at school language acquisition than middle-childhood learners. Self-conscious adults' fear of failing or looking and sounding foolish may create an affective filter that blocks performance of which they would be capable in a relaxed state.

Self-confidence may also work as a filter or barrier. Older learners from many cultural backgrounds stand to perform with more self-confidence than younger learners in a language class because of the extent to which age influences their assertiveness in the face of authority. In spite of their lower anxiety, younger learners from restricted-code backgrounds may be less likely to project their own identity and try a more elaborated code than older learners are who may have to learn to do so for different community involvements (banking, shopping, doctor visits, etc).

4. Language Input

A final source of variance in language acquisition to be discussed here as age-related is the nature of the language samples themselves which are presented to the learner as input for the acquisition process. Natural comprehensible input has become 'the fundamental principle' in second language acquisition"(Krashen, 1981, p. 63). Krashen believes that the ability to obtain comprehensible input may increase with age, giving older learners an advantage over younger ones. People who talk with very young children automatically simplify input and use concrete language, common to restricted codes. Older learners may receive less help and may have to intervene on their own behalf to clarify the input. Scarcella reports an experimental study which compared child and adolescent second language learners who interacted with a native speaker on a block building task (Krashen, 1982, p. 176). Although the native speaker simplified language spoken to the younger learners, the older learners were more adept at managing the conversation to obtain more

comprehensible input: they signaled their understanding better; they were more successful in keeping the conversation going; and they changed the conversation topic more proficiently.

Older learners from restricted-code backgrounds clearly have an advantage over younger learners in input management because their cultural background permits them to be more assertive and interactive. Most language minority children will not feel comfortable asking for the kinds of clarifications necessary to get comprehensible input. This puts these children at a clear disadvantage when compared to older learners and learners from elaborated-code backgrounds where explicitness and the search for it are valued.

A number of factors have been discussed here that may help us understand why language learners seem to have varying degrees of success at different age levels. Cognitive, sociocultural, affective, and input factors all may be a part of the explanation. Research is being actively conducted in these areas, and language educators who keep abreast of this research are more likely to devise effective systems for language teaching that are sensitive to the needs and potential of individual learners.

Nevertheless, generalizations about the relationship of age and language acquisition are treacherous for two obvious reasons. First, people of the same age do not share all the same characteristics. We can speak of a typical six-year-old or an average fifteen-year-old, but we have to keep in mind that a norm or an ideal may be as much fiction as fact in the real world. Among people of the same age, differences in attitudes, aptitudes, knowledge, and skills make sweeping generalizations about learners elusive. Second, there is no uniform pattern of development that everyone follows. Even if we could say that everyone eventually achieves certain characteristics, it is clear that there is no common route to be followed. Knowledge and skill are acquired by each of us according to a highly individual map.

Starting from these premises, we have designed a questionnaire that has tried to cover most of these aspects, by selecting subjects from two different age categories (young adults – 18 to 22 - and grown-ups in their mid-30's), by asking questions related to their educational background, to their attitudes and feelings about the language they are learning, in the intention to comb through all the above mentioned factors. The answers to the questions and the interpretation of the variables obtained have proven very helpful in linking theory and practice and have provided a better understanding of the way in which the age-related factors actually affect and influence the acquisition and the performance of adults in a foreign language.

The subjects of the questionnaire were military cadets at the "Nicolae Bălcescu" Land Forces Academy in Sibiu and military students (officers and NCOs) at the Foreign Language Center in Sibiu. The answers to the questions reflected the way in which the four discussed aspects are interpreted and operated with by these two age categories. On general terms, there has been a clear distinction between the feedback obtained.

The questions which prompted at a conscious approach to the learning of the foreign language generated two different directions: the cadets admitted that learning a foreign language is helpful in everyday communication situations; on the other hand, the students, more mature and self-conscious, consider that mastering a foreign language is a must in their military career and an effective tool for intercultural communication. The young learners believe that their English level is reflected by the grades they obtain during the instructional process, while the older learners assert that the applicability of using a foreign language is best reflected in the easiness of comprehension of all types of authentic materials they are exposed to (radio, TV, newspapers, magazines, books, where the information is exclusively presented in the target language). This clearly proves the differences mentioned in the section dealing with the affective factors.

As far as the factors that influence learning a foreign language are concerned, both categories mentioned that personal training is of utmost importance. This relates back to the significant role that the sociocultural background plays in the acquiring of a foreign language. The only difference spotted here was that while the students considered prior military training an asset to be exploited in the foreign language courses, the cadets admitted they lack it, which makes their training more difficult and unfamiliar. The lack of prior military training (especially branch-oriented terminology courses) also constituted one of the most often mentioned causes of the difficulties both categories identified in learning a foreign language.

Both the cadets and the students plan to continue their language training on a personal level, but with different approaches: the young learners rely mostly on movies, internet and interaction with foreign language speakers, while the older learners are more inclined towards self-study, by solving grammar exercises and practising different skills. The latter category is also more confident that participating in different missions abroad will improve their speaking and listening abilities as well as the confidence of using the foreign language in more natural contexts.

CONCLUSION

Despite the theoretical differences between the factors that affect the learning of the two targeted age categories, and in spite of the different answers the subjects gave to the proposed questionnaire, the concluding verdict is an affirmative answer to the starting question: YES, older adults can successfully learn foreign languages. Our study only demonstrated that as long as motivation, involvement, a stimulating professional context and a chance for personal development exist, the acquisition of a foreign language is not an age-related issue, but a challenge any individual should take on proudly.

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THE APPROACH OF THE DIDACTIC EVALUATION AS A SOURCE AND CHANCE OF LEARNING

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Abstract. The evaluation defines the process, which measures and estimates the results' values of the education process, the resources' efficacy, conditions and operations used in the development of the activity, by comparing the results with the proposed objectives, for the assumption of decisions, regarding the enrichment or improvement of knowledge in the following stages. The approach of the didactic evaluation as a source and chance of learning presumes the attention given to the learning objectives but also to the conditions prior to the motivation development, to the self-evaluation capacity, to the self-conscious. This presumes the taking-over of the manager role by the teacher into a school which is oriented to the child. The student has the role of an active manager in the process of the own learning, learning which is seen as a development of the cognitive system but also of the personality.

Keywords: teaching process, education process, psycho-affective environment, self evaluation, self image, evaluation activity, feedback.

Introduction

The professor's activity- the teaching- and the one of the student- the learning- assume always an objective character in evaluation, the "interface" developed by the obtained results. Therefore, this interface includes the information which is relevant over the activity of those two scholar agents.

The importance of the didactical evaluation in the teaching process is legitimated through the following observations:

- a) the teaching act assumes finalities, instructive and formation objectives, and the student's performances indicates the level and the measure of the objectives' fulfillment;
- b) the evaluation of the scholar results allows the professor to optimally reorganize the didactical development;
- c) the action of didactical evaluation has in school an important percentage, until

40% from the professor's activity (Ionescu and Radu, 1995, pp. 257-271).

Synthesizing the above facts, it results that the didactic evaluation has an important role in the education process. It is always reported, directly or indirectly, to the progress of learning, but also to the one of teaching.

Like the teaching act, the evaluation incorporates specific technical elements, evaluation requests, art in the domain, pretending an adequate teacher formation.

The evaluation defines the process destined to evaluate and appreciate the results value in the education process, the efficacy of the resources, conditions and operations used in the activity development, through comparison of the results with the proposed objectives, in order to take decisions regarding the improvement of the activity in the following phases.

Petru Lisievici suggests that, through activity evaluation, the information about the condition, functioning and/ or the next

evolution of a system is collected, readapted, whether is a student, teacher, educational institution or an educational system, activity whose specific features are given by the following essential characteristics:

- a) the assumption of methodological system, which is more efficient regarding the lesson projecting, knowledge teaching;
- b) the development of some verification and evaluation criteria, of performance standards identification, destined to express the learning achievements;
- c) the identification of the scholar difficulty zones and of their causes;
- d) the student's informing about the progression indices of the learning and of the developed feedback register (Lesievici, 2002).

The motivational function of the evaluation

The rhythmic evaluation and listening make the student to learn regularly. Between the frequency of listening the lesson and the scholar success is a direct correlation: "It would be totally unrealistic to expect the students to learn regularly, systematically and consciously, without having periodical evaluations", write D. Ausubel (Ausubel and Robinson, 1981, p. 216).

The evaluation has a motivational value: desires of success, respectively the fear to fail are important impulses in learning. The systematic success registers the learning motivation on an ascendant spiral, while the repeated failure may lead to "demotivation".

The experience confirms that evaluation creates emotions among students. The educator has the power at least not to increase the negative emotions, if he cannot diminish them. *What could the teacher do to keep the emotion state in a proximal motivation?*

He has to create a psycho-affective environment, based on trust and respect, a detensed environment. The educator increases the students' possibility to manifest their entire potential and implicitly their preparation. For this, there are the following recommendations:

- Use a warmer and peacefully tone. The educators' tension is assimilated by the students.
- Help them to make themselves an impression about the complexity and difficulty of the tasks, in order to believe that they can deal with success the requests!
- Communicate to the students the time they dispose of, but do not stress them more than that, by always announcing them about the passing of the time.
- Give all the explanations at the beginning of the evaluation, after that you should not disturb them anymore!
- Create conditions so that there should not be the temptation of cheating (subjects on rows, 5, 6 or 8 subjects, how many do you consider to be necessary). In this way, it is avoided the inspiration possibility from neighbors, and you won't have to attention or threat them.

A psycho-affective environment based on trust and support gives the possibility to evaluate the real acquisitions of the student, and not the tolerance to stress, how it happens in the conditions of an evaluation based on stress.

Thinking the evaluation in this manner, the student will have the necessary disposition and energy to come again over the materials supposed to be learned, in order to compare his achievement with what should be the correct solution.

Selfevaluation, moment of the formation of the self conscious

The appreciation obtained in school is assimilated, interiorized by the student, becoming a reference in self appreciation, within the formation of the self image. The scholar grades usually represent also grades of intelligence; the dissociation in the students' eyes is produced only in higher classes. On the other hand, the professor's appreciation is assimilated by the class-group, and it reflects on the sphere of the interpersonal relationships, in the sociometric status of the

student. Help them to create a reale image about themselves and their colleagues.

The functions of the evaluation activity

The didactical evaluation holds some functions related to the actors involved in the didactical activity. These can be described also related to the implications which they have, regarding the class management, in order to be taken efficient operational decisions on a system and process level.

In the next table, there are given these functions in a synthesized manner (Cristea, 2000, p. 133).

The functions of the evaluation activity

The functions of evaluation	For teacher	For student and parent
<p>Observation</p> <p>-to inform the “actors” (teacher, student, parent) about the development stage of the student, defined at the level of objective ascertainment</p>	<p>- basic indicator of the efficiency grade of teaching in sustaining the learning act.</p>	<p>- the appreciation of the existent preparation level and of the results reports at the teacher’s request</p>
<p>Diagnosis</p> <p>-to estimate the position of the activity, institution, of studying persons, a position defined on the appreciation level with a value of a pedagogical diagnosis.</p>	<p>-the prominence and interpretation of the existent gaps in the students’ preparation, identification of the causes</p>	<p>- the interpretation of the results, regarding the own capacities and self-evaluation optimizer.</p>
<p>Prognosis</p> <p>- to ameliorate the pedagogical activity, defined on a decisional level with a value of prognosis</p>	<p>- to anticipate the students’ progress, the reconsideration of the didactical strategies</p>	<p>- to evaluate the opportunities and to optimize the work style and the effort graduation.</p>

The appreciated judgments obtained as a result of the elaboration of the information received

with the evaluation constitute an adjustment factor of the teaching- learning activity:

– *for the teacher*: how to adjust his material, what has to be revised in slower steps, the evidence of the failure sources, and so on

-*for the students* : it is an indication to adjust the learning effort (a guiding mark of the investition for the future, an “alarm signal” for promotion, etc); due to the evaluation, the student is aware of the society’s requests towards his preparation and he can shape his own aspirations.

- *for the parents*: a prediction or a guarantee of the success in the future, indication to give support. The pressure of the family leads sometimes to the supramotivation, while the failure fear of the child makes him to want less, therefore the pressure to “more” can have as consequence the desire of “less”, to avoid deception (Radu, 1985).

The school oriented to the student uses “authenticable” evaluations (rather than standardized evaluations), which can evaluate the individual learning of every student. Such an evaluation is more forming than summative (for example, it is about the developed activity which coordinates the instruction, rather than an event which is to be finished). Common methods specific to this learning approach include the compilation and evaluation of a portfolio, learning in collaboration and group projects and teaching agreements.

To respect the principles enounced above, we recommend some concrete modalities to realize the evaluation:

- evaluation has to be systematic and continuously, integrated in the current teaching act, to be authentically in content and in the projected performances;

- to be used mostly in the progress evaluation (individual achievements) instead of the normative evaluation, within the individual achievements are compared to the group targets;

- the progress in studying has to correspond to the standards and performance descriptors, and the standards have to be

formulate so that every student to have the possibility of success;

- the evaluators have to involve the students to estimate their own work, as their colleagues' work too

Example- comment:

Anytime you have the opportunity, give to the students the task to evaluate themselves their papers, through an interactive activity with the desk colleague. When I say papers, I do not refer just to the evaluation papers, but to all what does an independent activity developed by the student mean, it can be an evaluation paper, but not only. Every student reads and explains to the colleague what he has done and he makes his own corrections, helping himself and using the colleague's opinion. In this way the student not only finds his own mistakes but he also has an extra chance to explain himself what was unclear-

Why is it not recommended the paper's correction to be made by the desk colleague? Because he will have a different perception. He will see in his colleague a mistakes finder. Using the strategy recommended, the relation between students will become one of support and mutual trust. Within the class, they could have the deserved position, regarding the performances and the effort, without desiring a place in the class hierarchy. They will learn to be satisfied with their achievements.

Woolfolk demonstrates how the encouragement of the self-control needs more time, but to teach the students how to assume responsibilities is an investment that deserves all the effort. When the teachers from the elementary and gymnasial schools are applying very efficient management systems of class, but not taking into consideration the students' self-control as an objective, and their students find often that they meet with some difficulties when they finish school and are trying to work independently (Woolfolk, 2001, p. 439).

For the summative evaluations, with grades or qualificatives, give to all students from the class the same evaluation probe, within the items should be marked regarding

their difficulty and complexity. In this way, every student has the possibility to resolve what he can, and you will have an unitary evaluation on the class level.

According to the Commission for a Complete Expertise, which has certificated this aspect in documents, if there is any student with disabilities in high school, then you have the right to evaluate after the adapted curriculum.

Most of the time, the educators accomplish within the evaluation the estimation of the students' progresses and value them by using grades and qualificatives.

Often, in the process of the didactical evaluation it is neglected the decision, as operation of the evaluation, which lengthens the estimation act into a characterization, decision or recommendation and takes into account measure to improve the activity in the following stages, an operation where the student could find a source of learning.

What we propose in the following lines is to pay adequately attention to the decision, to the approach of the didactical evaluation as source and chance of learning.

Example- comment

After giving an evaluation probe, it is recommended to analyze and interpret the obtained results, using a matrix like below:

Matrix for the analyses and interpretation of the evaluation's results

No	Students	Ob .1.	Ob .2	Ob „n”	Observations. Recommendations
1	N.M				
2	...				
3	...				
4	...				
5...					

On one side (vertical) there are written the students of the class, and on the other (horizontal) the evaluated objectives. For every student, we will use or percentage (70%), or numerical expression (5 answers

from 7), and the achievement obtained by every student.

Analyzing the obtained results on vertical, we can figure out which from the objectives were not accomplished in a satisfactory way, and it is recommended to be reintegrated in the following learning units, in order to be reevaluated.

Analyzing on horizontal, we will be able to appreciate the students' accomplishment level of each objective and we could make the necessary estimations and recommendations for a development or compensation program. In the next hour, it will be organized a different activity. The students will be grouped regarding their accomplishments and the compensation or development needs. There will be made center- groups, which turn back to the objective number 1, number 2 and so on.

These may be made in circles so every student to be part of each center-group, regarding their personal needs. The students who accomplished all the objectives during the evaluation may work to a development center or may be tutors in the compensation groups, regarding their needs and desires. Such activity is an authenticable approach to differentiate, to adjust the learning on students' interests, to put him as an active partner in his own development (Popa, 2009, p. 42).

The difference of learning is accomplished from:

- the perspective of the learning potential and of the achieved performance;
- the perspective of the multiple intelligence theory. Those with an interpersonal intelligence will be satisfied by the interrelationship with others. Those with

an intrapersonal intelligence have the possibility to achieve a personal development program.

- the perspective of motivation. Those who feel motivated by the challenge of new, difficult, complex problems can choose development centers, others who feel motivated by the appreciation of the other people and by recompenses (eulogy) will accept the tutor role.

Conclusion

This didactical strategy will allow the existence of a precise feedback through reporting the performances to the proposed objectives; the didactical evaluation will be completed with what we call decision – the necessary recommendations for every student, in order to prevent gaps and, in the same time to make possible evaluation as a source and chance of learning (Popa, 2009, p. 42).

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ATTITUDE ANALYSIS CONCERNING PROFESSIONAL TRAINING

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Abstract: This paper is focused on the professional training analysis in order to find the changes on the labour market and to emphasize the human beings attitude in this respect by studying their opinions, requests and tendencies concerning lifelong learning. The research is based on a poll, the information gathered from the questionnaires being related to the sample distribution by education level, age and incomes, the people attitude on professional training by duration, cost and typology, and other information on professional training programmes such as: availability, volume, modulate courses, qualified teaching staff, place, destination, use, skills development, job, material conditions, programmes authorisation.

Keywords: market research, human capital, lifelong learning, education environment, professional training, sample distribution.

1. Introduction

Marketing research is a systematic search for, and analysis of, information. Careful planning throughout all stages of the research is a necessity. Researchers must start with a clear and concise statement of the problem to be researched. Good research practice requires that the information sought, the methods used to collect the information, and the techniques employed to analyze the information be systematically and carefully laid out in advance.

One direction of marketing research is the labour market research. Labour markets function through the interaction of workers and employers. Labour economics looks at the suppliers of labour services (workers), the demanders of labour services (employers), and attempts to understand the resulting pattern of wages, employment, and income. This is an important subject because unemployment is a problem that affects the public most directly and severely.

Labour is a measure of the work done by human beings. It is conventionally contrasted with such

other factors of production as land and capital. Some theories have created a concept called human capital, referring to the skills that workers possess, not necessarily their actual work, although there are also counter posing macro-economic system theories that think human capital is a contradiction in terms.

Starting from these general statements, the present study has focused on the professional training analysis, in order to know the realities and changes on the labour market and to point out the human beings attitude by studying their opinions, requests and tendencies concerning lifelong learning.

Lifelong learning is the *lifelong, life-wide, voluntary and self-motivated* (Department of Education and Science, 2000.) pursuit of knowledge for either personal or professional reasons (Commission of the European Communities, 2006). As such, it not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability. The term recognises that learning is not confined to

childhood or the classroom, but takes place throughout life and in a range of situations. During the last fifty years, constant scientific and technological innovation and change has had a profound effect on learning needs and styles. Learning can no longer be divided into a place and time to acquire knowledge (school) and a place and time to apply the knowledge acquired (the workplace) (Fischer, 2000, p. 265).

Lifelong learning may be most usefully thought of as a policy response by largely western governments to a changing world. These underlying changes are a move away from manufacturing to a services economy, the emergence of the knowledge economy and the decline of many traditional institutions which has been requiring individuals to become more active in managing their lives (Field, 2006). This has led to the realization that formal learning, typically concentrated in the earlier stages of life, can no longer sustain individuals throughout their life.

Nowadays, the ability to think beyond what others do, thinking outside the storage room where the box is placed is a must have quality where with the ability to access the internet for the plethora of information that is not only written, complements the learning experience and enables anyone and everyone to practice lifelong learning - formally and informally (Aspin and Chapman, 2007, Recognition of non-formal and informal learning in OECD countries, 2009).

The objectives of the study were to find out human beings (customers) position on:

- Professional training;
- Nowadays trend in professional training a lifelong learning;
- Decision to follow a professional training programme;
- Information about professional training;
- Professional training objectives;
- Professional training typology.

Further on, based on the results obtained, the study aims to state several conclusions concerning the higher education evolution in

order to meet the professional training requests and attempts.

