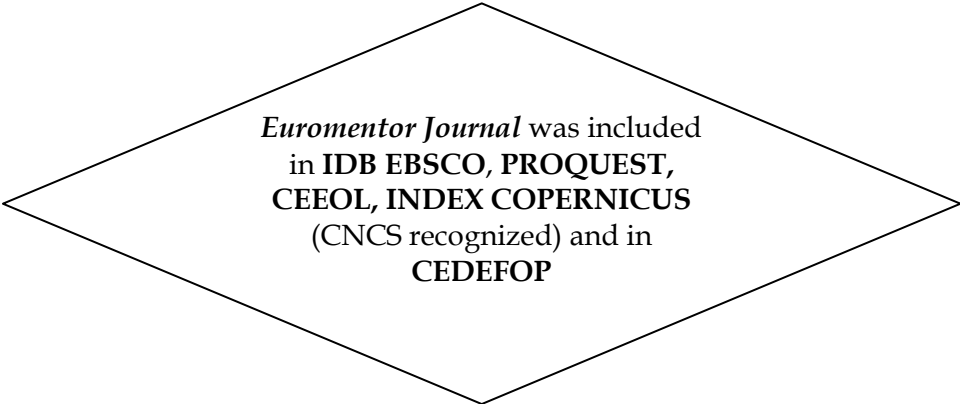


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*WWUPF SUB-FORUM OF WORLD WOMEN UNIVERSITY  
PRESIDENTS FORUM  
“ADAPTABILITY & BREAKTHROUGH: UNIVERSITY’S  
REFORM AND INNOVATION IN THE NEW ECOLOGY OF  
HIGHER EDUCATION”*

*Between 1-5 June 2017 “Dimitrie Cantemir” Christian University, Bucharest, has hosted and co-organized together with Communication University of China, from Beijing, China very special event, namely the sub-forum of WWUPF, on the topic of “Adaptability & Breakthrough: University’s Reform and Innovation in the New Ecology of Higher Education”, which rallied a number of more than 60 participants from over 15 countries.*

*The opening Ceremony was honoured by the participation of distinguished guests, such as Ms. Corat Saniye Gulser, Director of the Division for Gender Equality, Office of the Director-General UNESCO, Ms. Sağlamer Gülsün, President of European Women Rectors Association, Zhao Hui, Vice-President of Communication University of China, Tian Shulan, former Vice-Minister of Education, China, as well as special guests from Romanian academic world, who presented various problems and challenges that confront today’s world of education.*

*The proceedings of the forum were organized under the following panels:*

- University’s Challenges and Opportunities in New Ecology.*
- University’s Innovation on Education and Teaching in the Era of “Internet+”*
- University and Women Rector’s Roles and Mission in New Ecology.*

*A very important Chinese delegation, headed by distinguished Professor Liu Jinan, assured the co-chair of the panels, as well as precious contributions on the conference topics, describing the problems facing education in China as well as the innovative solutions which assured the extraordinary success of Chinese higher education in the contemporary world.*

*Other participants, like Ms. Chancellor of Dong Soon Park, of the Dongseo Educational Foundation, Republic of Korea, presented the latest innovations in the technology of education, the online courseware platform called GAA (Global*

*Access Asia*), where 59 member institutions from 16 countries participate since 2015.

*The role, responsibilities and challenges faced by women university presidents in various countries like Georgia, China, Russia, etc., were presented by women Presidents like Prof. Giuli Alasania, President of the University of Georgia, Georgia, Dr. Ren Fang, President of Xijing University, China, Zhang Qin, Vice-President of Guizhou University, China, Olga Burukina, National Research University Higher School of Economics, Moscow, Svetlana Aronova, Orel State University, Russia, or Askin Asan, Rector of Avrasya University, Former Minister of Family, Ankara, Turkey.*

*Distinguished Professor Chen Naifang, former President of Beijing Foreign Studies University presented the challenges and innovations in the reform of China's higher education, in the conditions of the New Ecology Era, when a more innovative education system will be the signature mark of China as a world power, a pillar for enhancing international competitiveness.*

*From the Romanian side, Prof. Corina Adriana Dumitrescu PhD., President of the Senate of "Dimitrie Cantemir" Christian University, opened the works of the first panel with a very insightful and thought-provoking essay on the essence and future of education. Showing the audience that East and West meet in the most fundamental way, as both Confucius' philosophy as well as Plato's and Pithagoras' meet in the concept that society's most important goal is to create an educated, superior man, President Dumitrescu concluded that the most important goals in the education of the New Ecology are to give the moral and ethical side its due importance, beside the development of innovation according to the needs of society.*

*Vice-Rector for International Relations, Prof. Ramona Mihailă PhD. presented the Bologna system which is regulating European higher education, which proved to be very interesting for the non-European guests of the Forum. Last but not least, the concluding remarks on the debates and presentations of the Forum were drawn by distinguished Prof. Cristiana Cristureanu PhD., Rector of "Dimitrie Cantemir" Christian University, who pointed out that the success of the Forum, beside the intellectual and professional quality of the presentations it accommodated, is due also to the fact that it allowed women leaders in education coming from very diverse parts of the world to meet and discuss, and freely exchange views and experiences. All participants to the*

*Forum on “Adaptability & Breakthrough: University’s Reform and Innovation in the New Ecology of Higher Education” appreciated the host institution’s efforts and success in organizing the event and will have excellent memories of the debates and outcomes of the forum.*

*Assoc. Professor Iulia Waniek, PhD.  
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# EDUCATIONAL LEADERSHIP, MANAGEMENT AND THE PHENOMENON OF MANAGERIALISM

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**Abstract:** *Singapore is amongst the best ranking countries in PISA evaluation. In this article the downfalls of reaching to this result is explored from different perspectives. The article also depicts the alarming global shift in education, which concentrates on standardizing learning and teaching through testing and measuring the effectiveness of schools and even the entire education systems of nations. Applying business models and practices into education has alarming negative consequences in school development and teachers' motivation to concentrate on their core task, which is teaching and educating students. Practical examples of this very process are described by examining how teachers in Singapore are evaluated according to 'performance indicators' and by presenting some aspects of Singaporean School Excellence Model (SEM).*

**Keywords:** *leadership, management, accountability and managerialism in education, management and evaluation in Singapore, performativity, evaluation of teachers in Singapore.*

## Introduction

It is sometimes asked if the late founding Prime Minister of Singapore, Lee Kwan Yew, can be considered as a great leader. At the same token it is pointed out that he did not exactly fulfill every criterion – namely, that he was not people-oriented and his leadership style was more authoritative, or perhaps even autocratic, than participative or consultative – on a particular leadership-versus-management comparison chart used in theoretical oriented discussions.

Indeed, what makes a great leader? What traits do they possess? Does

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a good leader also need to have good management skills, and if so, what are they? How should leadership be differentiated from management, or are they necessarily two entirely different matters?

Whether in our professions or daily lives, we probably have plenty of opportunities to observe various kinds of leaders and managers in various settings wielding varying extents of influence – be they statesmen/world leaders, military leaders, religious leaders, company directors/CEOs, coaches of sports teams, or founders of social movements – some inspirational, and others not. In my teaching career over the past ten years, I have encountered a number of principals and vice- principals, and worked with several heads of department. Some inspire me and motivate me to do my utmost while others do not. As teachers, we also have to demonstrate leadership qualities and management skills in the hope of inspiring and motivating our students.

In this essay, we will focus on educational leadership styles and management principles, and the pervasiveness of managerialism. This essay will consist of the following sections: first, it will reflect on some aspects of leadership and management concepts, and discuss those pertinent to the context of schools as educational organizations; second, it will highlight the prevalence of managerialism in education; and lastly, it will elaborate on management and evaluation practices in Singapore’s education system.

### **Leadership and management**

What is leadership, and what constitutes management? How are they different? Essentially, leadership involves charting a new course of action or setting a direction, that is, leadership is primarily concerned with the question of ‘where to head’ whereas management is concerned with the issue of ‘how to get there’. Just as vision is vital to an organization, so is a strategy to realize the vision. In my opinion, leadership and management roles are not necessarily dichotomous, but rather situation-dependent. Sometimes we need to lead a team; at other times, manage the team members and resources. At times, we also need to both grasp the ‘big picture’ and attend to the details.

There are leadership and management concepts aplenty – contingency theory, strategic leadership, transformational leadership, servant leadership, charismatics, followership, organizational culture, and new public management, to name a few. It is not an intention to engage in the leadership- versus-management debate or focus on any theory in

particular as can be concurred with Grint (2011) that “flawed leadership is part of the human condition, that there are no perfect leaders or perfect leadership systems out there to be imitated” (Grint, 2011, pp.13-14). There are no prescribed recipes to follow. Rather, different situations call for different leadership styles (Yuki, 2011).

Here, we will reflect on a few aspects of leadership in addition to select leadership traits and management skills that are admirable in inspirational leaders and hope to develop in myself.

### *Moral courage*

Firstly, from a philosophical perspective, we feel that a great leader is one “who not only does the right thing but also does so in the right way and for the right reasons” (Ciulla & Forsyth, 2011, pp. 230). Since an important responsibility of leaders lies in decision-making, a good leader needs to have the moral courage to make difficult decisions when faced with dilemmas and conflicts of interest. Nowadays, we can discern a rise in populist politicians who promise unrealistic policies that are nonetheless appealing to the masses to stir emotions and win votes. While a participative or consultative leadership style is preferable to authoritative leadership, it is not always possible to please everyone. There is a Chinese saying that can be translated into “Good medicine tastes bitter”. In our eyes, a leader with the moral courage to undertake the thankless job of making a necessary decision that may displease many people is admirable.

In the context of schools as educational organizations, a good school leader is one who has the moral courage to make difficult decisions in the face of dilemma, and stand firmly by these decisions instead of relenting to external pressures. An illustration of moral courage is demonstrated by the Finnish education system in maintaining its position on public comprehensive schools, equity, trust and collaboration against the norms of marketization, accountability and competition in the prevailing global education reform (Sahlberg, 2011).

### *Ethics*

Opportunistic politicians aside, there are another category of highly charismatic leaders – cult leaders and leaders of terrorist groups – who capitalize on stirred emotions to influence and manipulate their followers for unethical motives. Also, instances of leaders like company directors/CEOs using their positions to seek personal gain and abusing

their power to cover up misdeeds are not uncommon. These examples underscore the importance of ethical conduct in leaders. Due to the power and privileges that often come with leadership positions, leaders face great temptations, especially if they consider themselves to be above others, and hence, beyond the constraints of morality or entitled to more resources. Thus, the longer they are in leadership positions, the more challenging it is for leaders to remain steadfast to strong ethics (Ciulla & Forsyth, 2011).

In schools, leaders/management and teachers should, of course, act with integrity. Cases of teacher misconduct or school leaders abusing their authority are few in Singapore so far. A more common dilemma in schools would likely be how to resolve conflicts of interest. We should have utmost respect for heads of department who have the school's or students' best interests at heart, and are willing to cast their immediate self-interest or that of their department aside to put the interests of the school or students first.

### *Trust*

Next, a great leader builds trust in order to galvanize people towards a collective goal. Leaders who are trusted tend to be effective at exerting influence over others. Trust in a leader will be high if he/she is perceived to have good intentions and benign motives, and perceived to be competent and capable of fulfilling his/her obligations (Kramer, 2011). Discovery of massive fraud, corruption or scandals erodes public trust in institutions and government. So do perceptions of leaders falling short of fulfilling their promises or obligations such as failing to remedy social ills (ibid.).