2. Materials and methods

The labour market research applied in this study pursues the quality and value of professional training characteristics in order to adapt the education environment to the market expectations and requests.

To study the opinions, requests and tendencies of human beings on lifelong learning as part of the professional training, a direct and selective research has been done. In this way, the description of requests concerning professional training, the tendencies of requests and the reasons of attitude and behaviour changes could be presented in details.

The research has been based on a poll and comprised the following steps:

- The definition of the decisional attribute;
- Establishment of the research main aim;
- Identification of the research objectives;
- Formulation of the research hypotheses;
- Questionnaire creation;
- Establishment of the population to be investigated, the sample size and the method of sampling (Cătoiu *et al.*, 2002, p. 88);
- Information gathering;
- Information processing and analysis;
- Information interpretation (Cătoiu *et al.*, 1999, p. 249).

Based on the analysed statistical data, the size of the sample has been 1,300 people.

3. Results and discussion

The information gathered by questionnaires filling in has been processed and analysed from the view point of sample distribution (pt 3.1), people attitude on professional training (pt. 3.2) and many other information about professional training programmes (pt. 3.3).

3.1. Sample distribution

Sample distribution was analysed by: education level (figure 1), age (figure 2) and incomes (figure 3).

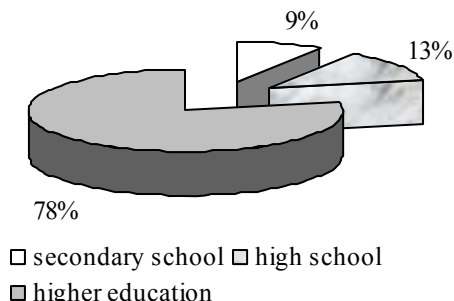


Figure 1. Sample distribution by the education level

The importance of the education level on professional training is obvious, most of the people having a higher education diploma.

The age distribution is less relevant, only people above 60 years old being less interested in professional training.

The incomes influence is a major one, most of the people having medium or higher incomes.

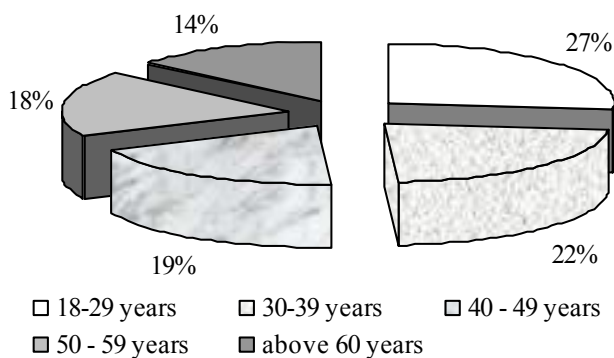


Figure 1. Sample distribution by age

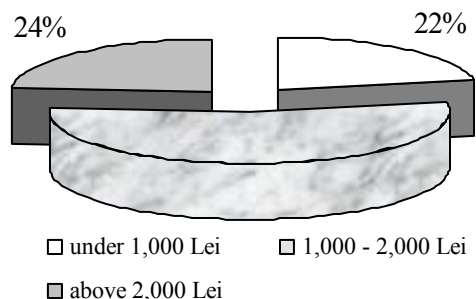


Figure 3. Sample distribution by incomes

3.2. People’s attitude on the professional training

People’s attitude was analysed following the importance of the professional training duration criterion (figure 4), the costs of the professional training programme criterion (figure 5) and the importance of the professional training typology (figure 6).

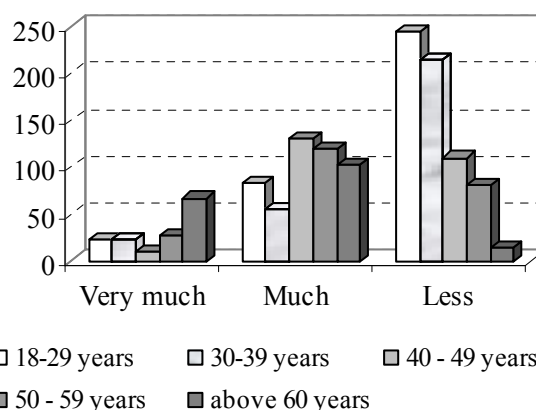


Figure 4. Importance of the professional training duration criterion

The importance and the costs of professional training are varied; therefore a lot of people consider these criteria of medium importance.

The typology of the professional training is much appreciated, most of the people considering this criterion very important or important.

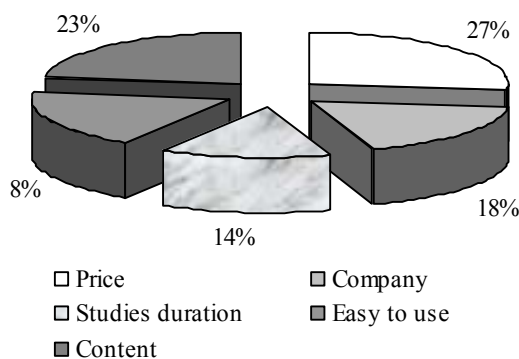


Figure 5. Cost of the professional training criterion

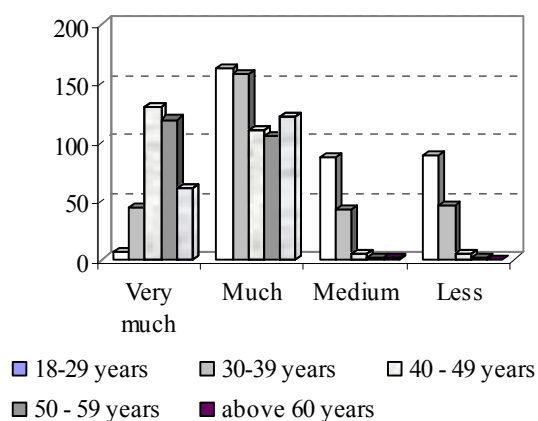


Figure 6. Importance of the professional training typology

3.3. Information availability on professional training

The results related to the information availability about the professional training criterion are presented in figure 7. It is easy to see that this criterion is considered very important and important by almost all of the people forming the sample.

Other factors analysed for their behaviour in the selection of professional training study programmes are: volume of information about courses (figure 8), modulate courses, existing courses on CD and / or paper, qualified teaching staff, place (figure 9), course destination, knowledge use, skills and competences development (figure 10), job, material conditions, programmes authorisation (figure 11).

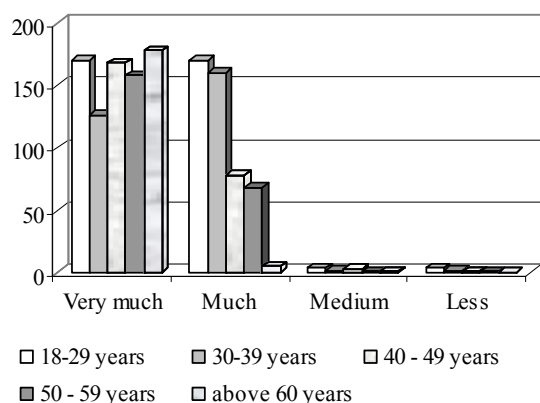


Figure 7. General information availability on the professional training

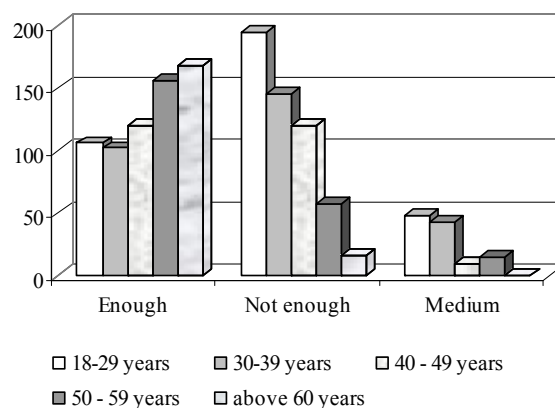


Figure 8. Information volume about professional training

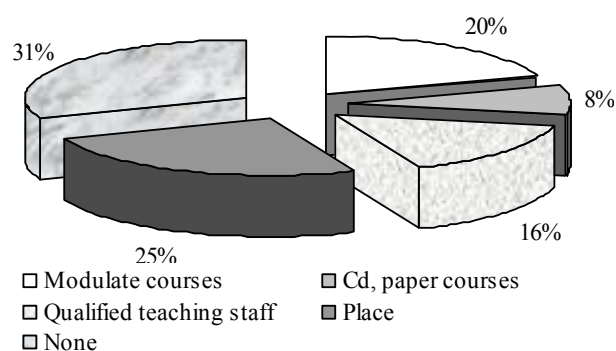


Figure 9. Elements stimulating the professional training course selection

Usually people request more information about professional training study programmes (figure 8) and they are much influenced by a modulate schedule of courses, qualified teaching staff and places than by receiving the information on CD and / or on paper (figure 9).

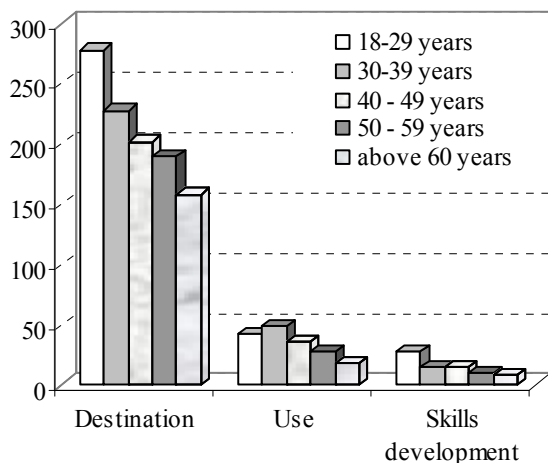


Figure 10. Factors which influence the selection of professional training programme: destination, use, skills development

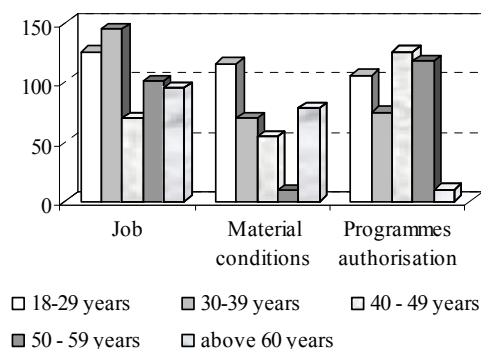


Figure 11. Element which influence the selection of professional training study programmes

Concerning the destination, use and skills development factors, it is easy to observe that the destination of professional training is the most important one.

Other factors such as job, that could be gained due to professional conversion, material conditions and study programmes authorisation are less important in the selection of a professional training programme.

4. Conclusions

The research leads to the following main conclusions:

- professional training / lifelong learning is a very important activity in nowadays world economy;
- the marketing research and the analysis done on a great number of people participating in the poll and filling in the questionnaires is quite new, therefore much important;
- the processing and analysis of the information gathered from the poll showed a real tendency of human beings to improve their knowledge and / or to re-qualify themselves for other jobs and / or other positions in order to face the challenges of a continuously changing economic environment;
- professional training selection is most influenced by information availability, such as general information, volume of information and aspects concerning its application, such as: modulate courses, qualified teaching staff, place, destination of courses, job, material conditions and programmes' authorisation;
- regarding the sample distribution, most used to professional training are people having a higher education diploma and people having medium or higher incomes, thus showing a better orientation to develop new skills, to improve their knowledge, to find their best place in the economy, in the world, and finally, to have a better life.

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STRESS AT THE WORKPLACE

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Abstract In many organizations there are stress factors that can affect the efficiency of work of employees, regardless of hierarchical level at which they work. Stress is the response of adaptation, mediated by individual characteristics, response generated by external actions or events that prompted an individual effort mentally and / or physical special. A good use of stress means to have physiologic reaction, emotional and psychological necessary action followed by recovery enough to have this amount of energy in case of need or when it is desirable.

Keywords: stress factor, health, effort.

1. What is stress?

The one who launches the concept of stress in the medical language, since 1936, is the Canadian scientist Hans Selye IV. According to this researcher, stress is the non-specific reaction of the body to any request.

Paul Popescu Neveanu, in "Dictionary of Psychology", confers to the term of stress two acceptations:

- a) situation, stimulus, which puts the body into a state of tension;
- b) the very special state of tension through which the body mobilizes all its resources of defense to face a physical or mental aggression (strong emotion).

Stress is the response of adaptation, mediated by individual characteristics, response generated by external actions or events which require a special mental and / or physical effort from the individual.

Multiple forms of stress have been emphasized. For example: stress during childhood, teenage and elderly stress, conjugal, domestic, financial stress etc.

In the current conditions of life one of the most important facets of stress is stress at work.

Stress at work can be defined as the most harmful physical and mental response. Stress occurs when professional demands exceed the resources available to a human being. Stress at work can lead to the compromise of health and even illness. The concept of stress at work is often confused with that of competition but these concepts are not identical. Competition gives us more physical and psychological energy, and motivates us to learn new jobs and perfect our work. When a competition is over we feel more relaxed and satisfied. The importance of competition in work is probably the one referred to in the saying: "a little stress doesn't hurt". Sometimes though, competition turns into job demands that can't be met, relaxation turns into exhaustion and satisfaction into stress. In short, this leads to illness and failure at work.

Stress at the work place may present itself under different forms, with different effects on the human body. Minor sources for this type of stress could be malfunctioning equipment or phones that don't stop ringing. Major sources could be the excessive amount of work, too

little amount of work, the carrying out of unwanted activities, fear of losing your job or fear of possible misunderstandings with your superiors. Usually, major sources of stress are those that lead to exhaustion, depression and a decrease in work productivity. Stress caused by work conditions may influence the health and life of the individual outside the work place. Low levels of stress may pass undetected, slightly higher levels may have a positive outcome, enabling the individual to become more efficient and more creative, though higher levels may be harmful, leading sometimes to chronic diseases. Possible signs of stress which can be identified in their early stages may be caused by problems existing in family life, personal life, at work or any combination between them.

Table 1. Stress manifestation

Manifestation types	The main signs
Performance in work	<ul style="list-style-type: none"> - Decrease in work performance; - Mistakes; - Vacuum; - Excessive overtime; - Lack of decision; - Signs of fatigue; - Irritability; - Resistance to change.
Aggressive behavior	<ul style="list-style-type: none"> - Criticism of others; - Vandalism; - Verbal abuse, harassment.
Immature behavior	<ul style="list-style-type: none"> - Nervousness, arguments, inadequate tone; - Personality falls; - Uncontrolled emotional reactions and responses.
Negative behavior	<ul style="list-style-type: none"> - The recurrence of the same arguments; - The use of solutions known to be inadequate; - Aggressiveness; - The refusal of listening to

	the advices and suggestions of close ones.
Lack	<ul style="list-style-type: none"> - Delays; - Lack of interest in work; - Absenteeism or increase in absences on medical grounds; - Passivity or lack of involvement.

2. The effects of stress at work

The effects of stress at the workplace can manifest themselves in a behavioral, psychological or physiological way.

Behavioral reactions: reactions which are openly practiced, which the individual uses in the attempt to face the stress. They include: ways of dealing with a problem, retreat or use of substances which cause addiction.

Psychological reactions: these firstly imply the emotional and cerebral processes. The most common psychological reaction is the use of defense mechanisms (psychological efforts to reduce anxiety associated with stress).

Physiological reactions to stress: there is evidence that stress at the workplace is associated with the irregular functionality of the heart' hypertension, accelerated pulse, cholesterol increase. Stress has also been trigger associated with respiratory diseases or bacterial infections.

Stress is a feeling which made an organism to adapt or adjust to the situation. It can be considered two cause of stress: change and threat. Stress creates in the body a positive force that strengthens us for future situations, therefore is very important to recognize stress, and that we learn how to handle it, and live with it.

Stress is created by four factors: an event (called stressor), plus how we feel about it, how we interpret it, and what do we do to deal with it. The cause of stress are multiple and include: the environment where a person live, daily routine, new places, other people, jobs, time, money, health condition, a simple

thought. All causes of stress can affect the psychological condition for a person. When a worker loses his job, that is a significant change, it will influence not only his or her self-esteem but even the material aspect of life. Also, the loss of a person very close, is a major change and may create many different fears.

On the other hand, there are positive events such as marriage or retirement, which can also be considered as factor of stress and must be faced. These positive factors of stress are not so difficult to deal with as dealing with negative changes. It is two kinds of events considering the expectations. Life events like graduation from college, marriage, birth, and retirement which can be anticipate. The other category includes unexpected life events like a serious accident, sudden death of a loved one, divorce, or financial problems. The causes of stress also include everyday circumstances of life like traffic, deadlines and pressures, or on-going conflict with friends or a family member.

Sometimes the minor factors from daily life may pile up until they overwhelm the person because of their repetitive nature. The most important aspect what causes the stress is how the situation is perceived, not the event itself. Identical expected events can lead to two different stress reactions, depending on how the event is treated by a person. Considering an exam where everyone in the class receives the same test, but not everyone will feel the same amount of stress. Those people who are prepared for the exam are likely to feel less stress because they have adequate resources to deal with it.

There are numerous strategies for learning to live with stress. It is important to select the specific strategies that fit every situation and make a commitment for dealing with the stress in life.

3. Stress factors

Stress factors which act in family life or in personal life may affect behavior at the workplace or may cumulate with those at the workplace, resulting in health issues.

There are multiple forms of stress factors and for each of them we can identify their form of manifestation. Schematically, it can be represented thusly:

Table 2. Stress factors

Types of stress factors	Forms of manifestation
The style of leadership	<ul style="list-style-type: none"> - Lack of clear objectives; - Poor communication and lack of information within the organization; -Lack of consultation and lack of employee involvement in change at the workplace; - Lack of support from management.
Career	<ul style="list-style-type: none"> - Uncertainty in career development; - Frustration in career development; - Lack of training programs; - Uncertain status and lack of recognition; - Job insecurity; - Changing status within the organization.
The status, role in organization	<ul style="list-style-type: none"> - Contradictory objectives and priorities; - Status unclear in the organization; - High level of responsibility at work.
Relationship at work	<ul style="list-style-type: none"> - Physical or social isolation; - Interpersonal conflicts; - Weak ties with superiors, lack of communication; - Different types of harassment (verbal aggression, sexual harassment, etc.).
Decision and Control	<ul style="list-style-type: none"> - Low participation in the decision; - Lack of control over their work.
Job design	<ul style="list-style-type: none"> - Repetitive and monotonous work tasks;

	<ul style="list-style-type: none"> - Significant risks of accidents and professional sickness at work (technologies with a high risk of accidents, noise, noxious chemicals, etc.); - Fear of technology in relation to responsibility; - Lack of competence.
Work directives and rhythm of work	<ul style="list-style-type: none"> - Lack of control over the rhythm of work; - Lack of prioritization of activities; - Under or overloaded workloads.
Working schedule	<ul style="list-style-type: none"> - Inflexible working schedule; - Unpredictable occurrence of overloads in the workload; - Unplanned additional working hours; - Working in shifts; - Excessive additional work.

reasonable limits, when its appearance is discovered.

Both categories of measures are put into practice rather at an organizational level than at an individual one.

A. Stress prevention by the organization - stress prevention is difficult to accomplish, for any healthy and active organization. But there are some measures that can be taken to provide the employees necessary incentives without causing a chronic stress accumulation.

Here are some examples:

- defining the jobs in such a manner which would allow a maximum degree of exertion over the abilities and discernment particular to the job owner, incorporating duties varied and difficult enough to maintain his vivid interest;
- designing the activity in such a way so that the job owner should have a certain degree of responsibility, giving him sufficient authority and allowing him to take part in the decisions which influence his activity;
- encouraging superior staff to adopt the participatory management styles;
- encouraging team work;
- encouraging communication between departments-sectors, as well as vertically, along the hierarchical management chain as well as assuring a constructive feedback to each individual (on the results of work, evaluation of personnel, etc.);
- delegating the decision authority in such a way that at every level of the organization, people can take part in the decisions which affect their work and promotion opportunities;
- the developing of an organizational culture in which the attitude towards employees is a positive one.

B. Measures of reducing stress

- reducing the number of changes imposed to each individual or to each team;
- limiting the complexity of procedure and of other nature in accomplishing duties;
- providing the possibility for employees to express their views in front of someone - boss, colleagues, qualified counselors;
- providing social and sports facilities;

4. Organizational stress indicators

Stress can lead to:

- absenteeism and high levels of sickness;
- decrease in productivity and the incapacity of accomplishing the imposed objectives;
- increase in accidents and the error rate;
- increased number of internal conflicts between employees;
- exceeded rate of staff fluctuations.

The expenses induced to the organization could be substantial, so the superior leadership is rightfully interested in taking measures destined to reduce the stress level, so that the organization in its whole to properly function. The measures which the management may take to reduce stress levels within the workforce could be divided into two broad categories:

A. Stress prevention measures

B. Stress reducing measures

The first are designed to eliminate the potentiality of stressful situations, while the last are trying to maintain stress within

- providing material facilities, such as a meal at the cafeteria and sanitarily adequate bathrooms.

5. Conclusions

Frequent social and economical changes, often unexpected and profound, make full use of the body's resources on the adaptation line. Man, in general, employee in special, is exposed to numerous physical and psychological requirements. The effort of adapting to the

physical and social requirements of the environment places the body in a state of biological alert.

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THE INFLUENCE OF THE STUDENT EXPERIENCE UPON THE TEACHER'S DIDACTIC ROLE

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Abstract. The paper discusses a less studied aspect when approaching the teacher's person. The role of a teacher is expressed through the personality of a human individual and in this context, his experience as a developing person must be taken into consideration. Within this development, the personal experience concerning the school years has a special importance for the performance in the didactic activity. In this paper are discussed the facts of abuse and violence.

Keywords: teacher, student, abuse, violence, affectivity.

Introduction

When one talks about a teacher's didactic behavior, the usual approach is that of the professional role. A more or less detailed analysis of the verbal behavior, as well as the non verbal one. The type of movement, the way of teaching are observed. The professor is appreciated in relation to the methods he uses, to the students' spontaneity and creativity, in relation mainly to the marks obtained by the children and to the classroom discipline. No doubt, these things and others like these, are basic elements defining the profession of professor. However, there is another element, also essential, equally defining: the teacher is a person who influences and disposes, evidently within certain limits, by other human persons.

In this context, the teacher's experience as an individual is very important and mainly, his experience as a student. It is difficult to believe that a person with a negative experience and emotional frustrations can be a balanced teacher, detached from his own preferences and objective in his students' assessment. Difficult of course but not impossible.

The teacher as a person

Usually, one considers that the change of the political regime has brought a series of changes in the school institution, too. There were, of course, many changes, the most of them on the plane of the school management, of administration, curriculum and the handbooks. I has to specify: changes and not progress. An aspect that has remained on a more than a secondary plane is the teacher's personality. Given the changes from education, one supposes that the teachers have adapted. Indeed, this adaptation has taken place but its aim was rather a professional one. Another specification: professional adaptation does not mean also, improvement, professional progress.

But the most important part of a professor- his own personality, has remained hidden in the shadow of the novelties. His human qualities, his capacity of receiving right models, his ability to overcome his own problems and frustrations, the empathy and the feeling of justice, his gentleness and understanding. These qualities seem to constitute rather an

idealistic and even undesirable enumeration of some obsolete traits. Perhaps, but these features are the ones which the student meets: he does not know how good professional is his teacher, he does not know what ambition she has or how much he fights to become a director, supervisor or even higher. The student knows that the teacher is „kind” or not, that he, the student „understands” the lesson in the classroom, from the teacher (or not); the student knows that there is no reason to be afraid of the teacher (or the opposite, that he must fear), that the teacher does not commit inequities (or the opposite, this is his job).

But mainly, the student is interested to know if his teacher beats or not. It is quite hard to believe but very true, on the other side, that the violence in school is something usual.

This violence has several forms of expression and is bilateral – from the teacher’s part as well as the reversal, from the student to the teacher. The forms and the direction change in relation to the level of schooling (preschool, primary school, etc) as well as in relation to the children’s or students’ age.

Violence in school

The interest of the present paper focuses especially on the young age, easier to „discipline”, having less means of defense in the case of an aggression. The threatening acts more efficiently upon the young children, thus, an aggressed child prefers to keep silence rather to tell somebody what happened. Many times he considers himself as being the guilty person, so, he has an additional argument to be quiet.

But what happens if the young student, aggressed by his teacher, becomes in his turn, a teacher? How can he overcome these memories? Will he really succeed? How will influence these personal experiences his didactic behavior? Will he be an aggressor in his turn or the opposite?

Obviously, the answers cannot be quantitative; they cannot be statistically expressed but only

individually. The personal reactions are personal and a multitude of experiences contribute to them, experiences that are filtered through different consciousness levels

In a research developed together with the students attending a faculty for kindergarten and primary school training, the students were asked to write few memories, the earliest possible, narrating events from the school life when the teachers had a negative role. The results have revealed among some other aspects, two types of totally undesirable behavior: the intentional inequity in the students’ assessment and the aggressiveness. The number of cases of children suffering verbal or physical aggressions is unexpected big. Some of them had a decisive impact upon the students’ school and professional destiny, changing their preference and attitude. The profound psychological impact, more difficult to assess is indubitable. So, a question is posed: why the abused children have chosen the same profession as the ones who have darkened their school days?

Here there are a few significant examples of physical violence to which children have suffered or assisted, as it comes out from the students’ accounts. Five female students, wishing to become teachers, remember:

The first narration. „I want to tell you a more violent outburst of my primary teacher; instead to listen what the children had to say, she punished all of us, striking twice with a ruler on our hands, simply because two of my colleagues have moved one of the desks a little bit forward.”

The second narration. „I was in the first or second grade, I don’t remember well. Why? Maybe, because I don’t want to remember. Until now, I did not tell anybody about this unpleasant event from my life of student. I didn’t tell even to my parents.

My primary teacher called me to the blackboard. There was a simple math exercise that I actually have solved. The teacher asked me:” Are you sure?” I said: “Yes.”. She asked me again, with a more accentuate tone: “Are

you sure?" Then I felt lost. I did not know the correct answer, any more. I panicked...I started to shiver. And for picture to be complete, my teacher grabbed me by hair and strokes my head against the blackboard. At this moment, the blood started to leak from my nose. I took my handkerchief from my pocket to wipe me and then I put it back inside. She sent me to my place. During the break she came and told me to throw out my handkerchief, to not take it home and to not tell anything to my parents. And so I did. I did not tell anything...I forgave but I did not forget."

The third narration. "My primary teacher had four types of painful punishments which he applied without asking or listening any explanation, for two reasons: not learning the lessons and breaking the discipline rules. These punishments were: hitting the blackboard with the child's head (until it was displaced laterally together with the tripod on which it was installed), palms over the face, „quinces" (striking with his fist in the upper part of a child's forehead) and striking the child's palms with a wooden ruler that had on its narrow part (the hitting one) a thin thread of wire. With two of these, I made acquaintance, too.

I was a studious student and I was never punished for homework I did not or I did not learn. One day however, I broke the rules of the discipline.

Close to our little school there was the store of the village. If you would go with 1 leu you have receive six very tasty crackers. I had classmates who went to the store during the big break and came with the crackers to eat them in the class. They smell so good! Immediately I had 1 leu in my pocket I run to the store. There, I found some other classmates who, accustomed to make such a purchase, went in front of the line and asked for their crackers. I was ashamed to pass before the adults so, I remained in the line. The time was passing. I was feeling how it was passing but the appetite for crackers was big. I was staying there thinking that maybe it wouldn't happen

anything due to the fact that I was the best pupil in my class. It wasn't so. When finally I reached the counter I took my crackers and I run back to the school, but it was already too late. The lesson has started. In the moment I enter, the teacher called me in the front of the class and I have received a stroke with the ruler on each palm and two "quinces". If somebody does not know how painful the "quinces" are, just to try to give himself, one, softly, of course. As for myself I feel them even now, after so many years. Concerning the stroke with the ruler I remember even now, how, with my tears rolling down my cheeks, I was licking my red palms, putting them quickly on the wall close to my desk, in order that its coldness to diminish a little my pain.

I can't help asking myself how some of my classmates were able to suffer almost daily, this kind of punishment. And to whom this behavior was useful? Because after it, I did not see anyone becoming wiser than before."

The fourth narration. „There was in the 8th grade, it was ringing for beginning the classes, the bell jingle "fell asleep", an overwhelming silence came: the Romanian language followed.

The door opened and the professor enters. All the students were listened, one by one. The ordeal came next: we had to choose between the mark 2 or five fire sticks on the fingers. All of us were scared and some of us even cried. It did not take too long and my turn came. My heart was beating as a sparrow heart; I could not bear the fear, anymore. The question he asked me did not any answer; I had to choose between the mark 2 and the beating. I did not want to stay to beat me, he gave me 2, called me shameless and chased me all over the classroom, to beat me

Since then, the Romanian class was a torture, I did not want to go to school, anymore. My luck is that time solves everything and I got over this too, but memories remain."

The fifth narration. „I heard many stories with mothers behaving badly with their children but one day I saw how such a mother

is. I did not understand either when I was a child and I cannot understand even now the behavior of that mother, but especially, the behavior of my primary teacher. Teodora, our classmate was quite a “naughty” little girl and she did not quit until she did not react to all the boys’ dares. Therefore, she had different problems with the boys’ parents. But us, the girls, were feeling protected in a way by her, because she defended us from boys in the way she new better, that is with her fists and legs. One day Teodora’s mother was called to the school; she was very angry because she new that not for good deeds was called. After the teacher has enumerated Teodora’s frolics, us, her colleagues started to defense her, trying to explain to her mother and to the mistress; we told them that the boys swore, called us names and Teodora punished them in her way. We were talking in the wind, nobody heard us or rather did not want to her us. So, Teodora’s mother started the correction that we found out later that she applied it frequently. Slaps and slaps that wouldn’t end, hair pulled and beaten against the blackboard. We were staring stupefied at a free show of a bad quality; we could not believe that our mistress did not defend Teodora. We could not believe that our the second mother, that is our teacher, approved the attitude of Teodora’s mother.”

The stories of this kind are quite numerous to determine concern and revolt. The violence of some of the teachers is totally unjustified in comparison to the minor situation that triggered it. It seems rather a proof of cruelty that needs a pretext to express itself. In other words we think about some traits of character and this character does not belong to some primitive beings, reacting for their protection, but to teachers in a classroom with very young students, or, as in the fifth story, to a mother. Obviously, there may be some explanations that perhaps are found in the abused that these adult aggressors have suffered in their own childhood. In front of some defenseless beings they maybe free themselves by their childhood frustrations and shape in their turn, aggressive followers.

The model that the other children have as witnesses of the violence is horrific. Upon many of them, the violence had the same effect, even if they did not suffer directly. What association these children make with the school? – Fear, terror, pain, helplessness, confusion of the criteria. The only very clear thing remains the dictum: Nobody can escape!

Since nobody escapes, it is at least, possible to obtain a lesser pain. That is, it is good to be on the aggressor’s side against the aggressed ones, either they are guilty or not. The identification with the aggressor is a mechanism of defense, well known in psychology.

No doubt, this painful experience of owns childhood remains in the person’s subconsciousness. It is interesting that none of the students who have narrated these memories did ever mention the wish to become a teacher, or the pleasure of working with children; they did not mention either a decision to be different from the violent teacher. However, they are preparing to become teachers. It is hard to say if they will be, aware or not, heirs of pain or they will attempt to promote a teaching in empathy and care.

What still remains is the experience of fear and pain in an institution that should be the absolute reverse of these sentiments.

Conclusions

As discussed before, the preoccupation of pedagogy for the teacher’s training is limited to the tasks of his professional role and to the modalities to teach him routines and solutions to obtain efficiency in his activity. But entering classroom, the teacher is not only a sum of professional characteristics that are mechanically activated or inhibited. He is a human being who carries with himself, everywhere and in any moment, his own personality, his own history.

How well trained would be in fulfilling his duties, he cannot detach from himself, in good or in bad.

It is therefore important that, the students' training in this domain to be accompanied by counseling and even therapy. It is important that these students-human individuals to learn to master their own life and in this way to

eliminate the temptation to solve their negative tensions by intruding the others' lives. The information, rich, diverse and interesting, is absolute useless if it is entrusted to an emotionally unstable personality.

THE NECESSITY OF REASSESSING THE EDUCATIONAL FIELD IN THE CONTEXT OF THE ECONOMIC CRISIS AND THE NEW SCIENTIFIC REALITIES

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Abstract. A typology specific to the educational field supposes different social representations which concentrate significant pedagogical models at a social level. Thus, as long as the new social realities stress out the impossibility of a pragmatic goal, then a reassessment of the educational structure is necessary according to which the scientific results have been obtained. In other words, a crisis period within a social system must suppose an anticipatory education through which the actors involved in this course of action should find and use optimal functioning strategies. Therefore, the quality of an educational culture refers to, implicitly, the necessity of a quality-competitive approach of a social system, related in fact to the context of an economic crisis and of the new scientific realities, to the idea of human consciousness.

Keywords: educational reassessment, social reality, pedagogical model, anticipatory education, scientific reality.

Reasoning and educational reality

A research done to the relationship between reasoning and educational reality stresses out an approach specific to the beliefs and attitudes characteristic to the society. This approach reminds of an analysis of some current issues through an interdisciplinary approach of some concepts and educational theories related to the different types of social mentalities. Moreover, the theoretical approach of a new type of education stresses out some architecture with the help of which, concepts such as: “new education”, “educational philosophy”, “level of organization/ reality”, are reassessed from a transdisciplinary perception. From this point of view, it is considered that certain aspects that emphasize a certain convergence between socially and educationally based reflections together with a scientific/philosophical analysis, get in fact to an inter/transdisciplinary analysis of some

theories and fields among which there used to be a very well marked demarcation line.

Beyond the conceptual-theoretical approaches it is considered that the way in which the new paradigm of the educational reality transposes in a society reflects an epistemological understanding which rather depends on the economic criteria, following a non-Aristotelian logic. Thus, a research on the one hand, of a social identity and on the other hand, of the scientific knowledge identity, from an economic, social and educational perspective emphasizes explanations which in a pyramidal structure of knowledge go from a horizontal approach to one which develops vertically. In fact it is about a process of passing from an interdisciplinary understanding to a transdisciplinary one.¹ This state of things

¹ Through this, one considers that a new perspective on the physical reality is offered where an important place is played by a certain form of rationality open, in fact to the possible. Moreover, being complementary to the interdisciplinary course of action, the transdisciplinary paradigm illustrates a transhistorical and transcultural horizon.

emphasizes transformations which the culture of humanity registered when it had the courage to follow the process itself of validating the knowledge.

The problem of the necessity of reassessing the educational field in the context of the economic crisis and the new scientific realities sends to the analysis of some considerable difficulties which manifests itself in individual forms at the society level. This fact underlines the existence of some relationships between the social subjectivities through which the spirit of humanity is promoted. Still, such an opinion becomes debatable when it is based on the analysis of the understanding that the informational differentiations involve and which are implied by the scientific results. In other words, the social organization transcends the will of the subjectivities involved in the process of socialization. Also, this type of reality possesses a peculiar character which resides in the form of organization itself and according to which the human activities are shaped. Moreover, as a social result, the goal of these activities reminds of the necessity of the going on principles and with respect to which the social organization becomes concrete. Thus, the values of this social field transcend the limits of the human societies, fact which is possible through a continuous process of intercultural domination.

This variety of understanding the social forms represents a gain for knowledge, in the sense that the facts of a social life can be interpreted from a scientific point of view by relating to the central problems of the society. Also we consider that through such a perspective the unity of the scientific knowledge is promoted to a great extent. In effect, it is about accepting the validity of the principles specific to the process of socialization.

The human nature's experiences as a result of this process do nothing but reflect the result of a gradual transformation of the society. From this perspective, one can admit that the socialization is a complex of conditions where the diversity and the multitude of the interpersonal relationships sometimes involve

a formal analysis of the social and economic phenomena² (Luca, 2005, pp. 104-137). It refers to an interdisciplinary correspondence which concretizes through a process of optimization within which the specific conceptual and theoretical connections are obvious. Of course, this situation must express a reserved attitude as far as the conceptual transfer. In other words, the richness that the conceptual theoretical transfer offers must not be identical to a ("rich") generalization as far as the usage of that certain transfer. For example, it has become "a fashion" to apply the interdisciplinary terminology in certain fields of scientific research without taking into account the intension and the extension of the terms specific to an approach of this kind.

Thus, as a social phenomenon, the socialization is a specific form of communication under a whole process of evolution. This aspect emphasizes the fact that the social reality is in close interdependence towards the reality of the objective world, due exactly to a process of continuous transformation. In fact, the unity of the human nature is visible only through the investigation of the phenomena of a social value. Still, a restriction must be done as far as the concretization of the socialization is concerned. It is about a situation susceptible of scepticism when the human nature is analysed only from a scientific point of view. In other words, the social differentiation supposes an individual analysis but one done through the "mythology" of subjectivity. Of course, one should not reach extremes the moment such a sociological investigation is being carried out.

From this point of view, we think that an investigation on the phenomenon of socialization must focus on a cooperative method. This method should compare in fact such cultural prejudices trying to find those elements (sometimes common), through which rigorous scientific explanations are obtained. It is obvious that this problematic opening of the scientific knowledge expresses ontologically

² One has in mind especially the interdisciplinary applications which can be found in Laurențiu Luca's work.

and epistemologically significant differences between the traditional and the contemporary approaches on the method used in a scientific course of action.

This idea supposes finding an objective criterion which can be a starting point in this course of action. Thus, the social facts are explained and explicated by relating them to the human individuality. In this way, the subjectivity is determined always to “look for” new levels of social organization. It is obvious that it is necessary to have in this situation a purely methodological approach meant to offer rational (pertinent) justifications on the social reality. As a result, the groundwork of such an approach supposes a pragmatic reassessment through which the social differentiations can be part of a unitary conception. In this context too, the nature of these reassessments specific to the educational field and focused on the identity of the scientific knowledge must be taken into consideration³ (Marinescu, 2001).

This course of action focuses on multiple possibilities of subjectivity manifestation referring to the socialization phenomenon. In fact it is about a situation that generates interpersonal connections at the level of social reality.

In this sense, one considers that a “reassessed” model of reality which should allow an adequate understanding of a new type of imaginary can be accepted. Maybe that is why, it is necessary for this analysis to focus on certain conceptual delimitations in the process of understanding, specific to the educational reality. Thus, in the context of the economic crisis and the new scientific reality, the theoretical approaches concretize through “successive” applications of some specific methods of research.

Reassessing the scientific reality and the economic crisis

Any scientific method stresses out a certain possibility of self-organization. Therefore, the explanatory theories of the scientific knowledge are built and interpreted through language. In the context of an economic crisis the linguistic structures play an important role, which means that the reality is explained by relating to the conceptual relativism. In the name of a pure realism the reality is explained through different degrees of truth and in relative terms. Thus, through some new theoretical constructions new conceptual/methodological connections are possible. In this way, at the level of such an interpretation a certain tolerance towards the courage of a supposition imposes itself.

Another interpretation that reminds of the theories and conceptions of the conceptual relativism is that through which one admits that a new contextual reality can be determined by the way in which it is built. We have in mind the linguistic construction which creates complex images through verbalization. Thus, the transmitted message can be understood by relating to signs which are in their turn known as texts.

An economic crisis cannot defeat the desire to know and to be informed. In other words, many of the scientific theories “renowned” in history are approached and reassessed no matter how they manifest themselves in a social-economic crisis. It is about a realization of the crisis (no matter its form: social, economic and so on), fact which expresses a contradictory and tense image of education⁴ (Apple, 1995, p. 5). Although this aspect supposes efforts and sometimes considerable spending, still one can notice the fact that in such contexts the philosophy of science and

³ Such a reassessment is done by some authors from an economic perspective. Thus, the education is analysed by relating to the theory of external things and the public goods, in Cosmin Marinescu.

⁴ Michael W. Apple underlines this aspect very well when he asserts that „We live through a crisis in legitimation and accumulation - where the productive and reproductive apparatus of a society (including schools) are riven tensions, where the very essence of the continued reproduction of the condition necessary for the maintenance of hegemonic control is threatened – yet it is so hard to see *patterned* impact all this has on the practices in our daily lives”.

the field of educational reality are not left aside.

In this way, it is considered that certain scientific research politics which are applied despite such an impediment are justified. In other words, the identity of scientific knowledge can be understood only if the approach method of the main problems referring to a specific methodology is followed.