It is of utmost important to see that leaders walk the talk to elicit trust from others. At the school level, this means that leaders/management and teachers, who are also considered to be leaders in the classroom, practice what they preach. The culture of trust in the Finnish education system, in contrast to accountability and surveillance in education systems elsewhere, is something Singapore should gradually cultivate. Mutual trust can be fostered in an organization not only through rules but also by leaders institutionalizing trust through practices predicated on trust in others since such acts, in turn, tend to breed reciprocal trust (Kramer, 2011).

### *Interpersonal skills and emotional intelligence*

Lastly, leadership is also about managing people and interpersonal relationships, and shaping the culture and emotional climate at the organizational level. Good leaders need to have interpersonal skills to foster cohesiveness and collaboration in a team, and high emotional intelligence to manage the moods and morale of their team members, apart from regulating their own emotions. Ashakanasy & Humphrey (2011) suggested that leadership involves emotional labor. Leaders utilize emotional displays to project charisma, and also to influence their followers' affective states through emotion contagion. A good leader has the judgment to know what emotions to display, and is skilled at expressing the right emotions (*ibid.*).

In this section, we have presented some aspects of leadership and management. We will next look at the evolution of a management model, new public management, into the phenomenon of managerialism.

### **The phenomenon of managerialism in education**

There is a chill wind in the air and it goes under the name of efficiency. [...] all is not as it seems. [...] the forms of efficiency which were imposed on schooling and higher education systems were motivated more by goals of cost-cutting, a desire to vocationalise the curriculum and a desire to impose an ethos of business style principles on publicly funded education systems, often during times of financial uncertainty. (Welsh, 1998, pp. 157)

In fact, this chill wind arises from the new public management, a new mode of governance not only in education but also in other public sectors, accompanying the shift from government to governance – and this shift is associated with an even more powerful wind, neoliberalism, sweeping across the entire world (Rizvi & Lingard, 2010). Under the New Public Management (NPM), also referred to as corporate managerialism, private-sector practices, business principles and new values are imported into educational governance (*ibid.*).

As a result, we now have to view education as a 'business' and adopt a whole new set of vocabulary to talk about students as 'consumers', principals as 'managers' and achievement as 'productivity targets' (Ball, 2003). Thus, we find the focus on, in management speak, 'outcomes' and 'efficiency', with discursive terms like 'performance indicators', 'benchmarking', 'quality assurance', 'accountability' and 'appraisal' or 'evaluation' greatly emphasized in education.

This is a paradox. The shift from government to governance in education is concerned with the devolution of power so that schools and educators can enjoy greater autonomy. However, this spread of governance comes with a complex system of control introduced by the NPM, which is characterized by features and practices such as hierarchical divisions between managers and subordinates who are being managed, accountability for outcomes, surveillance of performance, and normalizing judgments in the form of appraisals and evaluation of efficiency (Ball, 1990). This dominant accountability perspective and audit culture leads to the pervasiveness of measuring – outcomes, efficiency, performance, and even quality – and quantifying elements of education. The reliance on statistical data to inform ‘evidence-based’ practices thus culminates in the manifestation of managerialism as ‘governing by numbers’ (Rizvi & Lingard, 2010).

*Accountability + efficiency = performativity?*

At the international level, Sahlberg (2011) discerned a trend towards managerialism in what he called the Global Education Reform Movement (GERM), which is like an epidemic infecting education systems worldwide. He observed the standardization of education through outcomes-based education reform and standardized testing – that measures not merely students’ learning outcomes but also teachers’ effectiveness – as well as a greater call for school and teacher accountability through such evaluation. He argued that the borrowing of corporate management models from the business world, which is driven by economic profits, undermines school development and teachers’ motivation.

In light of a ‘rising tide of efficiency’, policy makers worldwide increasingly refer to statistics and figures in educational indicators published by various transnational organizations like the Organization for Economic Co-operation and Development (OECD) or supranational organizations like the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the European Union (EU) as a gauge of the efficiency of their education system. Nowadays, we also see large-scale cross-national comparative evaluation measuring students’ learning achievements, like the Program for International Student Assessment (PISA) or the Trends in International Mathematics and Science Study (TIMSS) gain increasing importance, and the results taken seriously by policy makers as evidence to generate pressure for education reform.

The emphasis on efficiency, outcomes and performance indicators is not without problems. Ball (2003) cautioned about the effects of performativity on teachers. When one's performance is evaluated against a set of indicators as measures of 'quality' or productivity, teachers feel "a reduction in their professional autonomy, as their work is increasingly confined within systems of management" (Welsh, 1998, pp. 172). They experience inauthenticity and internal conflict of values in prioritization of effort, and start to question their own professionalism as the purpose of their actions becomes uncertain. "Are we doing this because it is important, because we believe in it, because it is worthwhile? Or is it being done ultimately because it will be measured or compared? It will make us look good!" (Ball, 2003, pp. 220)

### **Management and evaluation in Singapore**

Let us now explore the phenomenon of managerialism in Singapore, where the education system is 'governed by numbers'. We will examine teacher evaluation and school self-appraisal.

#### *Evaluation of teachers*

Teachers in Singapore are evaluated according to 'performance indicators' in several aspects of their job scope: teaching, administrative duties as a form teacher, co-curricular activity after school, and committee duties. The evaluation cycle for a teacher typically involves a Work Review at the beginning of the year when expectations and performance targets are set, a second mid-year Work Review to discuss one's progress towards those performance targets, and a third Work Review at the end of the year to discuss, besides one's future career plans, one's performance against performance indicators.

First, the grading system in secondary schools is used as an example to illustrate how students' academic achievement can become measurable 'productivity targets' or 'performance indicators'. Secondary school students are graded from A1, A2, B3, B4, C5, C6, D7, E8 to F9 for each subject. Thus, besides an alphabet, there is a numerical element in a grade. The lower this numeral is, the better the grade. Therefore, 'A1' is the best grade, 'F9' the worst result and 'C6' is the minimum passing grade.

The effectiveness or 'efficiency' of a subject teacher is measured by how well the teacher meets academic performance targets and 'value-adds'. In this case, performance targets are target grades that students are expected to achieve. A target grade for each subject is projected for every

secondary school student based on his/her Primary School Leaving Examination (PSLE) results. An expected Mean Subject Grade (MSG) per subject per class is then calculated by taking the numerical average of the target grades of all students in the class. At the start of every year, every subject teacher will receive the expected MSGs for his/her classes, and those figures serve as his/her academic performance targets. 'Value-add' means to achieve an actual MSG that is lower, and hence better, than the expected one.

In addition, a teacher's instructional effectiveness is also assessed through lesson observations and book/file checks on the quantity, frequency and quality of assignments as well as the quality of feedback given to students.

Every year, teachers in each school are ranked by the school leaders and middle management based on their performance. Each teacher receives a grade - A, B, C or D and even possibly E - that determines his/her Performance Bonus for that year and prospects for promotion. 'A' is the best performance grade. Although, officially, a 'D' grade means one is performing 'up to expectations', getting such a grade has implications. The teacher not only does not receive any Performance Bonus for that year - since he/she is only doing what is expected of him/her and nothing more - but also will not be eligible for promotion unless he/she gets at least a 'C' grade in the next few years.

#### *Self-appraisal by schools*

Since 2000, the way that schools in Singapore are evaluated has changed. The previous system of school inspections by officers from the Ministry of Education has been replaced by a self-appraisal system that is complemented by six-yearly external validation. Schools now conduct self-appraisal using the School Excellence Model (SEM), which is adapted from business frameworks of organizational excellence in corporate management (Ng, 2003). School principals are encouraged to perceive themselves as CEOs managing schools to produce the desired educational 'outcomes'.

The idea is that, in order to develop into excellent schools, schools should objectively measure their strengths and identify areas for improvement. Simply put, the SEM is an accountability tool for self-assessment - according to specific performance indicators in several domains of school management and administration - which should then lead to self-improvement.

However, this self-appraisal emphasizes meticulous documentation of 'evidence'. In my experience, this has, at times, given rise to excessive attention being paid to documentation. The pursuit for excellence then ends up becoming a pursuit of excellence in documenting audit evidence. Thus, it is important for school leaders to bear in mind that the SEM is a means to an end, not an end in itself. Sometimes, performativity triumphs over objectivity when schools resort to focusing narrowly on SEM indicators or displaying favorable evidence to look good, instead of really addressing their areas of weaknesses to improve school management.

Can a school be an excellent school without collecting evidence of its excellence? Can a school be an excellent school, just simply known for its caring teachers and values inculcation? [...] The need to work to the requirements of the model may actually distract the school from the primary purpose of education. (Ng, 2003, pp. 37-38)

### **Conclusion**

In the current climate of managerialism, has an obsessive preoccupation with measurable or quantifiable elements of education caused us to foreground 'outcomes', 'efficiency' and 'performance indicators' at the expense of notions like ethics, equity and human enlightenment? Some time ago there was a teacher professional development workshop in which the trainer proclaimed that only SMART – specific, measurable, attainable, realistic and timely – goals are worth pursuing. We could not agree less. It is easy to think of many important things in life that are not measurable.

Like Sahlberg (2011) reiterated, we do not believe that accountability, competition, more data or employing corporate management models would bring about a better education system either. A school is, after all, not a business. It can be argued that there exists a fundamental, irreconcilable difference in ideology between the two. By imposing its own value system, managerialism can undermine the very education system, which it is supposed to manage and improve. Quality of education ultimately becomes compromised, rather than enhanced.

A leader who does not exude charisma through words, but who displays moral courage and strong ethics, is willing to put the interests of others before self-interest, builds trust, and applies interpersonal skills and emotional intelligence to foster interpersonal relations and empower others, is an inspirational leader whom most individuals are motivated to work for because actions speak louder than words.

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# STUDENTS' PERCEPTION ON THE IMPORTANCE OF EDUCATIONAL PLATFORMS IN THE CLASSROOM

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**Abstract:** *This paper explores students' perceptions of educational platforms as an effective pedagogical tool in classroom. The study focuses on the preliminary phase including a written administration of a questionnaire to a sample 190 students from various faculties in University of Bucharest. Students were surveyed about their usage and preferences of social media as well as their perceptions regarding the importance of educational platforms in Higher Education. In present, according to the constant improvement requirements the quality of Higher Education within an increasingly digital world, technology and educational platforms are often seen to increase learning and collaboration on college campuses. The results obtained by analyze the responses of the subjects included in our sample have showed that students, have the same perceptions regarding the importance of educational platforms in classroom.*

**Keywords:** *Higher Education, learning, educational platforms, perception, classroom, technologies.*

## 1. Introduction

Teaching and learning activity is undergoing a dramatic change due to the advancement in telecommunication and IT. Increasingly, online learning educational platforms is playing an important role Higher Education. The maturity of Internet and emergence of various cloud services catalyze the development of these platforms and student learning behaviour. We now live in a digital age and today's learners have different needs. Learning doesn't just take place in the classroom, but outside of it as well.

Learning platforms help educational institutions realize timesaving benefits for teachers and students, improve communication within the university and the local community, and improve student engagement and attainment.

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## 2. Theoretical foundations and review literature

The analysis of scientific literature showed that the regarding on importance of educational platforms in recent research has discussed the opportunities associated with the use of social media tools in the classroom, but has not examined the perceptions students themselves hold about its usefulness in enhancing their educational experience.