An example in this sense is given by using a whole system of symbols and a multitude of scientific methods of abstractization, situation which somehow places the scientific knowledge in the dimensions of a pragmatic understanding. In fact, the mathematical model is that which justifies this fact; moreover, it is the one that guarantees the likelihood. In this way, it sets a certain link between the different levels of reality. These connections express, in fact, the transfer of a flow of information from one level of reality to another. Simplicity can be understood through complexity, the process of understanding being valid the other way around as well.

A special importance is given to the becoming complex process of computers. From this point of view, the reality is tried through the fact that the nature of communication can lead to a direct and fast contact among different cultural spaces which are based on inter and transdisciplinary communication. The character of the contemporary society affected by a social economic crisis reflects a field where almost everything works: publications, correspondence, personal pages, politics, wars and so on. The virtual- cultural pluralism is not affected in such a crisis and the IT revolution is still improving in such moments. Under these conditions, the internet can represent a beneficial solution to the phenomenon of the economic crisis, in the sense that certain organizations or companies can reduce their spending with the help of virtual communication.

In fact, realistic and relative interpretations from the philosophy of science remind of a

scientific analysis of language. Theoretically speaking, these aspects relate to the idea of a scientific knowledge identity. Hence, there is another idea, that of a scientific reassessment. Thus the human reason in the process of understanding the real, stresses out specific forms of communication through which the perspective on knowledge follows the way from simplicity to complexity and from complexity to simplicity. However, the possibilities through which knowledge can generally be (re)constructed and/or (de)constructed lead to more and more different conclusions. This fact limits to a certain extent, the certainty of some scientific fact precisely because the research activity is meant to be as precise as possible. That is why, some knowledge based on experience is able to confer a justification of the obtained new scientific results.

The manifestation of the social life is visible to the human nature through some specific features. Thus, the unity of these features imposes itself at a social level both through the identity and diversity of the human subjectivities and also through the human paradigms. From this perspective, Christopher Dawson thinks, for "the old domination of classical humanism has passed away, and nothing has taken its place except the scientific specialisms which do not provide complete intellectual education, and rather tend to disintegrate into technologies" (Dawson, 2010, p. 107). This is a way of approaching and understanding the social process by relating to the human conscience. Thus, the authority of the unity of these features emphasizes certain temporary expressions of the human personality.

In this way, we are right in saying that all these features are individual forms which contain exactly those degree differentiations which reflect after all, precisely the personality of the subjectivity. That is why, in this context, we consider that the subjective differentiation supposes some individuality, specific to the human nature understood through relating to the identity of the scientific knowledge.

The role of socialization reminds of a set of ontological conditions through which the diversity is related to the unit and vice versa. All in all, the understanding of the common features which make socialization possible depends on the criterion assumed when one has in mind the classification (division) of the specific human peculiarities. Also, the validity of such a criterion is also given by the informational truth which should have the scientific premises from which one starts to justify a certain conclusion. In this case, such formalism is necessary, in the sense that the socialization becomes possible only if the (human) subjectivities accept communication among themselves⁵ (Lissovoy, 2008, p. 38), and also this process can “guarantee” their survival (Wolff, 2009).

One can notice thus, a mediocrity of the scientific content appeared out of a lack of consistence as far as the real preoccupations for the socio-professional insertion are concerned. In an economic crisis, if a scientific performance comes up then it does not represent the success of a certain institution, but of one person, success which many times remains at a theoretical level. Rarely does it concretize in a pragmatic course of action.

To sum up, the results obtained after reassessing the educational field by relating to a philosophy of science, in the context of an economic crisis can only be understood as long as they relate to certain eligibility conditions. This is in fact how the idea justifies itself that there are different models of the physical reality as a result of such explanatory courses of action.

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⁵ In this sense Noah de Lissovoy claims that power and capital are engaged in a new project of occupation and expropriation in education and beyond, and develops a compound standpoint which links the knowledge of diverse oppositional perspectives within a practical commitment to struggle and social transformation.

MIND OVER MATTER

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Abstract: The paper aims at answering the most challenging question of humans: “Who am I?” by addressing topics like quantum physics, Albert Einstein’s theory of energy and matter, and the way our brain interacts with the outside world. Moreover, the paper aims at solving the mystery whether what we see as the external world truly represents what exists in the outside world. Matter is energy and everything in our universe is made of energy. Our thoughts, intentions and consciousness are also forms of energy and they resonate with a specific frequency. The frequency of our thoughts creates what we refer to as the reality or in other words “external world”. The paper concludes by stating that what we define as the “external world” is only a pool of electrical signals enclosing our brain.

Keywords: energy, matter, space, time, reality, external world, five senses, existence, mirage.

Introduction

Man has always been challenged by the question “Who am I??”. Finding the answer to this question is important not only because it helps us to deal with our daily problems, but also, gives us a broader view of where our spiritual journey is taking us. Many regions, faiths, and philosophies have attempted to answer this profound question through the course of last hundreds of years, most desawith no or little success. It was only since a few decago and parallel to the advancement in the science of quantum physics that man has started discovering the mystery of our universe. Quantum physics is the science of dealing with discrete and indivisible units of energy called quanta as described by the Quantum Theory. There are five main ideas represented in Quantum Theory (Gribbin, 1984):

1. Energy is not continuous, but comes in small but discrete units.
2. The elementary particles behave both like particles and like waves.
3. The movement of these particles is inherently random.

4. The atomic world is nothing like the world we live in.
5. It is physically impossible to know both the position and the momentum of a particle at the same time. The more precisely one is known, the less precise the measurement of the other is.

The latter idea has become the focal point of several debates. In 1982, Alain Aspect, a French physicist, carried out the Einstein-Poldalsky-Rosen, EPR experiment (Rae, 1986). He found that even if information needed to be communicated faster than light to prevent it, it was not possible to determine both the position and the momentum of a particle at the same time. This does not mean that it is possible to send a message faster than light, since viewing either one of the two particles gives no information about the other. Although at the first glance it seems there is no overlap between the territories of quantum physics and philosophy, much of the enigmatic areas in philosophy dealing with man and universe creation can be addressed using concepts described in quantum theory. The critical analysis of the theory of relativity as a scientific theory is concerned with questions

connected with time, space, mass and energy. One of the most fascinating concepts entangled within the quantum theory and tied with human brain capability to process input data is the distinction and differentiation between illusion and reality. Human brain and the way it processes input information can be a starting point to tackle the mystery the existence of the outside world.

Human Brain

Our brain provides us with sensation, it governs our thoughts and logic, it drives us to explore our desires, and it fuels our thirst for creativity. Unlike the rest of human organs, human brain and its functions are still wrapped in a cocoon of unknowns. Despite of the vast advancement in the world of medical science, we have only scratched the surface of the capability of our brain. Let us study the way our brain interacts with the outside world. Our five senses are the only means of communication and they are connecting us to the outside world. The world we know consists of what our eyes see, our hands feel, our noses smell, our tongues taste, and our ears hear. We have been depending on those senses since the day we were born. It does not occur to us that the external world can be any different than what our senses show us. This is due to the fact that we have been conditioned to use our senses only in a certain way since our early age. We were taught by our partners and others to use our senses in the way we have been using them ever since. We have conditioned our senses to see a tree as a tree and only as a tree. Could a tree represent anything else rather than what it appears to? Could our highly conditioned senses only receive a part of what a tree resemble? Could we communicate with a tree in a more profound way? Although questions like these may seem absurd, no one can over rule the possibility of positive answers to them. It is said when Christopher Columbus's ship reached the coast of American continent, the native Indians watching the coast could not identify the ship since they had not had any

recollection of what a ship should like. All they could recognize was some strange rippling waves in the ocean. The only person who could see and identify the ship was the tribe sorcerer who had seen a ship, or in other words, who conditioned his sight differently. It was only after his description of a ship to the others that the rest could identify the Columbus's ship. Fact or fiction, this is a good example of how limiting the use of our senses can limit our understanding of our external world.

Modern research in the fields of quantum physics has created a serious doubt about what we define as the "outside world". To start dissecting our understanding from outside world, we need to realize that the only bridge connecting us to our external world is hanging above a sea of electrical signals flooding our brain. As a matter of fact, our brain can only draw a virtual picture of the external world based on the incoming electrical signals. The redness of an apple, the sweetness of honey, the hardness of wood, moreover, one's mother, father, family, and everything that one owns, one's house, job, and even the pages of the very article all are comprised of electrical signals only.

The famous biochemist, philosopher and the father of network thinking, Frederic Vester <http://library.thinkquest.org/3487/qp.html> - 38, explained his viewpoint by the statements "man is an image, everything experienced is temporary and deceptive, and that this universe is only a shadow" (Vester, 1978, p. 6). In order to draw a more vivid picture of how our brain functions, let us assume high pathetically we could keep a man's brain alive outside of his body and in a container filled with electrolyte solution. Moreover, let us assume we could connect that brain to a sophisticated computer transmitting all the related electrical signals representing a red rose to the brain, the color, the texture, and the scent. The brain would have translated the input signals as the existence of a red rose right in the front of the eyes even though an external observer easily could have recognized the gimmick. There is a temptation, which

must be avoided, to say that the eyes produce pictures in the brain. A picture in the brain suggests the need of some kind of internal eye to see it but this would need a further eye to see its picture which results in an endless regress of eyes and pictures (Gregory, 1990, p. 9).

Let us now extend the same fundamental to what we define as an external world. Does what we see as the external world truly represents what exists in the outside world? In order to solve the great mystery of man's mind, first we have to understand what our universe is made of. From our universe to our planet, from our planet to our bodies, from our bodies to cellular, molecular, atomic and subatomic level, everything is made of energy and resonation of frequencies. The enigmatic concept of solidity will be shattered when we start to realize that 99.999999 percent of what we refer to as solid matters are made of emptiness. In dissecting matters into their subatomic particles, it will not take us too long to be left with nothing but a handful of emptiness. But, is this emptiness representing the absence of any existence, or it is the womb of a whole new creation? Does this emptiness leave us in the total darkness or it guides us to a galaxy of light and enlightenment. It will not take us long to realize that entire concept of solidity is a mirage created by our senses and directed by our brain. What appears to be solid is a deceptive shadow delivered by our senses, and it is a virtual reality engineered by our brain. As a matter of fact, human brain cannot differ between reality and virtuality as it cannot differ between the solidity of matters in our real life and in our dreams. Often we experience this illusion in dreams, wherein we experience events and see people, objects and settings that seem completely genuine and tangible. But they are all merely perceptions. There is no fundamental difference between these dreams and the "real world"; both sets of perceptions are experienced in the brain. Another fascinating observation during our dream is the occurrence of time entanglement. Time can be only defined as the sequence of events. If events happen in a faster sequence

or our brain processes the input data faster, time will seem to pass faster. It appears that in our dreams events happen in a whole new timeframe. What can be measured as a few minutes in our real life, can be equal to hours of the occurrence of events in our dreams. Thus, our brain functions in a different mode while we are dreaming. In our external world, we consider time as a rigid and independent quantity enclosing our entire concept of reality. However, if time were an independent concept, it should have not been prolonged or shorten in our dream. This proves that our understanding of the external world in general and reality in particular is rather porous.

Energy and Matter

For the first times, Albert Einstein established a remarkable relation between matter and energy through the famous equation of $E=MC^2$. Matter is energy and energy never dies, it only transforms from one sort to another. Understanding the fundamental of relativity theory leads us to accept the fact that everything in our universe is made of energy. Since $E = hv$, where "h" is Planck's Constant of Action and "v" (or, sometimes "f") is frequency (vibration), we can rewrite the Einstein equation as $hv = MC^2$. Thus, for each mass there is a frequency and since mass is energy, energy is frequency. Our thoughts, intentions and consciousness are also forms of energy and they resonate with a specific frequency. The frequency of our thoughts creates what we refer to as the reality or in other words "external world". As a matter of fact and fundamentally, our universe is made of thoughts and consciousness. A higher consciousness leads us to a more meaningful reality. Our consciousness is not bonded to time and distance. Our consciousness is not limited to our body. Our consciousness is not controlled by our density. Our consciousness is the creator of our destiny. The moment we change the level of consciousness is the very same moment that our destiny starts to be reshaped. Our universe is a floating river of possibilities. Every time we reach our hands

to touch the water, we create a new reality and a open a new door to a whole different destiny. Quantum physics is the Kinetics of possibilities. This new concept is in contrast with what most of us have accepted and strongly believe in for years. However, accepting this new concept opens windows of possibilities and freedom right in front of our wondered eyes. The greatest creator of all is within us and waiting for us to shift our consciousness toward a higher being. Accepting the fact that the creator is within us transforms us to the greatest universal hologram. We are at the centre of entanglement which governs the universe. Everything is within us and we are at the core of everything. This is because we and our universe are made from consciousness and we are the one who is able to shift our consciousness. The “eye” of an “I” is the “I” who is looking with the “eye”. Philosophers since the Greeks have speculated about the "ghost" in the machine, the "little man inside the little man" Where is the “I” the entity that uses the brain? Who does the actual knowing? What is the actual thinking? Or, as Saint Francis of Assisi once said, "What we are looking for is what is looking"(Wilber, p. 20).

Conclusion

The primary objective of this article is to provide evidences to the readers that what we define as the “external world” is only a pool of electrical signals enclosing our brain. The author tries to crack the wall of trust we all have built around our senses. The fact that we heavily rely on our senses leads us to believe

only what we see instead of to see what we believe. In addition, the author aims to illustrate the fact that everything in our cosmic universe is made of energy and frequency. Our thoughts, intentions and consciousness are also made of the same fundamental essence. Thus, we can create a whole new reality only by redirecting our thoughts, intentions and consciousness. This is the fundamental of what is known as the law of attraction (Hicks and Hicks, 2008). Easy to say than apply, we do have the total control of our lives and destinies. We float in a sea of possibility on a daily base. The fact that we live our lives in certain ways, good or bad, desirable or undesirable, beautiful or ugly, is a direct result of conscious decisions we make on a daily base. It is not possible to change our lives without changing our consciousness no matter how hard we try. The level of our consciousness anchors us to the level we live our lives and the level we interact with others. Reaching a higher level of self awareness and turning to a higher being require shifting our consciousness to a higher climax.

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THE RELATION BETWEEN FAMILY EDUCATION AND SCHOOL EDUCATION

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Abstract. In this paper I will analyze the rapports between the education given in the family and that given in school, both under the formal aspect of the rapports with the parents and under the aspect of continuity, complementarity, resistance, opposition and conflictual rapports. A good family and school education reflects the reproduction of normal particularities of the development of the society. But both undergo a crises period, differentiating from each other trough the possibilities and specificity of reacting in social intervention. Families' rapport with school is varied this way: a small part of the families with higher education goes till fetishizing education and education degrees, while disadvantaged social categories manifest contradictory attitudes and behaviors. The rapports between institutions will be analyzed through qualitative methods (observation, interview), meaning that there will be considered aspects such as: changes that the education institutions go through, the resources used in the traditional period in comparison to the modern one

Keywords: traditional, modern, role, socialization, conflict, social capital, change, order and implication.

Introduction

Education represents a sum of deliberate actions taking place in a society and having as purpose developing and transmitting to the new generation work and life experiences, knowledge, skills, types of behavior and values, acquired by humans up to that moment; education is the process through which the fundamental facets of human beings are formed and matured (Dictionary of Pedagogy, 1979, p. 141). Durkheim stated that the aim of education is "to build in each of us a social being". Education can be done in multiple ways: some institutionalized, such as family, school, church, mass-media, and other ways, non-institutionalized (spontaneous groups, the street).

The influence of the family is firstly felt in the formation of primary acquired elements, which will forever remain in the children's souls.

Many scientists (Hatos, 2006, p. 180) have arrived to the conclusion that the results in school can be positively correlated with the profession, the level of education, or with the styles of parental cultural interests. Thus, family education appears to be a particular aspect of family life, or of the educational system. The social status of the family is the factor which determines the types of interactive or linguistic socializing of the children; since childhood the good results in school are focused towards a certain direction. It truly determines the social status of the family in some respects, because the children are guided to what seems to be the most suitable thing for them. What also matters is the will of the child. Many teachers have noticed that some children belonging to intellectual families have more chances of choosing a profession which is appropriate for them.

School lays the bases and develops methodologically those first attitudes and beliefs formed in the family, creating the first “social universe” of the child, in whom the impulses and spontaneity transform into skills and attitudes. The main content of the role which the parents assume with no exception regarding the children’s education, refers to creating the day-to-day life condition necessarily for attending school and preparing homework; the rest, remains namely the task of the child himself and of the teacher’s. Although some families maintain constructive bonds with the schools, along the path of educating their children, there have been records of a decrease in their involvement as their children grow from primary class pupils to students in high-schools. We can say that there is a decrease of the educational role, of the interests and parental control concerning their children’s interests, most of which come from the common daily financial worries. Many of the Romanian school failures situations come from the refusal of the families of assuming the rigors of education and their ignorance to the educational needs of the pupils and students. This led to the following situation: in the first six years after 1989, the number of students in high-school dropped with 31%, because young people didn’t find a practical usage for the knowledge they had acquired in school.

The positive changes that occurred in the families after the revolution are: the open and honest way of expressing all their problems; the change of focus from total authority of the parents and teachers; the easing up of the tensions in their relations and their relativity; the access to more information with the market penetration of new communication devices; the spread of cable television and satellite broadcasting; the need for autonomy of the new generation.

In the traditional view it has been concluded that the changes at the level of the social supra-system automatically lead to changes of the educational system. Vințeanu (2008, p. 81) states that: education and learning are conscious processes organized in a clear way,

having a component related to the theoretical models built on this reality, and not directly connected to exterior structures. As a result the changes in education are possible not only by modifying the theoretical model which lies at its base. This explains why very few reforms in education in the world have succeeded in creating a theoretical model.

What is still surprising today is the lack of coordination of actions between different educational factors.

Theories and methods used in studying the relations between family education and school education

The relation between family education and school education is analyzed as following:

- the functionalists claim that: education has a high number of functions which contribute to maintaining order and stability in our society. They see education as a response to the basic needs of our society, and which, in this manner, contributes to its support. Some of these needs are obvious, these constituting the active functions of education and the others, the latent functions of education. In modern societies the schools complete the role of the families in the learning process of the young people, which involves the important cultural elements and especially the values, the regulations, the active skills and behavior which will be needed for living in their society.

- *the theory of the conflict* – its main upholders (Marx, Dahrendorf, Collins, Coser, Bourdieu) say that in society there are both associative pressures and dissociative ones (organized and disorganized). A very influential movement, whose main supporter was Pierre Bourdieu, is named *structural constructivism*; it is integrated in the conflictualist paradigm. The structural constructivism considers school as being an instance of a dominant pedagogical action and an instrument of reproducing the home structure. This way the school is not a factor which encourages social democratization, but an efficient instrument which hides the true strength rapports. School

reproduces social rapports, but it does so in a subtle manner and in more efficient ways (P. Bourdieu și J.C. Passeron);

-*symbolic interactionism* – Mead pointed out the roles of interaction and language in education, considering that the simple relation between educator and the one educated is not enough for a deeper perception of the essence of education. One of the most important problems referring to interaction in schools is the teacher's expectation concerning students' results. Research has indicated the social characteristics connected to the socio-economical status of students as having influences on the teachers' expectation concerning their students' achievements in the learning process. The teachers sometimes form negative expectations related to the potential achievements of a whole class or even a whole school.

- *the network theory* - refers to the connections between individuals, groups and institutions whom a person comes in contact with and their support can be perceived as being dependable on. The research done in the education field has uncovered an essential aspect (Agrabian and Millea, 2005, p. 12): the children included in well-developed social networks have much higher educational results than children who are not a part of them. This theory states that the higher the social support is in adolescence, the higher the probability is that a child will be successful in school. Coleman refers to the social networks as an integral component of social capital;

-*the theory of the intersection of spheres of influence* (Epstein, 2002, p. 163), by Epstein, emphasizes the importance of common action of schools, families and communities, in order to fulfill the needs of the children. This perspective is graphically described as three spheres that intersect, symbolizing school, family and community. The type of relationship between these institutions is determined by attitudes and practices of the individuals in each social context. For instance, schools can initiate few interactions and can have less communication with families and communities, thus keeping a

certain degree of separation between the three spheres of influence that directly affect learning activities and pupils' development. The representation of this theory as three intersected circles includes both external and internal structures (Epstein, 2002, p. 14, Agrabian and Millea, 2005). *The external structure* represents the three contexts that influence learning activities and pupils' development, while the internal structure represents the interactions that can take place when school's personnel, families and the community communicate and work together. The child is the main actor of these interactions.