In present, many academic articles, virtual learning environments and other educational tools which are available in the internet for free can be accessed by ordinary people. Students to be more specific frequently used the internet or to be more particular social networking sites (Subrahmanyam, Reich, Waechter & Espinoza, 2008)<sup>1</sup>. According to Groff (2013) innovative technologies not only have the potential to evolve pedagogical practice, but also completely transform entire learning environments. In the moment when technology is leveraged with a very strategic vision and change management plan, the results can be revolutionary<sup>2</sup>.

The importance of class activities lies in their effectiveness in achieving learning outcomes, creating a more collaborative environment, and enhancing students' learning in a more practical manner. To achieve these, students will benefit most if the online content which they go through in advance is clearly mapped with the activities in face-to-face sessions.

The current generation of college students has grown up with technology, and these students are among the earliest adopters of new advances in technology (Jones, 2002; McHaney, 2011).

In the field of educational technology, recent studies have proven many benefits of using the Internet and online platforms for providing stronger motivation for learning among students. Internet and related technologies have already had a significant impact on ways to organize learning and studying. On the other hand, emerging trends in Higher Education include a shift from teacher-oriented lecturing towards student-centered learning. Student-centered learning (Land & Hannafin, 2001) is supported theoretically by various overlapping pedagogical

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<sup>1</sup> Subrahmanyam, K., Reich, S.M., Waechter, N., Espinoza, G., *Online and offline social networks: Use of social networking sites by emerging adults*. In *Journal of Applied Developmental Psychology*, 2008, 29, 420–433.

<sup>2</sup> Groff, J., *Technology-rich innovative learning environments*.

<https://www.oecd.org/edu/ceri/Technology-Rich%20Innovative%20Learning%20Environments%20by%20Jennifer%20Groff.pdf>2013

concepts such as self-directed learning (Candy, 1991), student-centered instruction or learning (Felder & Brent, 2001), active learning (Ramsden, 1992) and cooperative learning (Felder & Brent, 2001).

Historically education was a very different experience when comparing it to the highly sophisticated, digital learning of today. Today, as trainers and lecturers, the digital age is one which we need to embrace. Technology in education opens a huge world of possibilities as to how we convey, share and engage with students presenting different ideas, facts and theories.

Both definitions emphasize the importance of actions taken by the teacher to facilitate learning among the students (cited in Korpershoek et al., p.11). The emergence of educational technologies offers flexible learning opportunities. Research affirms that online courses provide learners with some flexibility in terms of time, place and pace (Gedera & Williams, 2013).

In face-to-face classrooms, students' levels of motivation can be observed to a certain extent with few of the physical cues available. However, online courses on educational platforms present challenges concerns in relation to students' motivation and active participation.

Neier and Zayer (2015) mentions in their study that additional qualitative data collection with students probed into motivations for social media use in education as well as instructor and university perceptions. Findings reveal openness to using social media in education, uncover interactive and information motives for its use, and offer theoretical and pedagogical implications<sup>3</sup>.

Enriquez (2014) considers another important point is the over-all acceptance of students on the online activities given by the teacher. According to Haddad and Drexler (2002, cited by Enriquez, 2014), an effective teaching/learning process must stimulate intellectual curiosity and offer a sense of enjoyment that will move the students from the passive role of recipients of information to the active role of builders of knowledge<sup>4</sup>.

According some researches on the educational technology (Gregoire,

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<sup>3</sup> Neier S. & Zayer T.L., *Students' Perceptions and Experiences of Social Media in Higher Education*. In *Journal of Marketing Education*, 37 (3), 133-143, 2015.

<sup>4</sup> Enriquez, M.A., *Students' Perceptions on the Effectiveness of the Use of Edmodo as a Supplementary Tool for Learning*. Paper presented at the DLSU Research Congress De La Salle University, Manila, Philippines, 2014.

Bracewell, Lafarriere, 1996)<sup>5</sup>; (John and Sutherland, 2004)<sup>6</sup>, the benefit to students of using new technologies is greatly dependent on the technological skill of the teachers and the teacher's attitude to the presence of the technology in teaching.

The study of authors Hung & Yuen (2010)<sup>7</sup> explored how social networking technology can be used to supplement face-to-face courses as a means of enhancing students' sense of community and, thus, to promote classroom communities of practice in the context of higher education. Data were collected from 67 students who enrolled in four face-to-face courses at two public universities in Taiwan. Findings indicated that most participants developed strong feelings of social connectedness and expressed favourable feelings regarding their learning experiences in the classes where social networking sites were used as a supplementary tool.

An important volume of the authors Rowan-Kenyon, H. et al. (2016) present the current research and scholarship on social media that provides a view of the higher education landscape in this new digital age and it demonstrates how social media influence behaviour and campus culture.<sup>8</sup>

Many researchers (e.g. Black, Dawson, Priem, 2008;<sup>9</sup> Rovai, 2002<sup>10</sup>) have called for further research into engaging course design to promote higher levels of sense of community and thus optimize learning.

Another study of Popovici and Mironov (2015)<sup>11</sup> investigated students' views on eLearning technology within non-formal and formal settings. The centrality of the student and her/his learning needs is clear

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<sup>5</sup> Gregoire, R., Bracewell, R., & Lafarriere, T., *The contribution of new technologies to learning and technology in elementary and secondary school*. Available at: <http://www.tact.fse.unlaval.ca/fr/html/impactnt.html>, 1996.

<sup>6</sup> John, P.D. & Sutherland, R., Teaching and learning with ICT: New technology, new pedagogy? *Education, Communication & Information*, 2004, 4(1), 102-107.

<sup>7</sup> Hung Hsiu-Ting & Yuen Steve Chi-Yin, Educational use of social networking technology in higher education. *Teaching in Higher Education*, 15,6, 703-714, 2010. Available at: <http://dx.doi.org/10.1080/13562517.2010.507307>

<sup>8</sup> Rowan-Kenyon, H. et al., Social Media in Higher Education. *ASHE Higher Education Report*, volume 42, no. 5, 2016.

<sup>9</sup> Black, E.W., L. Dawson, and J. Priem, Data for free: Using LMS activity logs to measure community in online courses. *The Internet and Higher Education*, 2008, 11, 2, 65-70.

<sup>10</sup> Rovai, A.P., Sense of community, perceived cognitive learning, and persistence in asynchronous learning networks. *The Internet and Higher Education*, 5, 4, 319-32, 2002.

<sup>11</sup> Popovici, A. & Mironov C., Students' perception on using eLearning technologies. In *Procedia - Social and Behavioral Sciences*, 180, 1514 – 1519, 2015.

and it is presently assumed by all actors involved in the educational process.

Summers and Svinicki (2007) examined the relationship between students' perceptions of classroom community and mastery motivation in traditional classrooms that used different classroom interaction strategies. They found that the students in cooperative learning classrooms perceived higher sense of community and reported greater motivation in achievement goals than those in non-cooperative learning classrooms<sup>12</sup>.

Another relevant research (Alfarooqi, Cainaru and Yang, 2013)<sup>13</sup> aims to understand Suny Potsdam students' perceptions about the use of technology in the classroom by their professors and students' perceptions of their own use of technology. Based on the data collected, the top 5 technologies for professor usage, student desire, and effectiveness include Presentation Software, Moodle, Video Streaming, Digital Media, and Text Processing Software. This means Suny Potsdam is meeting student expectations with these technologies but students also want to see other technologies used such as Smartboards and Mobile Apps. Participants attributed the absence of technology use in the course to Professors are unable to use technology, the professor has strict preferences about the technology they use, and lessons are not compatible with the use of technology.

According to Lim & Yong (2013) in working towards achieving successful educational outcomes, we as educators need to identify and be constantly cautioned against the potential pitfalls in teaching and learning. The authors observed that students reflect on whether technology in teaching has provided rewarding learning experiences: consolidation in learning, convenience in learning, empowered learning, interactivity in learning, organized learning<sup>14</sup>.

Incorporating technology into instruction will have „positive

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<sup>12</sup> Summers, J.J., and M.D. Svinicki, Investigating classroom community in higher education. *Learning and Individual Differences*. 17, 1, 55-67, 2007.

<sup>13</sup> Alfarooqi, A., Cainaru, N., Yang C., (2013). Students' Perceptions of the Effectiveness of Technology Use by Professors.

<https://www.researchgate.net/file.PostFileLoader.html?id=5429542fd2fd641d2e8b4617&assetKey=AS%3A272119395487748%401441889727520>

<sup>14</sup> Lim, S.W.H. & Yong, P.Z., *Student perceptions of the use of technology in teaching: Towards a positive learning experience*. CDTL Brief, 16(2), 2013, pp. 12-18.

impacts” (Jamil & Shah, 2011)<sup>15</sup>; it is assumed students will have better experiences with technology incorporated into the course because of increased engagement, convenience, relevance to student life, interest in technology itself, and presence of new learning opportunities (Kennedy, Judd, Churchward, Gray, & Krause, 2008<sup>16</sup>; Lay-Hwa Bowden & D'Alessandro<sup>17</sup>, 2011)<sup>18</sup>.

The benefits of online educational platforms cannot be ignored because many people nowadays are embracing them: flexible approach to teaching and learning; personalized learning; feedback; expanded learning opportunities; bigger opportunities for collaboration and interaction. Feedback messages are a very important element of online learning not only for keeping track of students but also for letting students know how they might do better on their work (Askew, 2000); students need feedback to monitor their progress (Ally, 2008)<sup>19</sup>.

### 3. Methodology

#### 3.1. Objectives

The research proposed to investigate the perceptions of students on the importance of educational platforms in the classroom and identify the benefits for learning (Gooru, Easyclass, Wikispaces, Padlet/Wallwisher, discussions forums, Itslearning).

#### 3.2. Hypothesis

The hypothesis of our research was as: if are used effective educational platforms in teaching activity then exist favorable conditions for increasing their benefits to student learning.

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<sup>15</sup> Jamil, M., & Shah, J.H., *Technology: Its Potential Effects on Teaching in Higher Education*. New Horizons in Education, 59(1), 38-51, 2011.

<sup>16</sup> Kennedy, G. E., Judd, T.S., Churchward, A., Gray, K., & Krause, K.-L., First year students' experiences with technology: Are they really digital natives? *Australian Journal of Educational Technology*, 2008, 24(1), 108-122.

<sup>17</sup> Lay-Hwa Bowden, J., & D'Alessandro, S., *Co-Creating Value in Higher Education: The Role of Interactive Classroom Response Technologies*. Canadian Centre of Science and Education, 2011, 7(11), 35-49.

<sup>18</sup> Alfarooqi, A., Cainaru, N., Yang C. (2013). *op.cit.*

<sup>19</sup> Apud. Sarsar, Firat, *The Effectiveness of Emotional Motivational Feedback Messages*, Dissertation, Georgia State University, 2014.

### 3.3. Participants

The sample group for this research includes 190 students from various faculties, enrolled in Teacher Training Modules, level I, at University of Bucharest.

Table 1. Demographic profile of respondents

<b>Basis of Classification</b>	<b>Category</b>	<b>Count</b>	<b>Percent (%)</b>
Gender	Male	85	44,73%
	Female	105	55,26%
Types of studies	Humanities	120	63%
	Sciences	70	37%

In the following charts, we present a more detailed description of the structure of the sample of subjects according to gender and the types of studies. Investigated population counts 55,26%, respective 105 respondent's female and the rest being 44,73%, respective 85 respondent's male (see Figure 1), also 63%, respective 120 subjects from Humanities and 37%, 70 subjects from Experimental Sciences (see Figure 2).

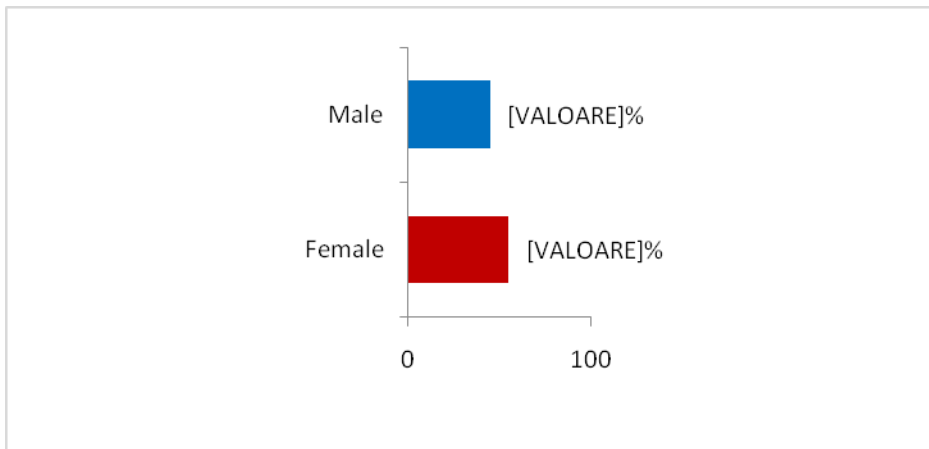
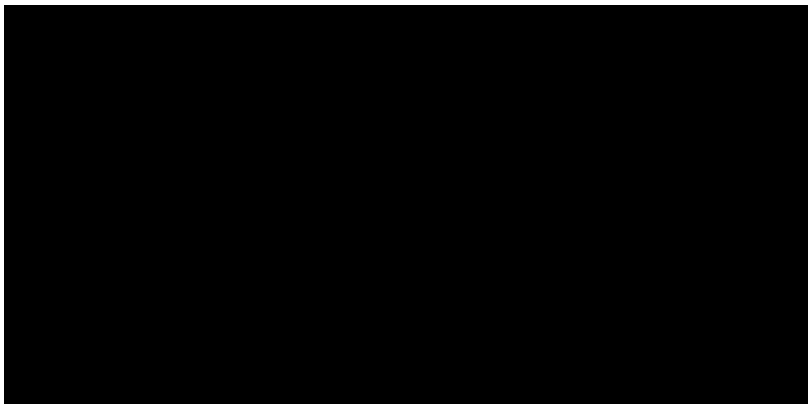


Figure 1. Distribution of population on gender



**Figure 2.** Distribution of population on types of studies

It is necessary to explain why this sample is little unbalanced when referring the types of studies with the respondents falling under the following categories: Humanities - 63% (foreign languages and letters, history, geography, sociology) and Sciences - 37% (mathematics and informatics, biology, physics).

At this point we were interested particularly observed whether the students whose field of study does not necessarily involve an explicit contact with digital technology or specific training, such as we might expect in informatics, do feel the need to access eLearning technologies.

#### *3.4. Instrument and procedure*

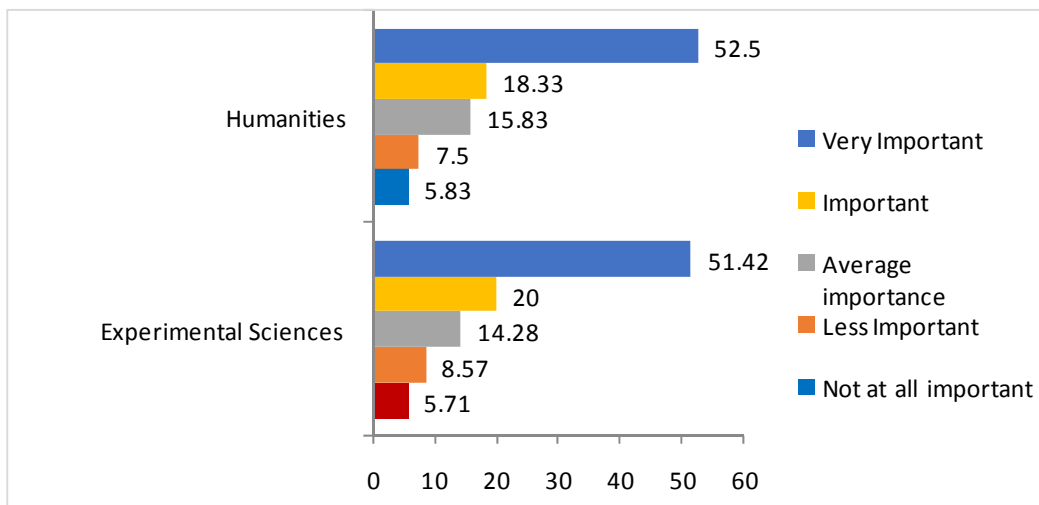
The results of the study were collected through the questionnaire. For data collection, the procedure has consisted in the application written questionnaire sent by mail. For the analysis and interpretation of results, we used the program SPSS 17.0.

### **4. Results**

The analysis of the data obtained we found that the student's perception valued as important and very important on using educational platforms in classroom. The data extracted show that the time to say what the benefits are because they efficient learn, students in the areas of knowledge have agreed on the main reasons that facilitate learning in the classroom, as you can see in chart below.

**Table 1.** The distribution of student’s perception on the importance of educational platforms

Subjects Importance on using educational platforms in classroom	Experimental Sciences		Humanities	
	Count	Percent (%)	Count	Percent (%)
1. Not at all important	4	5,71	7	5,83
2. Less important	6	8,57	9	7,5
3. Average importance	10	14,28	19	15,83
4. Important	<b>14</b>	<b>20</b>	<b>22</b>	<b>18,33</b>
5. Very important	<b>36</b>	<b>51,42</b>	<b>63</b>	<b>52,5</b>



**Figure 3.** Graphic of distribution of student’s perception on the importance of educational platforms

As can be seen from the graph above that most subjects appreciate the educational platforms as being very important for the exercise of the learning activity (52,5% subjects from Humanities, and a percentage of 51,42% subjects from Experimental Sciences).

At the same time, a 18,33% subjects on Humanities consider educational platforms the important and a 20% of the subjects on Experimental Sciences.

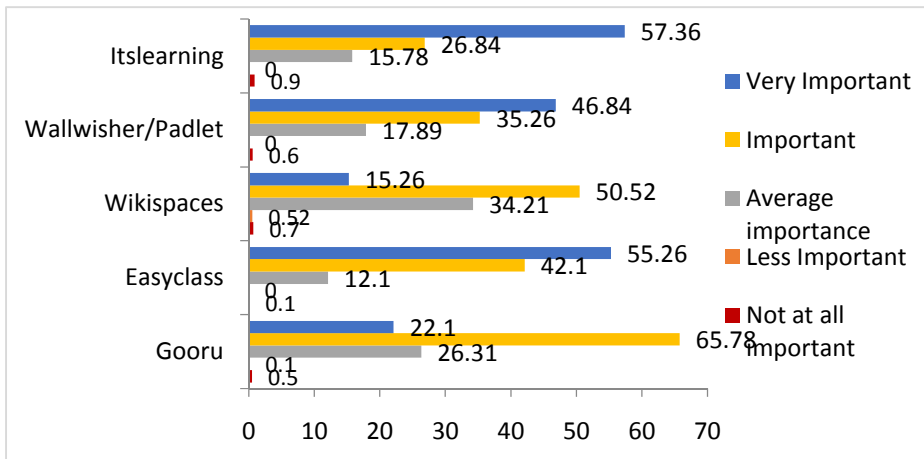
A 15,83% subjects of area Humanities consider the motivation as being of medium importance, whereas a 14,28% the subject of Experimental Sciences. It is noted that an 8,57% of the subjects from Experimental Sciences consider it as being of little importance and only a 7,5% subjects from Humanities.

We observe that a small part of the subjects in the Experimental Sciences (5,71%) consider the educational platforms as being not at all important. From the obtained data, we can note that the educational platforms are considered as being very important and important in learning by a big part of the subjects (Humanities - 70,83%, Experimental Sciences - 71,42%).

The results indicate that students generally have positive attitudes towards technology and the use of educational platforms.

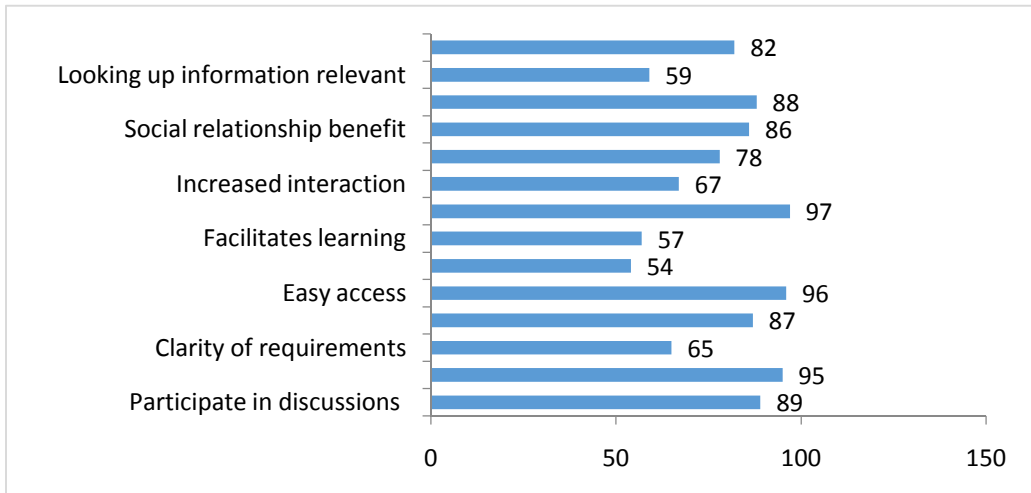
As shown in Figure 4, we conducted a rank hierarchy and it was showed that the following educational platforms are important and very important in the opinion of the students regarding using to learn for obtained academic performance, representing more than 50% of total the following: Easyclass (97,36% - rank I), Gooru (87,88% - rank II), Itslearning (84,2% - rank III), Wallwisher/Padlet (82,1% - rank IV), Wikispaces (65,78% - rank V).

These data show that students need a „management“ of knowledge through which to implement the new knowledge, to exploit knowledge in real-life contexts and challenging, to capitalize the individual learning by highlighting the benefits acquired at his lifetime.



**Figure 4.** Distribution of student's response on the importance of educational platforms

Want to find out what benefits are the educational platforms for facilitating students learning we have obtained the following data illustrated in Figure 5.