This research paper has as a main **goal** the relations between family education and school education, during the traditional period, as well as the modern one. The **objectives** of this research are: an analysis of family and school practices in education during the traditional period, as well as the modern one; identifying the relations between institutions regarding education. I have concluded 40 detailed interviews with teachers, class masters, school counselors, school principals, parents and students from a number of high schools in Iasi County. Alongside the interview, I observed: the interviewees' behavior, the means of interaction and communication between the groups on-site, their environment.

As a sampling method I have used the classic "snow ball" one, which starts by identifying a group of respondents; they are later asked to recommend other known persons that fit their category, in order to investigate the interdependency relations between the family education and the school-provided one. The selection criteria are: gender; provenience – urban or rural; family type — nuclear family, a family affected by divorce or death, or a reestablished family; the parental level of education; the relationship between the parents: the attitude of the parents regarding education; the experience and the hierarchical position (in the case of education experts). I have used the interview method in order to obtain supplementary information and to

validate the observation method and the documenting method.

Results and discussions following the research

The research shows that 90% of the respondents claim that family education and school-provided one are complementing each other in the households where the family shows interest towards school; there is clearly an implication or a collaboration between the two, regardless of the employment status. Usually the conflict situations are present in the families with a lower education level. The conflicts between school and family are determined by a wrongful approach towards material obligations that schools might require, by pupil misconduct or by parental lack of implication. 10% of the interviewees claim there is no opposition between the two terms, but only differences of opinions.

80% of the interviewees believe that the family takes part in school education disproportionately: it is involved especially during the kindergarten and elementary school, it has less involvement during the secondary school and an even a lesser one in high school. Some families are passing the education subject to other institutions and do not enquire about their children's fate. Others are asking for updates from time to time, and are applying corrections if the results are not according to the expectations.

90% of the respondents consider that the family education and the school-provided one are being threaten by: the antisocial models that the society and the media are promoting, parental irresponsibility, family violence, alcohol-related problems, major deficiencies in the education of the parents, perspectives of family breakup, lack of parental supervision, faulty communication within the family or between family and school, lack of affection, questionable peers, lack of consistence in education from parents, usage of aggressiveness in education or instability in the educational system, as there is no clear Education Law.

85% of the respondents consider that the main factor in their education was the family, then some teachers that acted as role models, the Church, either through the religion classes which they attended in school or through the role models - the priest or some of the peers. Concerning the relation between teacher and students, 70% of the interviewees considered that the relations are good, and that the educative process employs the democratic style.

Conclusions

Following the research we have observed that a lack of the seven years of pre-school education in the family takes a big toll on the other forms of child education, school and society, as the family gets the most decisive role in education.

School intervenes mainly through lifelong learning, collaboration with family and other institutions, when needed (like in the case of abused children). The role of the school is more an informative one, rather than formative, as a lot of teachers claimed that they are restricted by the syllabuses. The power of the school is limited due to the current legislation, which is as indulgent as possible to the student, favoring him altogether. There is also no continuity between what the school is offering and what the market is demanding.

The evolution or the involution of the education system can be understood only by referring to the society model and by taking into account all the factors that influence education: the family environment, the socio-economic context, mass-media, advertising wrong models, lack of coherence in the educational policies, instability in the educational system, any discontinuity between the disciplinary model applied in school, at home or in society. So, we get to understand the reasons for its precariousness and maybe thus we'll accept that it is not but the effect and the faithful measure of the course and the evolution that the Romanian society itself faced for the last 20 years. It is clear that

truancy cases, school dropout and other misconducts, verbal or physical aggressiveness among pupils appear more frequently than in the past, showcasing deficiencies at the family level, but also gaps in the legislation of the educational system, or even some of its inconsistencies or failures.

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POLITICS BETWEEN WORD AND ACTION. A PHILOSOPHICAL APPROACH

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Abstract: The present paper proposes to define the general framework of the political discourse, the methods and the strategies it uses in order to persuade its electors. In order to attain its goal, the politician's words become its weapon and his speech becomes the true art of seduction intended to attract the audience's admiration. In the present paper we intend to highlight some of the specific features belonging to the political discourse and to offer evocative examples in order to suggest people's need to permanently relate to politics.

Keywords: political discourse, power, negotiation, manipulation, interest, persuasion.

Introduction

Being a type of the discourse, the political discourse sums up all the general features of the discourse though its identity remains open to analysis and evaluation. In its quality of specific discursive intercession the following questions appear: *Which are the inner logical discursive mechanisms necessary to the production of the political discourse; How important the intentions of the political speakers are? Does it have content in itself? Which are the social effects of the political discourse? Do verbs such as "tell" or "do" convey the same meaning in the context of the political activity?*

Thus, we propose a comparative study of the political discourse in contrast with all the other types of discourse in order to identify its specific traits and the most important functions to which it responds and finally analyse them.

Rhetorics deals more with convictions that belong to the religion than to science and hence, it arouses the danger of being transformed into the art of fraud. Through, the rhetor's power of convincing the reunions exerts a certain power over its people according to the presented arguments. In this context, the rhetor's power, being irresponsive

to good or bad, is compatible to that of a tyrant who applies it in order to self satisfy his ambition. Within the deliberative genre of the political discourse we can say that interest is the fundamental value of the political discourse because it tries to attract as many voters as it can. Thus, the ethical finality of the political discourse is not the good but its efficiency or inefficiency. At the same time we must admit the fact that the political discourse, though fundamental-deliberative, cannot totally withdraw itself from the epideictic genre, as it consists of praises or critics in what the parties, the politicians or the alliances are concerned. The scope of the political discourse viewed as a type of

rhetorical discourse remains the same: the reasoning and the fruition of the inducement. The finality of the political discourse as in the case of the advertising discourse is that of modifying the signification of the audience and the universe of values together with its disposition to action.

According to Constantin Sălăvăstru the political discourse through its forms of manifestation (political doctrine, propaganda, ideology and political advertising), justifies the political knowledge and through this, the

political power as well. Thus, the political discourse has a profound ideological character given by its target: the legitimating of power and its result is that of taking the power. The political discourse proposes to find an echo in the spontaneous answers of the audience by trying to update them or to organize them through persuasive strategies. The discursive influence itself leads to positive or negative attitudes through which the collective dreams and the expectations can find the effective expression. The political discourse is a discourse which applies and manifests its concrete ideologies having a very powerful ideological character while the legal discourse is a normative discourse by virtue.

In the constitutional political systems the voting of the law is a prerogative of the legislative or parliamentary power while its putting into practice depends on the executive power. The reports between the law and its infliction are the relationships between competitive powers. The possible conflicts of political nature that can exist must be solved by applying certain rules at the superior level. The manifestation of these two discourses presupposes certain values which permit an anchorage in the universal and have the vocation of introducing a powerful feeling of order and social coherence within the citizens' space.

Both the religious system and the politics have a great symbolic force as they impose certain values, significations, norms as well as patterns. The political discourse dares placing forth the collective happiness but at the same time it does not feel capable of determining absolute criteria in order to attain them. The two discourses designate values and decide hierarchy. The political discourse makes use of values such as liberty, justice, solidarity, democracy, equality, etc. They coexist as beliefs which must set opinions, attitudes and behaviours of adhesion or rejection. Thus, the political discourse gets a certain personal value and in some cases the topic plans are ignored emphasizing only the elements of rhetorics: charisma, authority, the rhetorical figures and the gestures which

succeed in increasing the persuasive force of the discourse, otherwise it does not matter what was said but the way it was said and who said it.

The elective communication is an exercise of negotiation and seduction which imply: the political class – that wants to seduce, the electorate - that wants to negotiate and the media which tries to orient to the conditions of demand and offer. At a first view, between the electorate and the political class there is a certain way of communication/negotiation through which arguments are put forth and which finally materializes through the vote they receive.

Negotiation presupposes knowledge, memory comparative order of the facts, decisions and ideas that both the electorate and the political class equally possess. Through their quality of co-speakers in a political dialogue, the governors and the electorate should be ranked on a horizontal relationship-level.

The political discourse benefits from some favourable frames through which it succeeds in attaining its goal: that of legitimating the power such as: the problematic amplitude of the discourse; the opening of the quasi - universal procedure and the reasoning of the manipulation. The problematic amplitude of the political discourse concentrates in its essence on the fact that in such a discourse we can approach any problem be it of economical, social, cultural or religious nature if we increase the chance of being voted. In the case of the political discourse we can talk about maximal amplitude, a fact which it differentiates it from the other two types of discourse which remain limited to a certain topic. Thus, we are able to talk about a total liberty in what the topic approaches and the argumentative capacities of the auditorium are concerned. The apology for such amplitude is hard to be accomplished and it remains inaccessible to the majority of the politicians who are talking on certain topics due to the multitude of the electorate interests. The thematic diversity translates in fact the diversity of interests that belong to the

auditorium and which are continually approved by the politician. If the politician approached a single topic, the electorate would be divided into two categories: those who are interested in the sustained issue and those who aren't. These interests are found in a continuous progress and, in the political world, interests which are now considered to have priority can suddenly disappear while the most insignificant ones may take their place.

The procedural opening of the political discourse has in view the means used in order to develop the issue such as: the explanation, the reasoning, the persuasion, the intellectual (deductive or inductive) issues, the figures, the techniques, the channels of transmission (TV, radio or the press). All these mentioned above may offer the political discourse a chartered place among the other types of discourse. One important characteristic of the political discourse is that there is always an explanation for everything and, at the level of the auditorium, there is always a level of endurance to which any explanation is convenient. No audience with a certain level of political culture won't believe that all they promise in politics will also realise. So, the lie tends to be generalised within the frame of the political discourse but the way it appears and the way it is transmitted really counts.

There are two characteristics which reveal the preponderance of the lie in the sphere of politics: the competence and the leadership. The political competence offers numerous occasions of obtaining success with the help of delusion. At the same time, the necessity of offering a group of leaders, in order to assure the audience, may favour or even mislead people in certain moments. The success which simultaneously combines competition and delusion often remains inconspicuous by its electors, but through mass media analysis which does not approve them, they lose their force of persuasion. This perception offers at least a partial diminishing of the delusion's chances of success. But the degree to which these chances are reducing differs according to the mentality of the society in case.

Although it approaches such a diverse topic, the discourse succeeds into seducing the audience with the help of the complementary elements such as gestures, tonality, authority and the rhetor's charisma in such a way that, what you say, matters the least and the emphasis lays on the way information is transmitted. Thus, we reach the status of the politician who behaves as an actor which plays his role by projecting himself into the mind of the character who tells the lines. The roles are adapted according to the specialised audience but there are some general traits which are being kept along the political experience. The radical changes are very risky and in most cases it is difficult to change the collective image of the political character.

Politics evolves between the seductive force of the political language and the actions the politician has to make when he realises he cannot fulfil them. In fact, the dynamics of the two constituents assures its success. There are some politicians able to convince people through their speech and some other politicians who do not like to step forth and let actions speak for themselves. We can say for sure that those who are indifferent to all that politics signifies find themselves in some sorts of speeches, being thrilled about some prototypes, characters or situations from which some political decisions may even benefit. If the political discourse is sustained by action then, there is a chance for the power to increase though, most of the times actions remain in the sphere of the possible.

We shall make reference to the speech that President Traian Băsescu has held in front of the chambers of parliament meeting, immediately after the reaffirming vote in order to show the interaction between the discursive plans, the force of argumentation as well as the implicit significations.

“Immediately after our integration into the European Union, a majority of conjuncture has formed in the present Parliament, whose number, 322, has gone a long way round Romania and even the world. This majority has decided the suspension (from his position) of the president who had been legitimately

elected through the popular vote from 2004, even if the notification of the Constitutional Court has clearly showed up that the accusations against me, as the chief of the Romanian state, had no constitutional foundation. Your decision has cost public money in order to organise a referendum and has also lead to the embezzlement of the normal institutional life towards a theme without popular sustenance. At the same time, this decision has altered the institutional relationship between the Parliament and the President and between the Government and the President, by implying, without any reserve, the Prime Minister and the two political parties which are governing in the same coalition against the president. Practically, abusing of power, the Government has replaced the elections for the European Parliament with a referendum in order to dismiss the President from his position.”

The president's discourse is severe and it starts suddenly, without preparing its auditorium for what is to follow, as he wants to capture the audience's attention. At the beginning, the president selects from his auditorium his target public, the 322 parliamentarians whom he suspects of populism (“their number has gone a long way round Romania and even the world”), who have defied even the negative notification of the Constitutional Court. We are part of a double speech, the political and the juridical one, the latter in fact, is meant to sustain the former and to give it a force of legitimacy (“the institutional relationship between the Parliament and the President and that between the Government and the President has altered”); this is in fact the phrase through which he wishes to make a clear distinction between the two institutions and his attempt to be viewed as the victim, in front of the coalition who is against him.

In the present speech, the political consequences of such a gesture, the fact that the institutions of the state are irresponsible and that some may abuse of power are made clear (“by abusing the power, the Government has replaced the elections for the European

Parliament with a referendum in order to dismiss the President from his position.”) At this first discursive level, we can also identify the judiciary genre, in which the speaker accuses facts from the past in order to emphasize the injustice that has been done to him. The reaffirmed authority of the president who finds himself in the position of the accuser is doubled by the authority of the people who have regained his trust, and the numbers have the role of reinforcing the persuasive force of the discourse (six of the 8th millions of people have assured me of their trust, a percentage of 75 electorate are on the President's side).

The speech makes appeal to the European democrats who stand as an example and as an evaluation instrument that helps defining democracy which has a double role that of implementing the idea mentioned above viewing the sovereignty of the popular will and its identification with that of the parliament and the executive, as well as its hypostasis of politician- professor who teaches the parliamentarians elementary things which should be known and from which the ironical and accusatory tone transcends.

The comparison emphasizes the contradiction between the parliamentary will and that of the people, a fact which should be ratified through anticipatory elections, passing from the plan of observing to that of the possible action. From this point of view the lack of responsibility is doubled by the starting of the referendum, the postponing of the Euro-parliamentarians' elections and the failure of the referendum. However, those being responsible for the dismissal claim to govern.

There is a gradual passing from the electoral discourse which is meant to touch hearts but at the same time referential: The will of the people can't possibly remain captured within the majority of conjuncture, with parties which defy the citizen's agenda and continue to play secretly. The conclusion is devastating and intends to dissolve the political class: the Romanian society develops quicker than its political leaders from nowadays. The idea of the authority of a

sovereign nation which finds itself in opposition to the interests of an oligarchic group is renewed. Thus, a parallelism is being created: on the one hand, the people, the state of right, the independent justice and the devoted representatives of the political interest and on the other hand, the representatives of the private interests. The president delimits those 322 parliamentarians and admits that there are also representatives of the public interest who are not regarded in this speech. Liability is kept as a central feature (it sends to an ethical discourse) and emphasizes once more, the vocation of the politics, that of building the European future of Romania.

The president demonstrates once more that we have an irresponsible political class which carries on populist actions and which does not fulfil its real scope. The conclusion is that we, as citizens, are obliged to build and not to destroy and to do what the electorate requires. The speech continues with a series of enumerations: *After the official condemnation of the communist's crimes from Romania , on the 18th of December 2006, after the official entrance into the European Union, on the 1st of January 2007 and after the referendum on the 19th of May, Romania has entered into a new stage of its history* – which has the role of giving a persuasive force to the political discourse because it makes reference to the essential events that took place in the history of the late years and which constitute themselves in emotional markers of the Romanians. Through this discourse the idea of a new history is induced, a history which the Romanians have waited long enough to deserve it and the idea of *an elite proper to conjugate competence with the sense of responsibility*. Through this phrase, the

political class becomes the pattern which has to work professionally and not as amateurs but with responsibility and not in their own interest.

Conclusions

The analysed discourse is a plea which combines the political discourse with the juridical and the ethical ones, increasing its impact upon the auditorium and having a persuasive force. From a hermeneutical point of view, this is a discourse which, beyond its apparent simple sentences that have the role of valuable judgements, hides the future political actions: the President's wish to ratify the guilty ones, but which, at the level of discourse it appears at the impersonal mode (people decide through vote). Hence, the confusion between the personal and the general plan, the semantic ambiguity, the topic approached or the ironic tone. All these have the role of emphasizing the characteristics of the political discourse, placed between the borders of the force of words and the promised actions.

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NATO AND RUSSIA RELATIONS AFTER 1991

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Abstract

The most important task in the post-Cold War world is to build a new European security structure. Since the emergence of Russia as an independent state in December 1991, the NATO– Russia relations are one of the most important features of the European security. The partnership relations are developing between Russia and NATO and have become increasingly pervasive. The purpose of this study is to analyze if there are any real partnership and what form it has taken. Despite the existing problems, NATO and Russia have gone further, enhancing their cooperation in many areas and obtaining the positive results that cannot be underestimated.

Keywords: Europe security, co-operation, partnership.

Introduction

At the end of the Cold War, the reconstruction of the European security structure is a priority for both Eastern and Western countries. The objective was to build an undivided Europe with a security structure that reflects the interests of all the states of the continent. Three elements have attracted particular attention: the internal and external adaptation of NATO, the NATO enlargement, and the development of a NATO-Russian relationship. The last element is the subject of the research in this paper. The aim of this study is to present the principal aspects of NATO- Russia relations and to analyze the type of these relations. "In a post-Cold War world, there is no task more important than developing a new NATO-Russian relationship, whatever NATO's geographic parameters" said John Herbst deputy in Department of State (1997, p. 4).

Institutional frameworks

NATO- Russia relations began in December 1991 when Russia became a member of the

North Atlantic Cooperation Council (renamed in 1997, the Euro-Atlantic Partnership Council). This is a forum created to foster transparency and dialogue with the Eastern countries after the end of the Cold War.

In 1994, 10-11 January, Russia joined the Partnership for Peace, starting the way for more practical co-operations. Following, in 1996, Russia deployed a major contingent to the NATO-led peacekeeping force in Bosnia and Herzegovina.

The important step of NATO-Russian relations was the creation of the NATO-Russian Founding Act on Mutual Relations, Cooperation and Security at the summit in Paris in May 1997. That Act created the formal basis for NATO-Russian relations and led to the development of a bilateral program of consultation and cooperation in the Permanent Joint Council (PJC). Under the Founding Act:" NATO and Russia do not consider each other as adversaries. NATO and Russia will work together to contribute to the establishment in Europe of common and comprehensive security based on the allegiance to shared values, commitments and

norms of behavior in the interests of all states” (NATO-Russia Founding Act on Mutual Relations, Cooperation and Security, 1997).

Consequently, in 1998, Russia established a diplomatic mission to NATO headed by a representative at the rank of Ambassador and, in 2001, the NATO Information Office opened in Moscow. Later, in 2004, the NATO Secretary General tried out a new hotline to the Russian defense minister.

For advancing the relationship between NATO and Russia, the PJC was replaced with NATO-Russia Council (NRC) at a summit in Rome, in May 28, 2002, when Russian and Allied leaders sign a declaration on “NATO-Russia Relations: A New Quality”. The PJC and the bilateral “NATO+1” correspondent format have been changed with NRC in which Russia and NATO member states meet as equals “27” in areas of common interest. The NRC is the main mechanism NATO-Russia cooperation. The NRC is a mechanism for consultation, consensus-building, cooperation, joint decision and joint action, in which the individual NATO member states and Russia work as equal partners on a wide spectrum of security issues of common interest: crisis management, non-proliferation, arms control and confidence-building measures, theatre missile defense, logistics, military-to-military cooperation, defense reform and civil emergencies, fight against terrorism. New areas may be added to the NRC’s agenda by the mutual consent of its members.

The NATO-Russia relations gave a great number of cooperation actions. Practical examples are presented in Table 1 in the field of crisis management, theatre missile defense, logistics, military cooperation, civil emergencies. (NATO’s relations with Russia, Nato doc., 2005). Note that actions are more numerous after 2002. Peter Williams, Head of Military Liaison Mission of NATO to Moscow from 2002 to 2005, considers: "All areas of cooperation which have been agreed in Rome are now real progress "(Williams, 2005, p. 45). About development of naval cooperation, one can mention the participation of Russia at

Working Group on submarine-crew rescue (GTSMER) led by NATO and at exercise “Sorbet Royal” consisting of rescue submarine operations (NATO doc., 2005). Also, the UK team helps rescue Russian sailors trapped in a submarine of the Kamchatka shore. In February 2003, NATO and Russia sign an agreement on submarine-crew rescue, the nuclear submarine *Kursk* problems highlighting the need for cooperation between NATO and Russia.