**Figure 5.** Distribution of student's response regarding the benefits of educational platforms

As we can see from Figure 5, students believe that using educational platforms presents the following benefits, in a hierarchical order: 1. feedback of teachers and colleagues (96%- „the teacher and colleagues will support me”; „to get help when I have a question”); 2. easy access (96% - „allows me to find and share educational resources”, „allows for easy access for future references”, „allows easy access to learning materials and post doubts on forums”); 3. captivation/enhancement (95%- „helps to deliver materials better and enhances students’ learning experiences by adding more variety to teaching materials”, „visual aids enhance understanding of a concept.”); 4. participate in discussions (89% - „provides collaborative learning opportunities”, „I am encouraged to ask questions”); 5. motivation (88%- „promote a desire to learn”); 6. personalized learning (87% - „encourages learner-centered activities”, „my educational needs are being met”, „allows me to personalize pages to express individuality and creativity”); 7. social relationship benefit (86% - „communicate with classmates about course-related topics”); 8. improve competences (82%); 9. exposure to learning materials (78% - „promotes knowledge sharing”); 10. increased interaction (67% - „allows me to communicate with classmates about course-related topics”, „allows me to share my personal interests”); 11. clarity of requirements (65% - „to enable

information to be presented in concise and interesting formats that add value to the learning experience"); 12. looking up information relevant (59% - „allows me to hold forums to discuss topics of interest”, „provides the time needed for extended discussions and allows for in depth discussion through further research"); 13. facilitates learning (57% - „I am given ample opportunities to learn”, „facilitates learning through easy accessible information, and useful for revision in organization and efficiency"); 14. monitoring (54%- „I feel confident that others will support me”, „clickers are convenient for monitoring the classes' progress").

## 5. Discussions and conclusions

The findings obtained by the data analysis indicate the fact that upon the student's perception of the importance of the educational platforms, both the respondent's male and female, both the area humanities and experimental sciences had opinions that coincided, educational platforms positively affect motivation in learning.

We are aware, according to Castells (2005) that technology does not determine society: it is society. Moreover, the author adds, society shapes technology, according to the needs, values and interests of those who use technologies<sup>20</sup>.

Network society and its associated technology does improve everything, by associating technology to creativity and to the full realization of the human being.

It is very important to mention suggestions for future research could be to generate a more in-depth survey regarding students' expectations about what technologies they think professors should be using in their courses.

ICT is with no doubt profoundly transforming education. To fully benefit from this ongoing revolution, academics need to re-assess their own beliefs and pedagogical practices concerning teaching and assessment and their potential impact on learners' experiences.

ICT in the range of benefits they provide to the teaching task allow interactivity, feedback, self-learning etc. (Duță & Martinez, 2015)<sup>21</sup>. Both teachers and learners need to understand how ICT should be integrated

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<sup>20</sup> Castells, M., *A sociedade em rede: Do conhecimento à política*. In Castells M.; G.Cardoso (Orgs.) *A Sociedade em Rede Do Conhecimento à Acção Política*, 2005.

<sup>21</sup> Duță, N., Martínez-Rivera, O., *Between theory and practice: the importance of ICT in Higher Education as a tool for collaborative learning*. In *Procedia - Social and Behavioral Sciences*, 2015, 180, 1466-1473.

in education, why e-learning activities are to be undertaken, and what expected rewards can be derived. ICT literacy for education, i.e. necessary ICT skills and knowledge for educational purposes, at individual and organizational levels, is the foundation for modern societies to reinvent teaching and learning at the age of technology.

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# DEVELOPING NEW APPROACHES TO EDUCATION AND CHANGING ATTITUDES – THE CASE OF PROBLEM BASED LEARNING

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**Abstract:** *It may be a truism to say that different cultural traditions entail different views on education and educational methods. In the broadest sense, we could say that European education has its roots in the ancient Greek – Socratic and Aristotelian – tradition, i.e. analytical thinking and dialogic method of reaching truth (questioning and analysing all aspects).*

*On the other hand, Eastern ways of thinking being synthetic and intuitive rather than analytic (cf. Nakamura Hajime, Ways of Thinking of Eastern Peoples: India, China, Tibet, Japan), an Eastern master conveys the deepest meanings by using symbols, encouraging the disciple to use his intuition and learn by following a method (without asking too many questions). Such an approach could be called the apprentice model and it was found in medieval Europe too, around the year 1100, at the beginnings of European education. Coming back to modern times, we look at the modern PBL approach and its cultural and ethical implications and propose that it can be successful in changing misconceptions and a certain type of corruption prevalent in the educational systems of countries experiencing weak political institutions.*

**Keywords:** *PBL, the Maastricht seven step approach, inquiry based learning.*

We would like to begin by going to the roots of our present day educational system – in the European Middle Ages.

In the Middle Ages, the intellectual was almost always a cleric, at least in the first 2 centuries after the year 1000, when cities and culture started to revive in Europe. Isidore of Seville (c. 560-636) had defined the cleric thus “The cleric is one who dedicates himself to the religious life and searches for moral perfection.” (Le Goff: 1995, 183).

A type of *magister* who is involved not only in intellectual pursuits but also transmits “his capacities for investigation along with his instruments for inquiry” emerges in Europe in the eleventh century, in

the context of the development of cities and schools. Cultural activities were restricted to the abbeys and the few cathedrals that could organize schools, which slowly turned into universities, like the University of Paris (1215), Salamanca (1200) or Bologna (1088). However, what is interesting for us in this context of comparing Eastern and Western education patterns is the fact that “Beginning in the mid-eleventh century, individual scholars would occasionally set up a “school” of their own and gather students around them. Such schools were sometimes itinerant, and depended entirely on the appeal of the teaching “master.” Perhaps the closest analogue to this arrangement would be the modern “martial arts” schools one often finds in present-day cities. The practice declined after c. 1150. Abelard conducted such a “school” at Melun in the very early eleventh century” (*Stanford Encyclopedia of Philosophy*, 2016<sup>1</sup>).

Not only the Stanford scholars compare the medieval master to an Oriental one. The similarity is evident when we think about such European priests and teachers as Lanfranc of Pavia and especially Anselm of Canterbury. Lanfranc (c.1005-1089), educated as a jurist, left this profession to become a Benedictine monk at the monastery of Bec in Normandy, where he directed the monastic school. In 1070 he became Archbishop of Canterbury and died in that city. Although his teaching methods reveal a budding trust in logic, he placed faith above it: “When the object of the dispute can be explained more clearly through the rules of the art of logic, I conceal the logical rules as much as I can within the formulas of faith, because I do not wish to seem to place more trust in this art than in the truth and authority of the Holy fathers.” (Le Goff: 1995, 184).

Saint Anselm of Canterbury (1033-1109) seems even more similar (*mutatis mutandi*) to the Oriental masters, in particular to Dogen (1200-1252), the founder of Japanese Zen Buddhism, in his pattern of seeking and transmitting wisdom and learning. Both were born in the midst of turbulent ages and families, and sought refuge in monastic life. Both travelled far from home – Dogen was a Japanese aristocrat turned Buddhist monk, who travelled to China, seeking for a proper master, and Anselm left his rich home in Aosta and travelled all the way to Bec, in

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<sup>1</sup> Spade, Paul Vincent, “Notes to Medieval Philosophy”, in *Stanford Encyclopedia of Philosophy*, accessed online on July 24<sup>th</sup>, 2017, 23:00, at <https://plato.stanford.edu/entries/medieval-philosophy/#Calcidius>

Normandy, attracted by the fame of Lanfranc. Anselm becomes a monk in 1060, and the prior of the monastery in 1063 and abbot in 1078. After the Norman conquest of England in 1066, Lanfranc the Abbot of Bec will be elected Archbishop of Canterbury and Anselm will take his place as Abbot of Bec. In 1093 Anselm himself would become Archbishop of Canterbury, in the middle of a debate between the English king Henry I and the Pope. Erudite but also humble, Anselm seems to have had "the need to find 'an intelligence' in faith ... the desire to communicate to his fellow monks and to his disciples tools that were undeniably intellectual and cultural ... For Anselm, investigation still much resembled prayer; it was an object of tacit meditation, carried on internally, then written down for his fellow monks." (Le Goff: 1995, 185). Especially this last sentence of Anselm's characterization resembles perfectly Dogen's career and the way in which he wrote his treatises on Zen.

If some academics might recognize themselves in Anselm's story, here is some more similarity with the fates of today's researchers: according to historians, although he reached the highest ranks of ecclesiastical hierarchy, "Anselm detested administration, considering it a distraction from the true purpose of life: to worship, study and think. 'I want to understand something of the truth that my heart believes and loves', he wrote. 'I do not seek thus to understand in order to believe, but I believe in order that I may understand.'" (Cavendish, 2009)

However, returning to modern education, we aim to show how the Anglo-Saxon milieu produced a type of educational model that encourages a highly pragmatic and honest approach to learning, which gives due importance to the student's personal work and involvement in his own education. This model is currently called Problem Based Learning and the aim of this paper is to propose it as a solution to the corruption that plagues certain educational systems in developing countries. Corruption in education means that, primarily due to small wages, teachers do not perform their tasks correctly and that they accept money from students in order to provide extra tutoring or to provide the necessary grading for passing the exams. It could also mean that appointment in schools is not done according to the teachers' worth but by means of relations or bribe. In either way, maybe a system where the teacher has less importance and the student is more responsible for his advancement - like the PBL - is the solution. Demoting the teacher from the position of a god dispensing knowledge to one of mere facilitator could be a better solution.

Case study: taking as an example of Eastern type education Romania, who established its modern system of education in late 19-th century, we can assert that even today it has a system that puts the accent on conveying much information in lecture format, with lots of compulsory subjects and methods that require memorization of data and few creative activities, while changes of the system occur slowly. The discipline that existed for a period in Communist regime Romania ensured that such a system produced high quality education and skilled workers. However, the abrupt transition to a capitalist system that came about in Romania after 1990 disrupted the educational system, with dire consequences for the mass of young people.

In August 2012 *The Economist* featured an article which started thus: "Do Romanian schools produce idiots? One in two teenagers failed the Baccalaureate exam in Romania this year after 12 years of study. This means that another more than one hundred thousand young people could end up unemployed, hurting the country's already fragile economy."<sup>2</sup> However, the author continues: "Paradoxically, Romania is also the country where some of the most brilliant young brains in the world are born. Here the rate of gifted children is twice the average worldwide. In July, the country was ranked first in Europe at the International Math Olympics and 10<sup>th</sup> among 100 countries worldwide. Some of the most feared hackers in the world are operating in Romania. Corporations like Microsoft have a big community of Romanians among their workforce and they keep recruiting more.

Most of these achievements seem to be the result of the hard work of individuals combined sometimes with the influence of a great teacher rather than the result of a proficient education system. Not one of Romania's universities are ranked among the top 500." Since then, several MA theses and research projects conducted by Romanian students in Western Europe have attempted to explain the phenomenon<sup>3</sup>.

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<sup>2</sup> <http://www.economist.com/blogs/easternapproaches/2012/08/education-romania>

<sup>3</sup> Oana Borcan's thesis "Economic Determinants and Consequences of Political Institutions" at the Department of Economics, School of Business, Economics and Law, University of Gothenburg, 2015 or Alina Mirela Bruma, "Who is to Blame? Causes and Effects of the dramatic drop in the Baccalaureate exams results in Romania", Dept. of Social Policy for Development, The Hague, 2014

In contrast with the shortcomings presented above I would place the opposite end of the spectrum of educational methods and approaches, namely PBL, created in the 1970-ies in North America and developed to the highest degree in the Netherlands, at Maastricht University.

So, what is PBL? Traditional teaching begins with the delivery of information which the teacher believes that the student needs to know. As a test of the acquisition of this knowledge may set a problem for the student to solve. In PBL, learning begins with a problem which the student must research to acquire the information (that the student himself thinks is) needed to solve it.

The roots of problem-based learning can be traced to John Dewey's belief that teachers should teach by appealing to students' natural instincts to investigate and create. Dewey wrote that "the first approach to any subject in school, if thought is to be aroused and not words acquired, should be as unscholastic as possible"<sup>4</sup> (Dewey, 1916). For him, students' experiences outside of school are important and provide clues for how to adapt lessons based on what interests and engages them.

PBL is consistent with current philosophical views of human learning, particularly constructivism. Three primary constructivist principles, according to Savery and Duffy (1995) are that understanding comes from our interactions with our environment, that cognitive conflict stimulates learning, and that knowledge evolves through social negotiation and the evaluation of individual understandings. The constructivist view of learning facilitates the adoption of PBL from pre-school to post-graduate training, and broadens its application beyond the field of medical training, where it was first implemented. Actually, in many American middle or high schools the approach called inquiry based learning ensures that students establish topics that interest them and then research by themselves, in teams, for information on those subjects, while the teachers' role is to guide them through their search.

### **PBL at Maastricht University**

According to its website, Maastricht University is the only university which applies the problem-based learning approach **in all its educational programmes**. *In 1974, Maastricht's Faculty of Medicine was the second in the world to adopt the problem-based learning method.* PBL was originally designed for medical education, and implemented at McMaster

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<sup>4</sup> At accessed April 7, 2017

University in Canada in 1970, but many other faculties have developed a PBL approach that corresponds with the needs of their academic disciplines.

At the heart of Maastricht's PBL philosophy is the idea that students are personally responsible for their own academic education. A typical course revolves around so-called 'tutorial groups', consisting of 14 to 16 students, meeting once or twice a week to discuss self-identified problems on the basis of cases or situations described in the course manual.

The tutorial group is chaired by a student member, who is expected to structure the discussion and ensure that every member of the group is able to participate. The instructor, named 'tutor', plays a limited role during tutorials. Tutors monitor discussions, provide feedback, and, where needed, help students in identifying relevant problems. Specific to Maastricht University is the so-called Maastricht 7 step - or jump - process, which guides the tutorial activity.

Courses at Maastricht usually take seven weeks of tutorials followed by a final exam, but may also include writing or speaking assignments. As PBL courses are intensive, students can take only two or three courses at a time depending on the number of credit hours per course - vs. a typical heavy curriculum of a least 7 courses per week in Romanian universities.

Objections raised against PBL, which is one of the most controversial issues at present in education are:

-Linearity of learning (you can only cover one problem at a time) and slow pace in covering the syllabus if you have to wait for the students to solve problems. Actually, if you are not waiting for the students to understand and solve problems by themselves you just encourage a surface approach, a mere flipping of the pages of a course (Raine&Symons: 2010, 14-18)

-PBL deprives the student of the good example of a charismatic teacher, and does not "translate to a mass system where one sage performing to an audience of 500 is a more cost-effective solution"<sup>5</sup>.

Among the advantages of PBL we should note the fact that students gain (1) active, experiential learning, (2) collaborative learning, creating a sense of community. Students themselves assessed PBL effectiveness positively: "practical learning ... it really helped me to understand and apply the theory ... I understand a lot more"; "you have to learn it for

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<sup>5</sup> <http://www.physics.le.ac.uk/ProjectLeAP/PBL003.shtml>

yourself, not by preaching ... you have to have the experience before you can see how good it is".<sup>6</sup>

At the same time, scientific studies concluded that PBL was superior for long-term retention, skill development, satisfaction of teachers and students, while traditional approaches were more effective for short-term retention as measured by standardized examinations.

Let us now examine the moral and ethical implications of such a system. Research into various Maastricht University regulations, or browsing the use of the Electronic Learning Environment platform, which is the main form of communication between teachers and students) shows that:

- by way of strictly respecting deadlines by students,
- by ensuring that teachers' subjectivity is avoided (for example exam subjects are always made by a team, as well as other forms of student evaluations), or,

- by encouraging students to manifest their aspirations and goals (students make a "goal portfolio" in the first year, which is later checked by the end results), The University has managed to create both a culture of honesty, and at the same time to encourage independent, critical thinking and a pragmatic outlook on life.

Controversial as it may be, PBL is now a brand name for Maastricht University, and the University itself has risen dramatically in the world rankings of recent years. Currently it is # 6 in Young University Rankings 2017, and # 94 in World University rankings 2017<sup>7</sup> according to the prestigious Times Higher Education organization in the U.K. With 16,000 students in 2013, of which 47% foreign students, and half of its undergraduate programs in English, and almost all of its Master and PhD Programs in English, this very young and successful Dutch university speaks for adopting a Problem Based Learning approach if one aims to change for the better.

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<sup>6</sup> <http://www.physics.le.ac.uk/ProjectLeAP/PBL003.shtml>

<sup>7</sup> <https://www.timeshighereducation.com/world-university-rankings/maastricht-university#ranking-dataset/612573>

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# WHY STUDY PHILOSOPHY AT THE FACULTY OF LAW?

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**Abstract:** *Our article brings forward the need to study philosophy, today, in legal higher education which aims to train jurisprudence specialists capable of targeting justice in a rule of law state. The idea we start from is that there is no law without philosophy, because we cannot speak of law without the comprehension of justice. It is common knowledge that justice is a fundamental value upon which philosophy, from antiquity (through Plato and Aristotle<sup>1</sup>) and up to Jh. Rawls<sup>2</sup>, developed ideas and theories meant to lead to the understanding of human nature as well as to the importance of philosophical education (paideia) for magistrates so as they can reach the conscience of justice. Our paper is founded on a case study based on relevant samples consisting of full-time and part-time 1st year students from The Faculty of Law and Administration within the DCCU, who study General Philosophy. 100 1st-year students were surveyed: 50 full-time students and 50 part-time students.*

**Keywords:** *philosophy, law, justice, morality, freedom, truth, conscience.*

Romanian higher education has gone through a period of considerable changes over the last 27 years, due to internal and international changes in the socio-economic and political paradigm. The emergence and development of private universities, the adherence to Bologna Process, the need to reform the education system through appropriate legislation have given a new look to the Romanian academic environment, starting with the ways of selecting students and teaching staff, the structure of the curriculum, the award of academic degrees according to the Bologna Process (Bachelor's, Master's, Doctor's Degree), university autonomy, higher education funding, labor market integration, competitiveness and performance at European and international level.

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\*\* Mihaela Mocanu, translator.

<sup>1</sup> Aristotle, *Nicomachean Ethics*, Bucharest, The Scientific and Encyclopaedic Publishing House, 1988.

<sup>2</sup> Jh. Rawls, *A Theory of Justice*, Bucharest, Nemira Publishing House, 1996.

"Dimitrie Cantemir" Christian University in Bucharest is a private academic institution, accredited by the Law 238/2002, institutionally re-accredited in 2010 and 2015, being appreciated by ARACIS<sup>3</sup> with the highest rating *High Degree of Trust*. The Faculty of Law and Administration has two specializations: Law and Public Administration and is one of the largest faculties, according to the number of Bachelor and Master's Degree students and teaching staff. The profile of this faculty is distinguished both within our university and within the other faculties of law in Bucharest and around the country. An attraction for this faculty is the *study of general philosophy and the philosophy of law*, our university being among the few higher education institutions in the country where philosophy is conferred its proper place and role.

The study of philosophy at the Faculty of Law and Administration within "Dimitrie Cantemir" Christian University is an extraordinary opportunity offered to those who are trained here, having an essential role in the intellectual and moral education of the students who are preparing to become servants of justice. The initiation into philosophy does not mean the mere study of a world of ideas that has faded away and remained only as a historical fact. It's hard to get deeper into the study of contemporary philosophy unless you look at the sources that we find in Plato, Aristotle and other great philosophers from antiquity. **Philosophy in "Dimitrie Cantemir" Christian University** is more than a discipline of study: it means **free thought and a certain state of mind**. We could thus imagine ourselves in **Plato's Academy**, where philosophical education in the spirit of comprehension of justice means the condition of happiness. We would like to remind that in Plato's view justice brings along its own rewards: it ensures happiness, simply because it is righteous, regardless of the external rewards and reputations, the inconveniences and the pains that may or may not occur as a result. This is the main idea of the famous dialogue the "Republic".<sup>4</sup> We cannot philosophize about justice without referring to Plato, for whom it means the virtue of all virtues, to Aristotle, where justice appears as the perfect virtue, which is not viewed in absolute terms, but in comparison with other virtues, or to John Rawls who in his book "A Theory of Justice"<sup>5</sup>

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<sup>3</sup> *The Romanian Agency for appreciating Higher Education Quality.*

<sup>4</sup> Plato, *The Republic*, in *Works V*, translated by. A. Cornea, Bucharest, The Scientific and Encyclopaedic Publishing House, 1974.

<sup>5</sup> Jh. Rawls, cited works.

presents justice as a compound between freedom, equity and reward for the one who participates in the public good. All the theories of justice, from antiquity to the contemporary age, come to suggest that before doing justice, recognizing it, one needs to know what it means, how to reach this high virtue. The philosophy of justice goes beyond common sense; its appropriation requires a special, ideal education for the philosophical natures. The goal of education is the formation of virtuous characters through the internalization of "laws"<sup>6</sup>. Returning to Plato, the ultimate goal of educating the king-philosopher is not to teach him as much as possible, but to help him develop, through an adequate training, certain intellectual and moral capabilities that may favour "the twisting of his soul" towards the realm of Forms; in other words, to form one's ability to "see" the Forms and, finally, the divine Good. This is, in fact, the meaning of modern higher education: to shape young people's thinking and action skills in order to help them adapt to a very complex and difficult reality. We need today, perhaps more than ever, to "save" ourselves through contemplation, through philosophy and, thus, to accede to the **conscience of justice**.

"The man who has not learned any lesson of philosophy goes through life caught up in prejudices derived from the common sense, from the usual convictions of the age or of his nation, and from the beliefs he has acquired without the cooperation or consent of his reason."<sup>7</sup>

### **Why is it worth studying philosophy?**

Philosophy deserves to be studied not for the sake of some precise answers to its questions because, as a rule, it is not possible to know that such precise answers are true, but rather for the sake of the questions themselves; because these questions broaden our conception of what is possible, enrich our intellectual imagination, and diminish the dogmatic security that prevents the mind from speculating; but, above all, because through the primacy of the universe contemplated by philosophy, the mind is ennobled and becomes capable of that union with the universe which is the supreme good. <sup>8</sup>It is sometimes argued that it is no use

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<sup>6</sup> Plato, *The Laws, Works I-VII*, Bucharest, The Scientific Publishing House, 1974-1993.

<sup>7</sup> B. Russell, *The Value of Philosophy in Philosophical problems*, Bucharest, All Publishing House, 2006, p.168.

<sup>8</sup> Ibidem.

studying philosophy, because philosophers do nothing else but waste their time by questioning the meanings of words. They never reach significant conclusions, and their contribution to society is virtually nonexistent. They are still discussing the same issues that have also preoccupied the ancient Greeks. Philosophy does not change anything; it leaves everything as it is.

What is the use of studying philosophy, after all? Starting to discuss some of our fundamental beliefs could even prove a dangerous undertaking: we could end up feeling unable to do something, paralyzed by too many questions. The caricature of a philosopher is indeed that of an individual who is doing great when dealing with very abstract ideas in the comfort of an armchair in a college hall in Oxford or Cambridge, but who is totally helpless when he has to deal with the practical aspects of everyday life: an individual who can explain the most complicated passages of Hegel's philosophy, but who does not know how to boil an egg.