At the initiative of Russia, the units of the Black Sea Fleet have participated in monitoring and control operation in the Mediterranean Sea named "Active Endeavor", which took place in 2006 under the auspices of the NATO (Williams, 2005, p. 45). The field of safe storage and transport of nuclear materials is another part of cooperation. In August 2004, at the initiative of Russia, NATO experts have been invited to attend the military exercise "Avaria" led by the Russian army in the Murmansk region. In response, the United Kingdom invited in September 2005, fifty Russian experts to exercise management of nuclear accidents "Senator 2005", organized in Scotland under the auspices of the NATO- Russia (www.mod.uk). Cooperation NATO-Russia has also developed in the field of missile defense theater (TMD) with two command posts exercises, realizing a common operational concept (US 2004, the Netherlands 2005, Moscow 2006, Germany 2008), and in the field of Defense Management and Civil Emergency: (Noginsk 2002, Kaliningrad 2004). (NATO-Russia: Forging Deeper Relations). Jaap de Hoop Scheffer, Secretary General of NATO, said that these operations were "un gage solide" for further progress (Scheffer, 2005).

Most important, the cooperative relationships have been established, in the field of peacekeeping and crisis management. NATO has linked Russia to his keeping peace actions. NATO and Russia combined peacekeeping operations have developed from 1996 to 2003 in Balkan;

Table 1. Practical actions NATO- Russia

Year	NATO actions for Russia	Russia actions for NATO
1996		Russian soldiers deploy as part of the NATO-led peacekeeping force in Bosnia and Herzegovina
1999		Russian peacekeepers deploy as part of the NATO-led peacekeeping force in Kosovo.
		Russia opens its airspace to the international coalition's campaign in Afghanistan and shares relevant intelligence.
2002	A joint NATO-Russia Resettlement Centre opens to help discharged Russian military personnel return to civilian life	Russia hosts a multinational disaster-response exercise in Noginsk.
2004	The first NRC theatre missile defense command post exercise takes place in Colorado Springs, United States	-Russia hosts a multinational disaster-response exercise in Kaliningrad -Observers from NRC countries are invited to observe a Russian nuclear-weapons-accident-response field exercise near Murmansk -The first NATO interoperability courses are held in Moscow military academies.
2005	-The second NRC theatre missile defense command post exercise takes place in the Netherlands. -Russia takes part in a major NATO search-and-rescue-at sea exercise, Sorbet Royal. -A UK team helps rescue Russian sailors trapped in a submarine off the Kamchatka shore. -Observers from NRC countries (including Russia) are invited to observe a UK nuclear-weapons-response field exercise in Edinburgh	Russian teachers and instructors from the General Staff Academy give the first interoperability courses at the NATO School in Oberammergau.
2006	-Observers from NRC countries are invited to observe a US nuclear-weapons-response field exercise in Wyoming -An NRC civil emergency exercise takes place in Montelibretti, Italy	-The third NRC theatre missile defense command post exercise takes place in Moscow. The first Russian frigate deploys to the -Mediterranean to support Operation Active Endeavour.
2007	Observers from NRC countries (including Russia) are invited to observe a French nuclear-weapons-response field exercise.	A second Russian frigate deploys in active support of Operation Active Endeavour
2008	A computer-assisted exercise takes place in Germany under the NRC theatre missile defense project.	-Russia offers transit to ISAF contributors in support of the NATO-led International Security Assistance Force (ISAF) operation in Afghanistan.

		-Russia takes part in a major NATO search-and-rescue-at sea exercise, Bold Monarch.
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Russia provided the largest contingent among the non-NATO members. Russian soldiers deployed as part of the NATO-led peacekeeping force in Bosnia and Herzegovina in 1996 and in Kosovo in 1999. Also Russia has supported the NATO mission in Afghanistan.

During this period, from 1991 to today, the institutional frameworks created have resisted political uncertainties. The “solid foundation” of future cooperation has been established. (Monaghan, 2006)

Co-operation Problems

After 1991 since now the relations of strategic importance between NATO and Russia were established, the dialogue was institutionalized and concrete cooperation actions were realized. But they have „traveled an incredibly tumultuous and unpredictable path... (and have) generated successive waves of disappointment and frustration”(Smith, 2006, p. 1).

Some historians have called the period from December 1991 to 1994, as an "ideal honeymoon" or "period" of romantic idealism (Puscov, 2000). Other authors consider it an “uncertain honeymoon” (Smith, 2006, p. 51).

Then, internal tensions created by the Russian nationalists and communists, led to a brusque cooling of Russia relations with the West. Between 1994 and 1999, the Russia’s policy toward NATO has been more prudent than he had been until then (Puscov, 2000). The Russian elite became suspicious concerning the real goal of the Partnership for Peace, promoted by NATO in January 1994. For the first time there were concerns that the Partnership provides only diplomatic cover for an enlargement process of which Russia was excluded" (Russia and NATO, 1997) . It was argued that "Partnership for Peace is a program designed to provide strategic influence in Eastern Europe and to move

NATO borders to Russia's western borders" (Smith, 2006, p. 56).

Being a nuclear power, Russia wanted to be a special partner in promoting security in Europe. In this purpose, the Kremlin and NATO have agreed a deal that would be known by name” no vetoes, no surprises”: NATO members supported the idea do not take any major decision without consulting Moscow in advance, and in return, Russia accepted that will not veto the decision making process in NATO (Soloviev, 2000).

The terrorist attacks of September 11, 2001 on the U.S. became a turning point in NATO-Russia relations. The need to involve Russia in the fight against terrorism was evident for each member of the Alliance due to "capabilities in information, political influence in important regions of the world, high sensitivity to threats, even simple geographical position” (Fritch, 2003). These have made Russia an „indispensable partner” in the campaign against terrorism (Covaleov, 2007, pp. 228-238). It was necessary to achieve a new framework for dialogue at the highest level; the idea belongs to Tony Blair, Prime Minister of Great Britain at that time. (Forsberg and Herb, 2006, p. 108). Consequently, was created a new mechanism in which Russia act as an equal partner with NATO. In May 2002, in Rome, leaders of Russia and NATO countries have signed the Joint Declaration "NATO-Russia Relations: A New Quality" and NRC was created. After Rome, the NATO-Russia relations have developed gradually in several areas, each side such as shown in Table I: practical military cooperation between NATO and Russia, missile defense command post exercises, multinational disaster-response exercises.

Twice, the NATO-Russia relations have been almost in deadlock.

The first real crisis in NATO-Russia relations after the cold war was the Kosovo crisis in 1999, when Russia was “extremely disturbed”

by NATO's decision to use aircraft against Serb military forces in Bosnia, without prior consultation with Moscow (Headley, 1994, p. 209). Consequently, Russia suspends participation in the PJC for a few months. But, following a meeting of foreign ministers of NATO countries and Russia held in Florence, in 2000, the PJC resumed its activities with an intensified co-operation activity. Vladimir Putin, Russia's new president, said he will work to rebuild relations with NATO, in the spirit "of pragmatism". (NATO's rel. with Russia). On the other hand it should be mentioned that Russia has not withdrawn troops from the Balkans, where operations were led by NATO. At the same time, some officers continued to work at SHAPE (Supreme Headquarters Allied Powers Europe) in Mons, providing the link for Russian forces participating in SFOR and KFOR latest. Moreover, Russia has maintained working relations with all the NATO countries, including U.S. The Russia's reasons were: to maintain its influence in the Balkans, to restrict unilateral military presence of NATO troops in the region, to ensure protection of the Serbian minority against Albanians. Finally, his presence allowed Russia to monitor the implementation of ONU.32 resolution. (Ponsard, 2006, p. 16, 76) Many experts consider that KFOR experience was one that made the NATO-Russia relationship to survive and finally to recover (Gornostaev, 2000).

The second crisis was when, following Russia's disproportionate military action in Georgia in early August 2008, formal meetings of the NRC and cooperation in some areas are suspended. Cooperation continues in key areas of common interest, such as counter-narcotics and the fight against terrorism. But as the first crisis, NATO foreign ministers, meeting in December, agree to pursue a phased and measured approach to re-engagement with Russia. NATO foreign ministers, meeting in March, decide to resume formal meetings and practical cooperation under the NRC.

In spite of the various problems concerning the co-operation after 1991, "the idea that some

kind of partnership is developing between Russia and NATO has become increasingly pervasive". (Smith, 2006, p. 106) The question is what type of partnership: pragmatic, strategic or normative.

Pragmatic partnership is mainly an arrangement "tactical and temporary," a mutual arrangement of relations, especially to prevent damage of security partners. In a strategic partnership, the relations are supported by agreements between partners, agreements relating to overall international relations. The agreements are founded on each partner, on its „national power, security and prestige". The normative partnership entails the establishment of relations based on "a common set of behavioral norms, values and standards". (Smith, 2006, p. 112)

Even that today the relations between Russia and NATO are less conflictual than in the past, deep antagonisms, as the Russian opposition to enlargement, and different opinions on many international issues, persist. Russia has always been "unhappy" with the NATO enlargement policy from the first round in 1999 to the debate about Georgia and Ukraine in the spring of 2008, and with plans to install the missile defense system in Eastern Europe. For NATO and Occident, the problems were the behavior of Russia towards her former sphere of influence: the countries of Central and Eastern Europe, the Baltic states and, Georgia and Ukraine. Jaap de Hoop Scheffer remarked in 2005 that, despite some approximation of analysis over the past three years, NATO and Russia draw too often "different conclusions from similar objective facts", as we have seen in Yugoslavia in 1999, Georgia in 2003, Ukraine in 2004 or in Kyrgyzstan and Uzbekistan in 2005 (Scheffer, 2005). Despite progresses, NATO has not yet reached in its relations with Russia a „nouveau seuil qualitative" (Monaghan, 2006, p. 15). Relationships between NATO and Russia suffer from a lack of coordination of programs and priorities. It is clear that the ambiguities persist on both sides. Within each of the two partners there are groups who are suspicious of the intentions of another partner. But the partners,

Russia and NATO, want to build relationships to avoid isolation and to establish a dialogue. For these reasons, today there is a partnership between Russia and NATO, which has developed gradually after 1991. It is a pragmatic partnership, being a tactical arrangement, even operational when important interests for each partner appear. After 2002, it became apparent that co-operation was developing in a growing number of important and practical issues areas and a strategic partnership begins to develop. The normative partnership is the future's area.

Conclusions

After 1991, NATO-Russia relations have developed with different problems, but constantly rising. Both partners wanted to establish a dialogue, Russia wanted to avoid isolation.

The NATO-Russia Council is the main mechanism NATO-Russia cooperation which managed to develop co-operation in various fields.

A pragmatic partnership between Russia and NATO has developed gradually after 1991; a strategic partnership begins to develop. Despite existing problems, relations between Russia and NATO develop in many areas and the positive results of the NATO-Russia partnership can not be underestimated.

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THE INTERNATIONAL SECURITY ENVIRONMENT AND THE MILITARY POWER WITHIN THE WORLD ECONOMIC CRISIS

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Abstract. Starting from present security environment evolution, this paper underlines some vulnerabilities on account of international security generated or multiplied by the emergence and amplification of global economic crisis. In this concern, it is presented the manner in which military power, one of main powers of humankind, is able to adjust itself to a crisis situation in order to be fit for the states' security needs.

Keywords: security environment, dangers, military power and economic crisis.

1. The present security environment

We witness, indeed, a global economic crisis that will most likely change completely the geo-political configuration of our planet. The collapse of “Lehman Brothers” has proven the vulnerability of this world and now the entire world goes through an economic crisis which is labeled by more and more economists as the second Great Economic Crisis. This crisis makes the old power factors reduce their presence or disappear from the international scene and other factors like countries, economic-political and military integrated systems, cross-borders corporations and NGOs, regional, continental and global organizations dispute their accession to world supremacy. We can perceive a new world order, even if the old boundaries between societies still exist. As a result of the deep economic and financial crisis, the industrial traditional societies, and especially the national and regional economy, mentalities and social behaviors are changing, and civilizations are trying to go through this phase as quickly as possible and without severe repercussions.

The present security environment is marked by significant changes in the main fields of social life and could not have ignored these mutations. The Cold War ended in 1990-1991, the Soviet Union and Yugoslavia disintegrated, NATO and the EU have extended towards East, in the direction of the Black Sea basin, Caucasus and Near East. The EU accesses to the status of world actor, challenging the USA. The Russian Federation has reduced its political and military influence. China and India aspire to the rank of “political and economic super powers”. The USA is still the only “hyper-power”, globalization registers remarkable progress, the revolutions in IT, biology, exact sciences, technology used to explore the space are amplified, the weapons become more powerful and “intelligent”, etc. The evolution of the political and military phenomenon is mainly influenced by the ongoing development of operations in the theaters of operations – Afghanistan, Western Balkans and Iraq, by the nuclear file and the crisis in Iran, by the global economic recession, by the amplified competition among countries to control the areas with power resources and their strategic transport routes, as well as by the increased conventional and

asymmetrical transnational risks and threats (terrorism, organized crime, ADM proliferation, the revival of separatist movements, the extension of Muslim fundamentalism, the climate changes at global level).

From the military and political point of view we can characterize the security environment as follows:

- the continuing tendency to deepen the tensions in the relations among different power centers, due to different points of view regarding ways to solve conflicts and managing crisis, also called the perception asymmetry crisis;
- the competition in promoting their own interests, mainly to access hydrocarbon resources, raw materials and water develops;
- the role of negotiations and discussions within bilateral summits and international bodies increases;
- the process of NATO consolidation and reorganization and redefining the relations within the EU still continues;
- the pressure of some countries to reform UN and the architecture of the present security system increases.

The accession to the North-Atlantic Alliance and the European Union, the major projects of Romania after 1989, have determined our country to become part of the global integration process, a process that quickly develops due to the technology progress, the extension of consumer market and the migration of manpower, etc. in the framework of this global, general tendency, Romania has not succeeded in avoiding the economic crisis, this financial “tsunami”, which initially affected the economy of the main developed countries, and then has affected all world economy.

2. Vulnerabilities within the economic crisis

The vulnerabilities of contemporary world, worsen by the global economic crisis, are associated with the existent raw materials, the environmental conditions, with the multiple

faces of the nature and with the behavior of state and non-state actors.

Power and raw materials are generally limited and not evenly spread on the planet. The industrial expansion and economic globalization act as big consumers of raw materials and power products. However, power comes from fossil and nuclear fuel, not from renewable resources. The biggest consumers are the USA, China, and the EU. In the Gulf area, there is 70% of the world’s oil, whereas in Saudi Arabia there are 25% of the world resources, in Iraq 10%, Caspian and Central Asia – 7%, and the Russian Federation almost 5%. As for the natural gas, in the top of the resources chart, there is the Russian Federation, followed by Iran, Qatar, Saudi Arabia, EAU, USA, and Algeria.

The new types of power (atomic, wind, solar, hydrogen based, etc) are not developed in accordance with the production requirements. The competition for hydrocarbon seems to have dominated the beginning of the millennium, by focusing the attention on the countries in the Gulf, the Caspian Basin, Eastern and Western Siberia, West of Africa, South East Asia, the North of South America, Canada. One can easily notice that the competitions, as well as the international conflicts, are focused in these areas.

The chaotic industrialization and the irrational exploiting of the power resources, based only on the requirements of the consumer market, have lead to the continuous environmental degradation, and this situation severely affects Terra’s natural balance. Global warming, provoked by the accumulation in the atmosphere of dangerous gas quantities (carbon dioxide, methane, sulphur and nitrogen oxide, chlorinefluorcarbon), has gradually led to the “greenhouse effect”, to the disastrous melting of the polar layers, to the increase of the sea levels, to the loss of soil fertility. The thinning of the ozone layer allows UV rays to cause effects similar to the global warming, as well.

The lack of food is a problem that mainly affects overcrowded or lacking natural resources of Africa or South Asia. Together

with the lack of education and qualified medical service, famine condemns and threatens the life of more than 1 billion people. The insufficient water resource is a vulnerability mainly affecting countries in the Sahara Africa, Far and Middle East or Central Asia. The most important resources are in Canada (2,850 km³), Papua New Guinea (810 km³), Norway, New Zealand, the D.R. of Congo, etc. Minimum and weak resources are in Kuwait, EAU, Mauritania, Libya, Jordan. The competition for water resources opposes, some times in violent forms, countries such as the ones in the Middle and Near East –Turkey, Syria, Israel, Jordan and Iraq.

The growth in the number of inhabitants. The tendency of regular increase is mainly present in China, India, South-East Asia, Near and Far East. By 2050, the population of 6 billion will most likely double. The demographic expansion (having economic results, political and military shocks) is in junction with the ageing and reducing of population in the Russian Federation, and even in the USA or the EU. The overcrowding in some countries and areas, together with the increased poverty in those areas, feeds the waves of immigrants that are threatening to “flood” the UE and the USA.

The imbalance between the rich countries and most poor countries affects both the world economy and the social stability in large areas in Latin America, Africa, Asia, etc.

The diseases, the poverty, the decay of education, etc, are vulnerabilities of the contemporary world, amplified by the economic crisis, and which, combined with supporting the current systems of fortune redistribution, will continue stimulating local and regional instability. Similarly, the depopulation of some vast areas very rich in resources, located in the vicinity of some states undergoing demographic expansion, still generates instability. Western Europe experiences a tendency towards the population reduction and ageing, thus stimulating the flow of immigrants from the developing countries and this involves many risks, including the impossibility of providing pensions.

Some authors advocate the idea of a three-level crisis manifestation:

- systemic, when the stability of the international system is in danger;
- the level of the confrontation among the actors, when two or many actors are involved in generating and developing the crisis;
- decision making.

According to the geographic area we can identify local, national, continental and global crises, the first two being, in turn, internal crises and external crises.

C.F. Herman defines the crisis as a situation in which objectives of vital interest are threatened and the subjects are surprised by the fact that this happened, and Jean Luis Dufour defines it as a break inside a well organized system. In all cases the crisis involves risks to the national and international security and it requires making fast and appropriate decisions. The economic crisis can lead to a political crisis, and, more severely, to an internal social crisis, with various and extremely dangerous manifestations:

- violent meetings and demonstrations;
- aggressive actions generated from the interior and prepared in advance, directed against the independence and the integrity;
- attacks;
- interethnic tensions;
- terrorist actions;
- internal armed conflict, etc.

There are various methods of solving the crisis and this depends first on the ability of the political factors to manage this kind of situations.

In analyzing the international crises that could be generated by the economic crisis, we can take the same milestones into account, but the reference system is different, if we speak about the space, the purpose, the scope, the participants and their consequences. In this context we can identify the elements of the international crisis concept that are relevant for the economic, the geo-strategic and the geo-political approach, that is of those related to the political and military field, whose manifestation can severely affect the principles

of international law, regional, continental or worldwide peace and security.

3. Adjusting the military power to the challenges of the security environment

Military and political planners worldwide are split between two apparently contradictory requirements: to reduce military expenses in order to stop the financial decline and to increase military expenses in order to slow down the growing global instability and the changing balance of power.

The British army is not doing very well for the time being; since it is very large and low-budgeted, political and military planners are striving to balance the needs they perceive and the existing reduced budget. Meanwhile, the British military is constantly downsized, while the commitments in Iraq and Afghanistan amplify the constraints over equipment and personnel. The vulnerabilities identified during the internal campaign against terrorism are reasons for concern and, with an economy in a state of emergency, both the electorate and the politicians do not want to hear anything about the need for spending billions on what many people consider to be an inconsiderate support to America's imperial ambitions. As a consequence, the British budget for defense, as a percentage from the gross product, is the greatest in the European Union, far from the budgets of many neighboring states.

The Russian economy is going down in the middle of what seemed to be a relentless race for expansion and improvement of the military machine and it was in a coma a few decades ago, after the fall of the Soviet Union. The amount of money coming from oil - that are supposed to finance a newly equipped Russian army - decreased, making it impossible for the plans to be put into practice, due to the lack of finances. Moreover, as a humiliation, the export of Russian armament – a great source of foreign currency – is rapidly decreasing, while the worldwide financial crisis cuts down the sources for financing potential customers.