One of the important reasons for studying philosophy is that it deals with fundamental questions about the meaning of our life. Most of us ask ourselves fundamental philosophical questions at different times. Why do we exist on Earth? Is there any evidence that God exists? Does our life have any meaning? What makes something moral or immoral? Could life be nothing more than a dream? Is the mind different from the body or are we made up only of matter? How does science progress? What is art? ..... and so on.

Most of those studying philosophy think it important that each of us ask such questions. Some even argue that without asking ourselves such questions, life is not worth living. Living a routine life, without looking at the principles on which it is based, would be like driving a car that has never been to a car service. We could have reasons to trust its brakes, steering, engine, as they have worked well so far, but this confidence could not be justified at all: the brake pads become worn out and they could let us down just when we need them most. Similarly, the principles on which our existence is based may be very solid, but until we examine them, we cannot be sure of that.

Even if we do not have serious doubts about the solidity of the assumptions on which our existence is based, the non-exertion of our reflection capacity could lead to the impoverishment of our own life. Many people consider this activity either to be too laborious, or to disturb their own peace of mind by asking fundamental questions: perhaps such

people are happy and feel good with their prejudices. Others, however, have a strong desire to find answers to challenging philosophical questions.

Another reason for studying philosophy is that it offers a good way to learn to think more clearly about a wide variety of issues. The methods of philosophical thinking can be useful in a wide variety of situations because by analyzing the pros and cons of a position we learn abilities that can be transferred to other areas of life. Many of those studying philosophy apply philosophical tools in very different fields of activity, such as: law, computer science, management, civil service and journalism, all of these being areas where clarity of thought is a great asset. Philosophers also use the insights they acquire about the nature of human existence when dealing with arts: there are philosophers who have also been successful as novelists, critics, poets, directors and playwrights. In other words, the openness offered by the study of philosophy leads to building up a systemic vision of reality. Philosophy means a certain way of thinking, it is the "lesson" about how we can get to think freely<sup>9</sup>. Moreover, philosophy as *self-knowledge* is not only the theory but the indispensable key by means of which we understand ourselves, respectively we understand life, and through this we find our place and purpose in society, in the world. The question arises: "What is the use of philosophy today, in a world dominated by science?" We could answer that it can contribute to infusing the human mentality with a more prominent philosophical dimension because we, humans, are all philosophers. "Every man is born with human wisdom," Socrates said, and philosophy is "the revelation of wisdom in man by means of his own creative effort"<sup>10</sup>, in other words, the revelation of man, but of the man who partakes in the Logos, to the Absolute Man, the Total Man, who is not a closed individual being.

Asking what is the use of philosophy is equates to asking what is the use of seeing or sleeping. It is part of the human condition to have ideas on good, on happiness. Having deformed ideas on them is a fact with disastrous consequences: for example, Hitler, Mussolini and Stalin were prisoners of deforming philosophies. Moreover, they possessed, at the

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<sup>9</sup> G. Pohoată, *The Anthology of Legal Philosophy*, Bucharest, Pro Universitaria Publishing House, 2017.

<sup>10</sup> N. Berdiaev, *The Sense of Creation*, Bucharest, Humanitas Publishing House, 1992, p. 63;

same time, an enormous power. A man who shares distorted ideas on good and happiness, while possessing a great power, is a tremendous danger. The abuse of such power is one of the most disastrous things that can exist.<sup>11</sup> The contemporary man is the product of civilization created by himself, the slave of his own rules. Philosophy, in this context, is a necessity to regain its primacy and values that determine its existential meaning. Philosophy is an investigation of that reality that each one appropriates according to his own personality, the search for a real state which man has lost with the passage of time, it is the absolute degree of man's thinking that gives him the power to transcend the boundaries of his condition, to remain spirit. In one way or another, its unique purpose is to find human existential reason. It is a process through which one can try a logical, but also a true explanation (because not everything that is logical can be true) of the anguish determined by the eternal fears of mankind. If we have understood that it is worth studying philosophy then "philosophy is a prayer that I murmur all my life."<sup>12</sup> There is a voluptuousness of culture that, once discovered, makes you feel a fulfilled man. It is important that someone teach you this voluptuousness. Our great philosopher, Constantin Noica, had the opportunity to open a school of cultural voluptuousness and to become a master in its teaching. The motto of this school was simply: "Any inferno becomes bearable if the paradise of culture is possible." And because the suppression of hell does not depend on us, reaching the paradise is a matter of training and personal will, the center of life - and happiness along with it - moves into spirit and its cultivation. And the spirit, of course, can only be cultivated through culture, that is through books and through systematic work in their field: more precisely, through philosophy, the discipline of the spirit par excellence; from this point of view, philosophy may be somehow the way to our personal salvation. In fact, *the goal of philosophy is to find a finality of life, not in the proper sense of the word, but in the meaning of a sense of eschatological integration.*

### **The role of philosophical education for the magistrate**

The current age, which is under the temptation of technique, of the astounding development of science, is tempted to give philosophy a

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<sup>11</sup> H. Gadamer, *Philosophy - Geometric Place of Human Condition*, Corriere della Sera, 9 January, 1990, p.3.

<sup>12</sup> Liiceanu, G., *Declaration of Love*, Humanitas Publishing House, Bucharest, 2001, p. 62.

second role, thus cancelling its major implications in any field of activity. But, *philosophy means a certain way of thinking, it is the lesson about how we get to think freely.* One does not study philosophy to learn how to earn more, but to think better, more autonomously (in any field: from politics to science or business); to be more apt to seize the force and limits of human thought, the deepest, most often unuttered, grounds of science, art, religion, law, morality. Philosophy has a central role. It is no one's and yet everyone's land.

Being a jurist, a magistrate, requires a complex training, built on a systemic vision of reality, to which only philosophy can contribute. It is not about the attempt to absolutise philosophical knowledge, but to emphasize the fact that philosophy harmonizes all fields of human knowledge, gives them a new signification, to interpret them from the perspective of understanding and explaining the human condition. The great "lesson of" is that it provides the epistemological unity of all specialized disciplines, lying at the basis of a culture. But what really defines philosophy is the *consciousness activity*; because in the absence of consciousness we cannot speak about justice, truth, freedom, fundamental everlasting values for the human being, everywhere, categorical imperatives for the servants of justice.

The reflections of the great philosophers in the field of philosophy of law are closely related to the age in which they lived, for each philosopher is, as Hegel said, "a son of his time." Thus, not only do philosophers, often unfairly accused of idealism, remain only in the sphere of ideas, abstract concepts, but they are also deeply rooted in the life of the city, building schools and philosophical trends, genuine systems of thought that have imposed themselves in the history of mankind's thinking. Remarkable thinkers have initiated, enriched, denied, reconsidered, re-evaluated one or another law school through their works. At the same time, the schools and the established trends were the focal points and concentrated expressions of legal knowledge that could not be overlooked in one way or another by those who reflected on law. We recall in this respect the school of natural law, the historical school of law, idealism in law, positivism in law, community law as a reality of contemporary positive law, and so on.

Thus, the history of Philosophy of Law shows us, first and foremost, that in each epoch people have meditated upon the question of law and justice, a problem that was not artificially invented, but corresponds to a natural and constant need of the human spirit. This shows that

philosophy is constitutive of man and, however hard we try to get away from it, on the premise that it is useless, that it is a sterile game of mind, it invades us. It depends on everyone's consciousness, on everyone's power to understand that philosophy leads us towards the Truth, towards authentic existence. Or, without truth, in the field of legal sciences, the approach remains untenable, meaningless.

Starting from these prerequisites, the course and the seminar of general philosophy were tailored to the specific field of Legal Sciences with a view to raising the students' awareness about the necessity of philosophical education for those who specialize in Law. The students had the opportunity to face real problematic situations, to analyze, using the argumentation technique, reference processes in the history of mankind's culture (such as the Socratic Process, the Process of Jesus), to understand by means of viable demonstrations, concrete explanations, the consistent involvement of philosophy in the development of legal thinking.

At the end of this year's course and seminar activities, they were handed a questionnaire with the question from the title of our article: *What study philosophy at the Faculty of Law?*

Out of the 100 students surveyed, only one single student appreciated that he did not see the usefulness of the law course of philosophy, stating that he had nothing to reproach for the way in which the activities in this discipline were carried out. The other 99 appreciated positively the relationship between philosophy and law, proving a profound understanding of the connections between these areas of human knowledge. I will present some of the most relevant students' statements to support the arguments presented above:

### **Studying philosophy at the Faculty of Law means:**

- Having a clear view on everything that surrounds us;
- Acquiring conceptual clarity;
- Having the opportunity to study the greatest and most important philosophers in the history of humanity;
- Getting to know what is moral, fair, just, rational;
- Finding out the most effective way to distinguish and better understand the concepts of law and justice;
- Learning to be honest, honourable and respect the fundamental norms of conduct;

- Learning the technique of correct management of thought, ideas;
- Understanding the importance of self-knowledge as a prerequisite for self-actualization;
- Improving your knowledge, understanding certain things about God;
- A way of discovering the deep truth, goodness and justice that lies within each person, and stimulates us to apply justice in the legal field;
- Philosophy helps us to get to know ourselves, to ask ourselves existential questions.

We have selected a few answers that we consider relevant for our current research, although the temptation was to present all their thoughts, which I appreciate as the most correct and objective assessment concerning the importance of studying the subject of Philosophy at The Faculty of Law, despite the fact that, at the beginning of the course and seminar activities, the students did not have high expectations, as it was considered an optional course with no relevance in the curriculum. What is more, some of them had not studied philosophy in high school, so the a perceptive background for this discipline was null.

The understanding of the opportunity of studying philosophy at the Law specialization by the students of the previous years led to the insertion in the curriculum, in the third academic year, of the discipline of the philosophy of law, a course which was introduced at the students' suggestion.

### **Instead of conclusions**

The paideutic deadlock we are at, overcoming the trivial, reproductive way of today's schooling, higher education included, calls for an open and flexible approach of the educational content and, from this perspective, philosophy is meant to offer youngsters *something else: a way of thinking freely and a certain state of mind.*

We consider that today's youngsters need new axiological education, new paideutic milestones<sup>13</sup>, but, above all, behavioral patterns, because no one can achieve perfection without a model. We believe that a course of

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<sup>13</sup> G. Pohoată, *Considerations on Axiological Education in Globalization*, no.2/vol.IV, Euromentor Journal, 2013, paper submitted at the International Conference *Education in the Future*, April 2013, organized and coordinated as Dean founder of The Faculty of Educational Sciences (see the Editorial in vol. IV, no.2 June 2013Euromentor Journal).

moral philosophy would be necessary not only at the Faculty of Law but for all specializations, both in Bachelor and Master's Degree studies, to educate the young people in the spirit of real values so that everyone can find their place and the role in society, respectively in the world. But to that end, mentors to be are needed.