Without competing, China's military budget shows a long term hundredfold growth. The

exact numbers are hard to tell, but the experts estimate China's military budget for 2010 between 100 and 180 billion \$ (the official budget being of about 60 billion \$). Countries like India find connections with the military expansion plans, going towards a disastrous economic decline, and such a combination could lead to internal destabilization and to an increase in the external vulnerabilities.

During the last decade, the military financiers all over the world have spent as much as they could: the basic budget of the USA Department of Defense – except for the funds for the nuclear weapons and about 12 billion \$ per month for 'the Global War against terrorism' - increased by about 70% between 2001 and 2009. The tendencies of the economic environment, the globalization, the global war against terrorism and the rapid ascension of India and China provided all the reasons and resources both for political and military experts.

Nevertheless, just like any other good thing, this reached the end. The global economic crisis corroborated with the decrease in the price of oil forced both political and military planners to take a firm attitude towards the subsequent military expenses. They need to make some tough decisions and, as for all the important decisions in life, the arguments are far from being finalized.

Out of the about 200 nations in the world, only seven have over 50 % of the Gross Product (the state of California alone is economically more powerful than 193 of them), the USA have 50% of the military potential of the Earth.

The American superiority has always relied on the military infrastructure and on its capacity to project its military power thousands of miles away from its shores, causing any entity to be afraid. That military industrial complex required a successful and massively productive economy to support itself. During the last eight years, while it replaced its capacity to create the goods that people needed with some complex financial instruments and it secured mortgages as the first product for export, America relied on foreign creditors to

supplement the American military institution and the cost of the external wars in which it is involved. However, America cannot operate outside the institutional environment previously created, and, lately, one can notice that the transatlantic relationship has been significantly influenced by the following evolutions:

- the decrease of Europe's strategic relevance, as the central space for the power competition at global level and as the main concern for the USA security and defense policy;
- the consolidation of the European Union and its growing economic and political role;
- the reinforcement of globalization and its influences on the way the political and military decision makers perceive the characteristics of the international security and the use of the instruments of power and influence in the relationships among the states, NGOs;
- the imposing USA as the hegemonic power within the international system and the increase in the imbalance of power at transatlantic level.

These evolutions led to a change in the structure of the relations between USA and their European allies, also highlighted by the fact that the external and security policies of the USA and of the European members are less centered on NATO (the transatlantic relationship), compared to the Cold War period. Moreover, the former secretary of the USA State Department, M. Albright, underlined the fact that the partnership psychology which characterized the transatlantic relationship during the last decades has been replaced lately with the psychology of USA ignoring its European allies, on the one hand, and with the European Union states competing with the USA, on the other hand. From a different perspective, Stanley Hoffman considers that the main cause of this crisis, and, in fact, of the transatlantic relationship is generated by the dramatic change in the American concept regarding the international relationships and the foreign policy.

Nevertheless, in this context, largely influenced by the world economic crisis, achieving the multiple aspects of security is a compulsory condition for surviving and continuing to develop the social systems. In the superior decision centers security is approached in the terms associated to the national interest and international cooperation/competition, to the defense of the territorial integrity, welfare, eliminating vulnerabilities, risks, dangers and threats at local, zonal, regional or global level. The traditional great consumers of military equipment, such as the states in the Gulf, feel the effects of the reduction in the price of oil and they reconsider their great military projects. Their decisions strike against the British, the Americans, the French and other traditional armament exporters. If the crisis continues these reconsiderations will turn into cancellation, affecting both the income of the defense systems providers and the income of those who work in the defense industry in the entire western hemisphere.

As long as the economic crisis continues, the countries all over the world got used to the idea that its impact will affect their economies, and it is reasonable to think that the defense budgets will stagnate, and they might even reduce for the next few years, hoping that the economic decline will not turn into a military crisis.

4. Conclusions

It becomes more and more obvious that the economy is one of the essential sources of the military power because it produces the means required for it. The technological and informational power will prevail in the armed conflict of the future and it will become a real multiplier of the military power, and the new threats and the physiognomy of the new conflicts, influenced by the financial power, will lead to reshaping the military power of the world militaries, both from the perspective of force structure and organization, and from the perspective of the changes in the action style, equipment and combat assets.

The NATO modernization process continues, towards turning it into an Alliance with global vocation, even if it is still burdened by the disparity of capabilities, while the European Union continues developing its military component.

The USA, as the main pole of the world power, have recently proved to be more open for a dialog, cooperation and compromise with the other major actors on the international stage, especially on matters concerning the interests they identified as common ones. As a consequence, one can notice that the USA Administration intends to build a relationship 'from peer to peer' with the Russian Federation, which remains a state with an important potential in maintaining the stability at world level, and the political leaders in Washington confirmed, by means of statements and high level meetings, that the USA considers the Russian Federation a great power. The bilateral relationships include negotiations referring to the new START-2 Treaty, which is going to replace the START-1 Strategic Armament Reduction Treaty, the consultations in the Iran and North Korea nuclear files, the security situation in Afghanistan and the peace process in the Middle East. In this respect, the dynamics of the political-military phenomenon could be influenced by: the implementation of the new foreign policy directions of the USA, in approaching the OBAMA Administration, passing the NATO New Strategic Concept, passing the EU Constitutional Treaty, the evolution of the Iran and North Korea files regarding nuclear arming, the depth of the global economic recession and the way the G8 and G20 manage its impact on the political, social and military levels, the evolution of the security situation in the theaters of operations, the steps/actions in the foreign, energy, climate, military and security policy promoted by some major international actors in their relationship with NATO, EU, UA, ASEAN, as well as within the UN, OSCE, CSI, OTSC, OCS, etc.

Even though this economic crisis produces large gaps in the budget and significant effort

is made towards consolidating peace and security, towards the cooperation among the security organizations, the number of conflicts does not decrease, highlighting once again the need for the existence of a credible military power, able to face the large number of risks, dangers and threats to the general security.

Russia, even if it does not have the economic power required to support a large military power, still possesses significant military capabilities. China has not effectively manifested as a military power, but its economic growth can anytime support the effort of a major armed confrontation. India and Japan are trying to develop modern military capabilities in order to face the regional issues. Great Britain, Germany and France continue the process of re-configuring their own armies, both within NATO, and within the EU.

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According to some sources, we are witnessing today one of the rare epoch-making events that probably take place once in a millennium, the disintegration of an empire. It is said that this economic crisis, by its global consequences and implications, will proclaim the hegemony of the American Empire as the last victim.

For more than one year, while the economy of the United States was buried in the recession and it was exporting its economic disasters all over the world, the great business and political leaders of the American institutions claimed that the bases of the economy were strong, as they were throwing their money on financial corporations and institutions that were 'too big to fail', in a desperate attempt to prevent the flow of the financial failure from invading the entire economy. Because no one can accurately predict the final result, it is likely for the end of this economic and financial apocalypse to be technically the end of the American power, as the master of the planet.

In a world in which the USA domination still remains a pre-requisite for stability and security, contemporary armies strive to adapt to the new conditions of the security environment, also by taking into account the financial capacity of the states and they are not

prepared enough for combating and counteracting all new types of threats.

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LE CALQUE LINGUISTIQUE

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Résumé: L'article présente premièrement la définition du calque linguistique, puis nous essayons établir une classification en distinguant les suivants types fondamentaux de calque linguistique : lexical, grammatical, phraséologique et un type combiné : le calque lexico phraséologique. Nous cherchons analyser quelques mots roumains qui sont calqués après des modèles français. Il s'agit des mots tels : *dreptunghi* < après le modèle français *rectangle*, le verbe *a surprinde* < après le modèle français *surprendre*, mais aussi des expressions : *a lua cuvântul* < après le modèle français *prendre la parole*.

Mots-clés: vocabulaire, l'évolution sémantique, calque de structure, le calque phraséologique, formes internes, la dynamique du lexique.

Considéré comme un emprunt indirect par les auteurs du traité *Introduction en linguistique* (1965), une simple traduction (Pușcariu, 1940), le calque linguistique est défini ainsi : „ajouter de nouveaux sens à un mot, traduire un mot ou une expression sur des parties composantes qui portent le sens“ (Rizescu, 1958).

Le calque suppose une identité de structure entre le modèle et la copie, mais le calque lexical retient dans sa sphère aussi les emprunts de sens que ceux de structure ou de forme interne.

Le calque lexical est le procédé par lequel on copie, on reproduit, on imite la forme interne des certains mots dérivés ou composés d'autres langues ou seulement du sens de certains mots étrangers. Conformément à cette définition, on peut différencier deux types fondamentaux de calque lexical (Hristea, 1995, pp. 9-16) : le calque de structure ou de forme interne et le calque sémantique¹. Le premier type de

calque lexical donne naissance a des mots dérivés ou composés, en contribuant a l'enrichissement du vocabulaire, ce qui nécessite de distinguer les créations internes des mots formes par le procédé de calquer, et le deuxième type de calque intéresse seulement l'évolution sémantique des mots.

À la différence des emprunts proprement dits, le calque sémantique consiste dans l'attribution d'un sens nouveau à un mot déjà existant dans une langue, après le modèle de son correspondant d'une autre langue. Calquer ou copier suppose l'existence d'un sens commun par l'intermédiaire duquel le transfère du sens se réalise (par exemple, le roumain *lume* < le latin *lumen*, *-inis* „lumina“ a gardé son sens hérité dans une série des expressions régionales tels : *lumea ochilor* ou *a ieși la lume*, mais le sens de „univers“ il l'a obtenu sous l'influence directe de l'ancien slave *svietu* „lumina, lume“). Initialement, ceux qui parlent la langue doivent connaître aussi les sens du mot étranger, mais, après

¹ Le calque lexical représente seulement un aspect du calque linguistique, phénomène beaucoup plus large de copier, d'imiter de tels ou tels modèles morphologiques, syntaxiques et phraséologiques d'autres langues. À côté des types

fondamentaux du calque, lexical, grammatical (morphologique et syntaxique) et phraséologique, on peut différencier aussi des types mixtes : lexico grammatical, lexico phraséologique, phraséologie grammatical.

l'imposition en roumain du respectif calque sémantique, cette condition n'est plus nécessaire. Par exemple, au XIX-ème siècle, des nombreux roumains qui connaissaient bien la langue française, parmi lesquels écrivains, des hommes de culture, des artistes etc., ils ont commencé à utiliser le mot roumain *pânză* „tissu“ (*țesătură*) aussi avec le sens „le tableau peint, la peinture“ (*tablou pictat, pictură*), après le modèle de l'équivalent lexical en français, *toile*, qui a usuellement tant le sens de *tissu* (*țesătură*) qu'aussi le sens de „tableau peint, peinture“ (*tablou pictat, pictură*). Les sujets parlant d'aujourd'hui ne font aucune liaison entre le roumain *pânză* et le français *toile*, et le deuxième sens du mot roumain, néologique et culte, il est interprète en tant que n'importe quel sens secondaire et dérivé.

Par le calque sémantique, quelques vieux mots roumains ou néologiques ont modifiés leur structure sémantique initiale. Le roumain *lume* a eu, tel que son étymon, le latin *lumen*, seulement le sens *lumina*, devenu en temps usé, désuet et régional. Tout récemment, le substantif *cârțiță* est utilisé même avec le sens „espion qui travaille pour un pouvoir étranger ennemi au cadre d'un service d'informations d'un pays“, après le modèle anglais *mole* (qui désigne tant l'animal connu même chez nous que cette catégorie spéciale d'espions utilisés surtout pendant la guerre froide).

Toujours à cause de l'influence anglais sur la langue roumaine actuelle, des néologismes tels *aplica*, du français *appliquer*, ou *oportunitate*, du français *opportunité*, ont obtenu aussi les sens „a cere, a solicita“ (prétendre, demander, solliciter), respectif „șansă, posibilitate, ocazie“ (perspective, possibilité, occasion), calques après les correspondants de la langue anglaise, *apply et opportunity*².

² Le français *opportunité* a (Le Nouveau Petit Robert. Dictionnaire alphabétique et analogique de la langue française indique ce fait de langue) encore dès 1864 le sens „șansă, ocazie“, calqué après l'anglais *opportunity*. Le roumain *oportunitate* a commencé être utilisé même avec le sens mentionné, tout récemment, probablement après 1990, ce qui indique le fait que c'est un calque

Quelques mots déjà existants en roumains se sont ajoutés des sens nouveaux, les correspondants des équivalents lexicaux d'autres langues, quand ils ont commencé être utilisé même dans des unités phraséologiques calqués. Initialement, on a dit *ceai dansant*, après le français *thé dansant*, à voir l'anglais *tea dance* (réunion, distraction qui a lieu à l'heure du thé, c'est-à-dire à cinq heures après midi et à laquelle on danse). Ultérieurement par ellipse *thé* a commencé dénommer seul ce type de réunion ou de distraction³.

Le calque de structure consiste en imiter ou prêter la forme interne d'un mot de telle manière que le sens de nouveau mot créé est toujours le même avec le sens du modèle. Par exemple, *dreptunghi* est calqué après le modèle français *rectangle* < le latin *rectus* „droit“ et *angus* „angle“ ou le verbe *surprinde* < le français *surprendre*. Au XIX-ème siècle apparaissent-ils les adjectifs gérondifs du type : *născând, murind, suferind* après le modèle français : naissant, mourant, souffrant (en français les adjectifs verbaux proviennent du participe présent) ou des substantifs provenus du participes : *deținut* < le français *détenu*, *ținută* < le français *tenue*.

Les calques de structure ou de forme interne peuvent être classifiés, d'une partie, après la manière dans laquelle se réalise-t-elle l'imitation de quelques mots dérivés ou composés d'une langue étrangère, et d'autre partie, en tenant compte de leur ancienneté et des langues après lesquelles ils sont faits.

Au premier cas, on observe si le modèle qui est nécessairement un mot dérivé ou composé d'une langue étrangère est traduit en roumain entièrement ou seulement partiellement.

Au deuxième cas, on doit analyser les conditions historiques, sociales et culturelles

sémantique après le mot d'anglais, mais pas avec un emprunt lexical du français.

³ *Thé*, avec ce sens, est en concurrence avec l'anglais *party*: Les deux mots sont entrés dans la collision synonymique à cause du fait que *thé* a commencé dénommer en roumain n'importe quel sorte de réunion ou de distraction, quelque soit l'heure à laquelle il se passe et surtout malgré le fait qu'on boive ou non de thé.

qui ont favorisé le procédé de copier, d'imiter la forme interne des tels mots d'autres langues. Par conséquent, le calque lexical de structure suppose la traduction d'un matériel linguistique étranger et le contact direct ou indirect de la langue roumaine avec une autre langue, capable d'offrir des modèles dans le domaine du lexique. Les plusieurs calques de ce type ont apparu au XIX-ème et au XX-ème siècle, quand de nombreuses unités lexicales néologiques de provenance latino et romaine ont été définitivement assimilées dans la langue roumaine, en favorisant implicitement la reproduction totale ou partielle des quelques mots dérivés ou composés, surtout du français, mais aussi d'autres langues, l'allemand ou le russe.

Liviu Groza distingue : des calques lexicaux totaux ou intégrales et des calques lexicaux partiels. Il classifie les calques totaux ou intégrales :

- a. après des dérivés avec des suffixes : *crucișător* < fr. *croiseur*, cf. l'allemand *Kreuzer* ; *distrugător* < fr. *destructeur*, cf. le latin *destructor*⁴ ; *frățietate* < fr. *fraternité* ; *întâietate* < fr. *primauté* ; *stingător* < fr. *extincteur*.
- b. après des dérivés avec des préfixes : *subdezvoltat* < fr. *sous-développé*⁵ ; *subînchiria* < fr. *sous-louer* ; *sublocotenent* < fr. *sous-lieutenant* ; *suprasarcina* < fr. *surcharge* ; *supraveghea* < fr. *surveiller*.
- c. après des dérivés parasynthétiques : *deznodământ* < fr. *denouement* ; *îngrășământ* < fr. *engraissemens* ; *înlănțui* < fr. *enchaîner* ; *întrerupător* < fr. *interrumpeur* ; *învățământ* < fr. *enseignement*.
- d. après des composés : *binecuvânta* < l'ancien slave *blagosloviti* ; *bunăvestire* < l'ancien slave *blagoveștenie* ; *bunăvoință* < fr. *bienveillance* ; *cal-*

putere < l'anglais *horse-power* ; *câinelup* < fr. *chien-loup* ; *ceas-brățară* < fr. *montre-bracelet* ; *dreptunghi* < fr. *rectangle* ; *fărădelege* < l'ancien slave *bezzakonnie* ; *locțiitor* < le français *lieutenant*.

Les calques lexicaux partiels sont eux mêmes classifiés :

- a. après des dérivés avec suffixes : *periaj* < fr. *brossage* ;
- b. après des dérivés avec préfixes : *compărea* < fr. *comparaître* ; *concețățean* < fr. *concitoyen* ; *delăsa* < fr. *délaisser* ; *prejudecată* (ancien *prejudeț*) < fr. *préjugé* ;
- c. après des dérivés parasynthétiques : *consimțământ* < fr. *consentiment* ; *presimțământ* < fr. *pressentiment* ;
- d. après des composés : *locotenent* < l'italien *luogotenente* ; *maltrata* < fr. *maltraiter* ; *patruped* < fr. *quadrupède* ; *semi-finala* < fr. *demi-finale* ; *triunghi* < fr. *triangle*.

Beaucoup de mots formés par le procédé de calquer ont été dans le même temps empruntés des langues d'origine respectives, en formant en roumain des doublets synonymiques. Les uns d'entre ceux-ci peuvent être utilisés presque dans les mêmes contextes (*coabita* – *conlocui* ; *consacra* – *consfinți* ; *imediat* – *nemijlocit* ; *precursor* – *premergător*), mais les autres se sont spécialisés de point de vue sémantique (*locotenent* (lieutenant) „grade d'officier supérieur au sous lieutenant et inférieur au lieutenant majeur“ – *locțiitor* (suppléant) „subaltern“ (subalterne) ; *triunghi* „instrument musical“ – *triunghi* (triangle) „figure géométrique“) ou ont obtenu des sens figurés ou seulement des utilisations spéciales.

Dans une perspective plus ancienne de la langue, la collision synonymique a eu lieu même dans le cas de ce type de doublets. C'est ainsi que *șansă* (chance, opportunité, occasion) a été éliminé de la langue par *ședință* (séance), *vasfrângere* par *naufragiu* (nauffrage), et *caldomensor* et *greomensor* ne se sont pas imposés à cause de la concurrence

⁴ Le sens „navire, vaisseau de lutte, de bataille de tonnage moyen destiné aux missions d'escorte“ du mot roumain *distrugător* provient du français *destroyer*, mot anglais prononcé en français [*destroaie*] et [*destroieur*].

⁵ À son tour, le français *sous-développé* est un calque après l'anglais *underdeveloped*.

avec *termometru* (thermomètre), respectif *barometru* (baromètre).

Une telle différence a existé aussi entre les formes de calque total ou partial. Les calques totales *supraveghea* (surveiller) et *suprafață* (surface) se sont définitivement imposés en roumain, après qu'un certain temps ils ont été parallèlement utilisés avec les variantes réalisées par le calque partial, *surveghea* et *surfață*.

Le calque phraséologique représente la traduction littéraire d'une unité phraséologique : *a lua cuvântul* < fr. *prendre la parole*. Dans ce type de calque on observe que l'un des éléments ne peut pas être traduit, parce qu'il existait déjà dans la langue : *ferată* dans *cale ferată* < *voie ferrée*, *naveta* dans *a face naveta* < *faire la navette* ou *acord, cont, curent, demers, eroare* existants dans : *a cădea de acord, a ține cont, a se ține la curent, a face demersuri* (tomber d'accord, tenir compte, se tenir au courant, faire des démarches). D'autres calques lexico phraséologiques reproduisent des formes internes: *a face anticameră* < fr. *antichambre* ou ils constituent une périphrase du modèle étranger : *fata morgana* pour *miraj* (mirage).

Conclusions : Considéré par les uns d'entres spécialistes comme une sorte d'emprunt, plus exactement la troisième forme d'emprunt (celle d'adopter non seulement le sens, mais aussi la forme interne, c'est-à-dire le modèle d'organisation du vocable étranger), le calque reste un des principaux moyens par lesquels une langue enrichit son vocabulaire, en contribuant ainsi à la dynamique du lexique.

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LOVE IN SHAKESPEARE'S SONNETS

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Abstract: Many of Shakespeare's themes are conventional sonnet topics, such as love and beauty, and the related motifs of time and mutability. But Shakespeare treats these themes in his own, distinctive fashion—most notably by addressing the poems of love and praise not to a fair maiden but instead to a young man; and by including a second subject of passion: a woman of questionable attractiveness and virtue. There are only 2 themes which mean the express in the terms of modern literature critics, one of homosexually love and the other one of heterosexually love, both of them having only one strong connection: Love like a human feeling. Love is the only one which offers power, uniformity, elasticity, but also a very important element: uniqueness.

Keywords: spirit of perfection, cerebral relationship, metaphorical language, personal disaster, personification, passion.

The 154 Sonnets by Shakespeare's were published in 1609 in a certain order.

The images which those two groups are creating in the reader's mind are different: The sonnets from 1-126 are painting exactly like in Elizabethan age and seem to be the same like a nobleman life for example is - Sir Henry Unton which he made a selection and focus the most important of the noble young man, and on the other hand the structure of the Dark Lady are so emotional like in a 'piece of puzzle' and the image are fragmency all this giving a modern effect.

John Kerrigan observes that the word 'Time' doesn't appear in those groups of sonnets 127-154, but on the other side they are sitting together in the chaos of complete passion. There were a lot of opinion discords about the connection of the sonnets from one sonnet to the other, but those 2 sonnets which were considered opposite they have in common the feeling of Love. This feeling is the main theme of Shakespearian Sonnets.

This feeling of Love is out of homosexual or heterosexual and continues to exist even when the characters are away.

Love came from very far even from Plato and love cannot be parting with the sonnets because Love is the essentially in the Sonnets.

In case of Shakespeare the difference comes that love isn't inspired from women and that love is inspired by two persons man and woman (young man and Dark Lady) which they are love each other and loved different.

Sonnet 116 is viewed as a definition of the truly love; love tends to reach the spirit of perfection, to become absolute. Although, some critics and scholars disagree about the extent to which the sonnets are autobiographical or whether they are literary exercises without a personal theme, there is a middle view about their themes and it is that they are exploratory of personal relations in friendship and in love, and that some of them rehearse themes later dramatized in the plays. Making a comparison between Sonnet 116 and Sonnet 91, both of them treated the theme of love, the flight of time, the immortality of art, but they are seen differently by the author: in the Sonnet 91, love is seen from a particular point of view, the

language is concrete and the tone is pessimistic (plenty of melancholy)

While the Sonnet 116 is built on two antitheses (the "impediments"): love as opposed to personal change ("alteration") and love as opposed to time, the language used is abstract, the tone is optimistic, and there are expressed the poet's philosophical ideas in it.

It is a poem of "Love's Constancy", an outstanding sonnet on the constancy of person's love and how genuinely true love does not waver in the face of outside pressures. Persona would never object to "true love". But love does not change just because the beloved changes or stops when the beloved leaves:

Lines 1 and 2 are an echo of The Form of Solemnization of Marriage from "The Hook of Common Prayer": "If any of you know the cause, or just impediment, why these two persons not be joined together in holy matrimony, you have to declare it". Love is the essence and present twice in this quatrain and by punning on "altar" in alters the author extends the marriage metaphor and underlines an evidently cerebral relationship between the lovers, not a physical one. The true love is an unshakeable constant, but realistically out of reach, love is like a lighthouse that withstands storms, or like the Northern star that guides ship, of priceless value. True love is to the lovers what the star is to the sailor - a guide whose coordinates are known, but whose value is proved only in time:

*"O no, it is an ever fixed mark
That looks on tempests and is never shaken;
It is the star to every wand'ring barque,
Whose worth 's unknown although his height
be taken."*

(Sonnet 116)

In quatrain 3 the poet expresses his belief that love is not a fool of time, even though the beauty of youth disappears in time. Love does not change through time, but withstands all to the end of life. To convey us that true love outlasts time itself in spite of physical beauty being diminished in time the poet uses

personification and metaphorical language (inconstant love = "Time's fool" - a court jester that performs for its master, sounds: sickle's compass come marriage of true minds, love = "beacon, Northern star", time = "grim reaper that destroys youth").

In the couplet underlines the persona states that he has never written a poem or loved another person if his definition can be proven wrong:

*"If this be error and upon me proved,
I never writ, nor no man ever loved."*

(Sonnet 116)

For the poet, love is so strong and profound that he is capable even to die for it. Concerning with his love for the young man this sentiment is growing till the total identification: the love, the poetic ego and the young man are merged in so whole that they cannot be divided forever. Although he oscillates between the love for the Dark Lady and that for the young man, the unique force, which makes him to discriminate them, is that of feelings. The love for the Dark Lady is only carnal one while that for the young man is a divine one. For the poet he becomes: "A God in love," and in the Sonnet 107 he laments over his doom, expressing his fears for the future. Paralleling the disaster of the end of his relationship with the subject to that of the disaster which was predicted by astronomical events, he chooses the end of his own relationship instead of the end of the world:

*"Not mine fears nor the prophetic soul
Of the wide world dreaming on things to come
Can yet the lease of my true love control,
Supposed as forfeit to a confined doom. "*

(Sonnet 107)

There is a great diversity in scope here: starting with the personal, himself limited fears, branches out to encompass the whole world's fears for the future, then he contracts to the confined doom of one person's fate. The mortality of the subject is correlated with the mortality of the moon, which has survived a recent eclipse. The theme of predicting the future from is sustained in fallible augurs mocking their own errant predictions of the moon's demise (Edmonson

and Wells, 2004, p. 56). The survival of the moon has brought reassurance and confidence:

*"The mortal moon hath her eclipse
endured,
And the sad augurs mock their own
presage; Uncertainties now crown
themselves assured,
And peace proclaims olives of endless
age".*
(Sonnet 107)

The storm has passed, everything is now well in the world, and the subject is invigorated, but the author receives death not any attention from the subject (Jones, 1997, p. 78). These sentiments again correlate with those in King Lear where "Love cools, friendship falls off in light of these astrological events. The predictions of death foretold by astrological events are now realized by being transferred to the author (the death of relationship), but the author will live on in his own verse:

*"Now with the drops of this most blamy
time
My love looks fresh, and death to me
subscribes,
Since spite of him I'll live in this poor
rhyme
While he insults o'er dull and speechless
tribes;"*
(Sonnet 107)

The eclipses have actually been an omen of the demise of the author's relationship with the subject, which has been a personal disaster for him, rather than portending a global disaster:

*"And thou in this shalt find thy monument
When tyrant's crests and tombs of brass are
spent. "*

(Sonnet 107)

The verse is again classified as a monument to the subject, as in other sonnets, but in this sonnet the subject's insulting behavior will be remembered rather than the "beauty" and "sweetness" of other sonnets, which are completely absent from this one. This sonnet is an antithesis of 55 and 81. The subject is alluded to as a tyrant in that this verse (implicitly to a tyrant) will outlast the perishable crests and tombs to tyrants. Ironic use of thou and thy in a couple, that calls the subject a tyrant.

ThY morphs into Tyrant; ThOu morphs into TOmb. Many of the motifs of this sonnet litter Ovid's "Metamorphoses" (tyrants, prophetic, moon, etc.). But it is possible not to be any connection unless the author has in mind the subject's metamorphosis from a thing of "sweetness" and "beauty" in a tyrant. This sonnet documents the bitter conclusion of the author's relationship with the subject. The contemporary fears of impending disaster foretold by eclipses have been used as a vehicle to express the author's own private feelings of abandonment and "doom". The rest of the world is content that the threat of disaster has passed, the augurs are mocking their own wrong predictions of doom, the planned regicide of the Gunpowder Plot has been foiled, but there has been a disaster unseen by the world which is the author's own confined doom.

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THE MIGRATION ANALYSIS OF ROMANIANS TO SPAIN

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Abstract: Migration in general, and international migration in particular, is considered one of the defining global issues of the early twenty-first century, as more and more people are on the move today than at any other point in human history. In 2008 there have been registered about 192 million people living outside their place of birth, which is about three per cent of the world's population.

This means that, roughly, one of every thirty-five persons in the world is a migrant. Between 1965 and 1990, the number of international migrants increased by 45 million - an annual growth rate of about 2.1 per cent. The current annual growth rate is about 2.9 per cent.

Keywords: migration, migrant, international migrants.

1. Introduction

Discourse on migration involves many perspectives. There is growing recognition that migration is an essential and inevitable component of the economic and social life of every state, and that orderly and properly managed migration can be beneficial for both individuals and societies.

Policy makers and practitioners need to develop a comprehensive understanding of the multi-dimensional phenomenon of migration in order to manage it effectively. A comprehensive and cooperative approach to international migration management is required to deal with the migration pressures of this century. Such an approach will include policies and programmes for migration and development, facilitating migration, regulating migration, and forced migration. To be successful, international migration management cannot be undertaken by governments unilaterally.

Advancements in transportation and communication technologies that link places and people globally are leading to the

emergence of a "transnational migration space". This spreads over more than one geographical space in which migrants can shuttle between more than one home. Apart from physical movements, the flow of information, skills and remittances are the other components of the "transnational migration space". Gaps between "geographic space" and "migration space" have shrunk with far-reaching consequences on international migration.

The most immediate outcome of this phenomenon is the growing acceptance of dual citizenship, multiple property, and voting rights. States now recognize that membership is no longer territory-based. A new kind of "people-State" relationship, which is fast taking root in international politics, is likely to influence the future course of human mobility. Today, with modern transportation and telecommunications, more people are motivated and able to move. The poor and disadvantaged can now see with their own eyes the wide disparity between their standard of living and that of the richer and more advantaged people in the world. They want to

share in the wealth, and by the means of modern transportation, they are able to get to richer lands in a matter of hours. With economic globalization and the proliferation of international business, there is also increasing demand for mobility of professionals. The challenge for all countries is how to regulate and manage these large-scale migratory movements.

High economic growth and a vast labour exodus to Western Europe have created a labour shortage in many sectors of Romania's economy. As a result, growing wage pressures could have a negative impact on foreign direct investment, slowing the country's economic growth. Businesses in some sectors have difficulties in finding skilled workers, while facing rising labour costs. However, mounting wages and remittances from abroad has led to rising consumer demand.

2. Migration of Romanians

In light of Romania's accession to the EU in January 2007, the country is facing labour shortages in a number of sectors; apart from Finland and Sweden, all EU countries made use of the transitional clause in the accession treaty and restricted the free movement of Romanian workers for up to seven years. Most EU-countries, however, have introduced sector specific quotas for Romanian workers. The UK, for example, has allowed unlimited numbers of highly skilled workers and an annual quota of 19,750 blue collar workers for specific sectors. In order to tackle the labour crisis, the Romanian government is encouraging repatriation, while attracting workers from outside the EU to fill gaps in the labour market. Businesses are facing lower profits due to production losses and higher wages.

Romania's current labour shortage results from the combined effects of the country's economic boom and mass exodus of labour migrants. Romania has seen unprecedented economic growth, driven by FDI inflows, with an average growth of 6.0% between 2001 and 2006. Consequently, the number of job

openings has increased, amounting to 98,627 in the first quarter of 2007.

Many Romanians opted to leave the country in order to work in Western Europe or the USA, where wages and the standard of living are higher. While the minimum wage in Romania amounted to €114 in the first quarter of 2007, minimum wages in the UK and the USA were €1,361 and €676 respectively.

Since 1989, Romania has lost between 2 and 2 and a half million of its workforce. Considering Romania's population of 21.6 million in 2006, this is about 10% of the country's population.

While businesses in some sectors are under wage pressures and have started to employ foreign workers, Romania's consumer purchasing power is continuing to rise due to high economic growth and workers' remittances from abroad.

While migration keeps unemployment low and remittances high, shortages in the labour market cause economic losses and create wage pressures for businesses. The country's unemployment rate was 6.9% in June 2007. Although joblessness is growing in certain fields, labour migration is exporting unemployment.

Remittances from migrant workers represent an important source of Romania's income amounting to US\$4.7 billion in 2005; remittances help improving the standard of living of many Romanian consumers as they increase their purchasing power and stimulate consumer demand for goods and services.

The gap in the labour market is generating economic losses for businesses as it causes wage pressures and cuts in production volume, especially in the manufacturing and construction sectors. A clothing factory in Romania's textile centre Bacau, for instance, hired 670 Chinese workers in April 2007 after failing to attract local staff despite offering double the average minimum wage.

FDI inflows have been a main driver for Romania's economic growth. Between 2001 and 2006, the country received US\$26.0 billion in FDI inflows. Foreign businesses

were attracted by Romania's skilled labour force and low wages.

The migration of Romania's labour force concerns mainly skilled white and blue collar workers. The country's labour market is lacking staff in the healthcare, agricultural and construction sectors.

In light of Romania's labour emigration and rising wage pressures, the country will become less attractive to foreign investors, causing the economy to grow at a slower pace. However, increased remittances from abroad will help to raise consumer purchasing power.

3. Migration to Spain

Spain has been, in the last decade, the main attractive western country for Romanians to emigrate to, due to its high quality of life, better paying jobs in various domains, better yet, more jobs than in Romania. Besides a great – beautiful and affordable – tourist destination, Spain has offered the Romanian people a new home.

According to continuous and sustained enquiries, the total Romanian population living and working in Spain in October 2008 was of about 250 000 persons, to which another 200 000 persons have been added from unofficial sources. It is very difficult to count every immigrant in Spain, it is even harder to keep track of those without a job (thus unregistered at the National Work Agency and not paying taxes) and those who entered Spain as tourists and established here their new home.

The National Immigrant Survey (NIS), carried out for the first time in 2007 by the National Statistics Institute (INE) of Spain, has researched almost 4 million immigrants. In this sense, it is worth noting that the NIS defines immigrants as all those persons born outside Spain, irrespective of their nationality.

According to the NIS results preview, there were 2.16 million households in which at least one of their members aged 16 years old or over was born outside Spain. On the other hand, there were 1.02 million households solely comprising immigrants and 1.14 million households comprised of immigrants and non-immigrants.

Of the more than 450 000 Romanian people working and living for more than 3 years in Spain, half of them work illegally, a quarter are unemployed and about 30 % are inactive population (children, old people, house wives). The sector most men are employed in is construction works, and in an approximately equal proportion, in agriculture and independent businesses.

The number of Romanian legal emigrants to Spain have increased with 40 % only in the last year. The figures for the people working illegally in Spain are estimated.

Lately, there have been the tendencies to legalise their work by contracting part time jobs, complementary or seasonal jobs. The benefits belong to both employees and employers, among which stability on the one hand and fewer taxes paid by the employer on the other can be mentioned.

According to the following table, in which the numbers of the Romanian people working illegally is estimated, most work in the general sector, as autonomous business persons and in agriculture. The increase is constant in all domains and there are not remarkable differences in the domains of work during the year.

Table no.1 Romanian working in Spain by sector of activity in October 2008

Sector of activity	Romanians working in Spain legally	Romanians working in Spain illegally
General sector	152 446	133 200
Autonomous	44 953	25 142
Agriculture	43 061	31 053
Maritime	98	45
Carbon	23	20
Household	14 352	10540
Total	254 933	200 000

Table no.2 Romanian working in Spain by sector of activity in October 2007

Sector of activity	Romanians working in Spain legally	Romanians working in Spain illegally
General sector	100 000	93 142
Autonomous	34 500	24 415
Agriculture	36 450	25 654
Maritime	40	35

Carbon	10	12
Household	7255	6 742
Total	178 255	150 000

Another category of the Romanian people that migrated to Spain is unemployed or inactive, and they are separate to those integrated in the National Work Force. Their number has also increased, with approximately 45% from October 2007 to October 2008.

Table no.3 Another category of Romanian emigrants to Spain in 2007-2008

Period	Unemployed	Inactive: children/ house wives/ old people
October 2008	99 100	154 900
October 2007	68 300	102 205

The social factors that contribute to the well being of Romanians established in Spain include the level of the income, their interests, and their way of life. They have been measured in percentages and 64.9% of Romanian immigrants were working in their countries of origin before departing for Spain (53.7% as employees and 11.2% as independent workers or business persons). At the time of their departure, 13.4% of married immigrants' spouses were residing in Spain. Conversely, among immigrants with living parents, 5.8% had their father living in Spain, and 5.4% had their mother living in Romania. One feature of migration to Spain was the virtual absence of intermediate countries in the process. In fact, almost nine out of 10 immigrants arriving in Spain started their journey from their country of birth. The main reasons for immigrating to Spain were the demand for a better quality of life, the search for a better job or family reasons. 45% of men cited as the reason for their arrival the search for a better job, and 26% cited joblessness, whereas in the case of women, these proportions were 32% and 20%, respectively. According to a survey done in the Romanian communities in the main regions of Spain, joblessness, seeking a better job, quality of life and family reasons have been the main reasons

for which Romanian people have decided to move to Spain. The enquiry has taken place in October 2007 among both legally and illegally living immigrants. In 2008, the figures have not changed significantly, stating that, in one year, there have not been made enough changes in Romania regarding salaries for working people, quality of life and new jobs.

Table no.4 Classification of Romanian immigrants to Spain by age and sex, by reason for moving to Spain:

Percentages / Reasons	Total	16-54 years old	55 years +	W	M
Retirement	3.6	0.3	23.3	3.6	3.7
Change in career direction	5.9	5.9	6.0	5.0	6.8
Joblessness	23.3	25.8	8.8	20.4	25.9
Seeking a better job	39.0	42.9	15.9	32.2	45.2
Political reasons	3.0	2.7	5.0	2.8	3.3
Religious reasons	0.4	0.4	0.4	0.3	0.5
Training/ educational reasons	8.4	9.2	3.6	8.8	8.0
Quality of life	40.0	3.9	40.6	38.7	41.2
Family reasons (regrouping)	32.1	32.4	30.3	39.2	25.6
Cost of living	14.3	13.5	19.0	14.1	14.6
Climate	11.4	7.7	33.0	11.5	11.3
Temporary stay in transit country	1.1	1.2	0.7	1.3	1.0
Other reasons	12.1	11.4	15.8	13.3	11.0

Of the total of Romanian immigrants taken into consideration in this study, 36.6% lived with their partner and children, 23.0% lived with their partner but with no children and 6.5% lived with no partner but with children. The remaining 33.8% lived with no partner or children.

22.5% of employed Romanian immigrants with over three years' residence in Spain were qualified professionals. 9.3% were uneducated or had not finished primary education. 38% of employed immigrants with over three years' residence in Spain were now working in a different occupation from the one in which they embarked on their career in Spain. On analysis of the career progression of immigrants, it was shown that the occupations in which a greater proportion of immigrants remained with regard to those who had started were Business management and Public Administrations (84.3%) and Technicians and scientific and intellectual professionals and (81.3%). On the other hand, only 31.9% of workers skilled in agriculture and fishing remained in that occupation.

In what concerns the family status of the Romanian living in Spain, 81.2% of immigrants with family members abroad intended to bring their family to Spain, whereas 7.7% did not anticipate family regrouping.

Table no.5 Immigrants with family members abroad intending to bring them to Spain.

	Does intend	Does not intend	Does not know
Total	81.2	7.7	11.1
Women	82.8	6.7	10.5
Men	79.9	8.5	11.6

4. Conclusions

Of course, the data collected by Romanian Survey Companies is rough; even Spaniards have a different data base where they “count and mark” the legal and illegal immigrants coming to their country whether to work or to join their family.

Miguel Fonda, president of Spain's Federation of Romanian Associations (Fedrom), says that "It's been demonstrated that immigrants bring wealth to a country, they don't take it away."

Open-door policies also benefit the home countries where immigrants come from. People from the new EU States tend to remit large portions of their pay back to their home countries. Recent UN analysis shows that this has enormous social benefit in under-developed nations, greatly reducing the reliance on aid to combat poverty.

A Romanian working as a waiter, for example, can easily earn 500 Euros a month which is about four times as much as he or she would earn at home. At a conservative estimate, assuming that 50% of the Romanians working in Spain are earning this sort of salary, this means that 200 million Euros are being remitted back to Romania per month, nearly 2.5 billion Euros annually from Spain alone.

Far from resenting the money leaving Spain, Spaniards seem to have a somewhat comradely feeling about migrants from Romania and Bulgaria.

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