That is why we honestly share Professor Ilinca's reflections.<sup>14</sup> "Today, in education, it is no longer necessary to grow old in order to influence an evolution. There is a great need for undiluted blood in the arteries, cerebral and body vitality, exaltation and passion. A powerless generation can deprive the subsequent generations of progressive ideas and high initiatives. We still lack an educator - a born swordsman - whose spirit of struggle, shrill cry, passionate call, represent an urge to firm, energetic, credible action. Today's education needs a temperamental, overheated, quick witted spirit, who may cut out conventionalism and comfort; we urgently need an educator endowed with the restlessness of the one who feels comfortable in the rattling noise of intellectual weapons. His voice should be like the rambling thunder, to stir up the crowds and to enthuse them, to be a "flag bearer", to have impetuosity in the determination to firmly impose a new order in education. What we need is a powerful man, determined to confer education the coordinates that will change the way of considering itself in order to generate another humanity, based on culture, learning, morality and skill.

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<sup>14</sup> A. Ilinca, *Contemporary Pedagogy*, Arad, Tiparnița Publishing House, 2015.

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# ANALYSIS OF PEDAGOGICAL CONDITIONS OF FORMATION OF FUTURE BIOTECHNOLOGISTS' HUMANISTIC ORIENTATION

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**Abstract:** *It is examined and analyzed pedagogical conditions that can effectively organize the process of formation of future biotechnologists' humanistic orientation in the article. It is presented experience of learning pedagogical conditions in pedagogical theory and practice and analysis of scientific research of the definition of pedagogical conditions of formation of humanistic orientation of students of different specialties.*

**Keywords:** *pedagogical conditions, formation, biotechnologist, humanistic orientation, professional training.*

## Introduction

Biotechnologies have become an integral part of all spheres of human life, have specific characteristics that influence the nature and man in the modern world.

In this regard, it is actualized the issue of humanistic tendencies in the sphere of biotechnology and modern requirements to the individual of a biotechnologist, the importance of humanistic orientation of his professional activity. Therefore training of a qualified biotechnologist capable not only implement the latest technologies in agricultural production but also be ready to take into account new communications engineering with the environment, society, the individual is the main task of higher agricultural education.

Training of a skilled biotechnologist, person with the priority of human values is the main task of higher education, the implementation of which is possible only if the humanization of training and formation of humanistic aimed personality expert on biotechnology is humane to themselves, society and nature<sup>1</sup>.

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"Humanistic orientation of a biotechnologist" we understand how integrative property of the individual that determines his behavior according to the ideas of humanism – recognition of the intrinsic value of individual, his rights on personal development and happy life, humane treatment of people, aspiration for creation of humane technologies which not only bring benefit the surrounding, but also contribute to the conservation of biological humanity and authenticity of nature itself, creating a new environment of life<sup>2</sup>.

Humanistic trends in biotechnology and modern requirements for the individual of biotechnologist result in the search for innovative forms, methods and pedagogical conditions that would ensure formation of humanistic orientation of future professionals in the training of biotechnologists.

### **The analysis of the scientific literature**

Today considerable experience in studying pedagogical conditions in educational theory and practice has been accumulated.

First of all, we note that there are many approaches to the definition of the term "condition" in teaching science. Pedagogical conditions of training of specialists of different areas have been studied by L. Byval'kevych L., Vysotsky, V. Zynkevychus, O. Lystopad, I. Kireeva, M. Pol'ska, A. Ryabukha and others.

For our research particular interest is the definition of pedagogical conditions of humanistic orientation formation of students of other specialties. Scientific works by G. Bondar', B. Vasylyk, A. Kudusova, N. Nerukh, O. Tepla, I. Tymchuk are devoted to this problem.

Analyzed psychological and pedagogical literature studied problems gave grounds to ascertain a fact that the issue of humanistic orientation of future biotechnologists and determining appropriate pedagogical conditions of its formation is not developed in the theory and practice of vocational education.

**The purpose of the article** is content analysis of the basic pedagogical conditions providing efficient effective formation of humanistic orientation of future biotechnologists.

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<sup>1</sup> Myshak, H., *Essence and specific features of future biotechnologists professional training / Bioresursy i pryrodokorystuvannia*, 5 (1-2), 2013, pp. 149-155.

<sup>2</sup> Myshak, O., *Experimental study of formation of cognitive component of future biotechnologists humanistic orientation / Topical issues of pedagogy, psychology and professional*, 2, 2016, pp.37-44.

## **Analysis of pedagogical conditions of formation of humanistic orientation of students in pedagogical theory and practice**

First of all, we note that there are many approaches to the definition of the term "condition" in pedagogical science.

Classical pedagogy considers conditions as a basis for the implementation of pedagogical phenomenon, but today there isn't exact definition of "pedagogical conditions" in the scientific revolution. Thus, there is no corresponding article in the "Ukrainian Pedagogical Dictionary" by S. Goncharenko and other reference books.

Classical pedagogy considers conditions as a basis for implementation of pedagogical events, but the exact definition of "pedagogical conditions" today in the scientific revolution there.

Ukrainian researcher S. Vysotskyi defines terms like "dynamic regulator of informational, personal, psychological and pedagogical factors"<sup>3</sup>.

The authors of "Strategy of Humanism" explain pedagogical conditions of a certain educational phenomenon as detection of a certain set of factors which affect it significantly, in order to ensure harmonious unity purposefully and use of the synergistic effect of those of them which contribute to desired character of progress and development of this phenomenon, elimination or neutralizing the obstacles to proper operation and development<sup>4</sup>.

So we think the pedagogical conditions are the set of pedagogical factors that affect the efficiency of educational process, they are created purposefully in the course of training students and ensure its movement in the desired defined direction to the predicted result.

Pedagogical conditions of formation of future biotechnologists' humanistic orientation were determined through scientific developments of G. Bondar', N. Nerukh, M. Opol'ska, O. Tepla, I. Tymchuk.

The efficiency of the process of forming humanistic orientation of future agronomists, according to N. Nerukh, will depend on the implementation of the following conditions:

- filling the subjects taught, directed humanistic content, mastering humanistic-oriented knowledge;

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<sup>3</sup> Vysotskiy, S.V., *Struktura psikhologo-pedagogicheskikh usloviy formirovaniya poiskovotvorcheskoy napravlenosti lichnosti v protsesse obucheniya* / Nauk. Vestnik Pivdenoukr. gos. un-ta im. K.D. Ushinskogo: Sb. nauk. pr., Odesa, 8-9, 1999, p.38.

<sup>4</sup> Astakhovoy, V.I., Tovazhnyanskogo L.L., *Strategiya gumanizma: (iz opyta raboty nauchno-uchebnogo kompleksa NTU "KHPI" - KHGU "NUA")*, M.: Izd-vo NUA, 2004, p. 184.

- search of didactic technologies based on interactive teaching, pedagogy of cooperation and contribute to the formation of skills of humanistic principles in a concrete industrial activity of a student (providing personally oriented approach);

- formation of future agronomists' humanistic orientation, personality traits, motivational sphere for future professional activities (creation of personally oriented environment)<sup>5</sup>.

In her thesis M. Opol'ska identifies the following organizational and pedagogical conditions of forming humanistic orientation of future specialists in the management field:

- cooperation and coordination of efforts of all levels of the impact on the individual;

- active and purposeful teacher participation in the formation of a humanistic orientation;

- personality oriented approach to training in order to create humanistic orientation of a specialist;

- ensuring unity of forming humanistic orientation and professional development of students;

- use of professional situations in training future managers and economist<sup>6</sup>.

I. Tymchuk includes to pedagogical conditions of forming humanistic orientation of future environmental specialists the following:

- formation of high school teacher personality able to carry out training students on humanistic principles;

- providing humanistic orientation of learning content of students;

- abidance by pedagogically appropriate humanistic principles and use of "environmentally oriented" teaching methods;

- humanizing relationships between teachers and future ecologists<sup>7</sup>.

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<sup>5</sup> Nerukh, N.B., *Formuvannya humanistichnoyi spryamovanosti maybutnikh ahronomiv v protsesi vyvchennya sotsiohumanitarnikh dystsyplin*: dys. ... Kand. ped. nauk: 13.00.04 / DVNZ"Un-t menedzh. Osvity", K., 2009, p.298.

<sup>6</sup> Opol'ska, M.V., *Formuvannya humanistichnoyi spryamovanosti maybutnikh menedzherov-ekonomistiv u protsesi profesiynoyi podhotovky*: dys .... kand. ped. nauk: 13.00.07 / Nats. ped. un-t im. M.P. Drahomanova, K., 2009, p. 221.

<sup>7</sup> Tymchuk, I.M., *Pedahohichni umovy humanizatsiyi navchannya maybutnikh ekolohiv u protsesi fakhovoyi podhotovky*: Dys ... kand . ped . nauk : 13.00.04, Bila Tserkva, 2009, p. 271.

O. Tepla considers, efficient pedagogical conditions of formation of humanistic values at students of agricultural universities in extracurricular activities include:

- consideration of specific future careers of students of agricultural higher institutions in the organization of educational process;
- providing training teachers - tutors of academic groups to extracurricular educational work of formation of humanistic values;
- use of interactive technologies, forms and methods of education in training process;
- organizational and methodological support of the educational process<sup>8</sup>.

According to G. Bondar', the successful formation of humanistic outlook of future teachers in the process of studying philological sciences depends on the implementation of the following organizational and pedagogical conditions:

- directing the study of philological sciences on formation of readiness of future teachers to treat the person as an absolute value;
- availability of humanistic learning environment at university;
- implementation of science based program of formation of humanistic outlook of future teachers in studying philological sciences<sup>9</sup>.

### **Pedagogical conditions of effective organization of the process of formation of future biotechnologists' humanistic orientation**

Analysis and synthesis of theoretical and methodological research on definite problem give reasons to suggest that the formation of humanistic orientation of future biotechnologists will be effective the following conditions:

- providing humanistic oriented educational activities of a high school teacher;
- actualization of humanistic component in the content of training;
- use of interactive forms and methods in educational process.

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<sup>8</sup> Tepla, O.M., Formuvannia humanistychnykh tsinnosti u studentiv ahrarnykh vyshchykh navchalnykh zakladiv u pozaudytorunii diialnosti: avtoref. dys. na zdobuttia nauk. stupenia kand. ped. nauk: 13.00.07 / ped. un-t im. M. P. Drahomanova, K., 2008, p. 23.

<sup>9</sup> Bondar, H. O., Formuvannia humanistychnoho svitohliadu maibutnykh vchyteliv u protsesi vyvchennia filolohichnykh dystsyplin: dys. ... kand. ped. nauk: 13.00.04 / Umanskyi DPU imeni Pavla Tychny, Uman, 2011, p.245.

Let us consider these pedagogical conditions.

### **1. Providing humanistic oriented educational activities of a high school teacher.**

Humanistic orientation of a personality is formed in the process of joint activities of teachers and students. It is the bilateral process. It provides, on the one hand, organizational and pedagogical influence of teachers in the educational process, on the other, independent creative activity of students is aimed at self-development and self-improvement humane personality, self-actualization of creative abilities and inclinations.

Traditional training system featuring stability and conservatism is not conducive to a dynamic variety of training and formation of personality of a student.

In modern conditions the content of the humanities is not associated with actual life problems of each person, students cannot formulate their opinion accurately and concisely, inadequately respond to comments, are unable to predict the reaction of the interlocutor. It is observed low culture of discussion and forming own point of view. In such conditions humanistic oriented educational activity of a high school teacher in formation of humanistic educational environment becomes relevance.

We consider that the foundations of humanistic educational activities of a high school teacher aimed creating humanistic educational environment are:

- search of didactic technologies, forms and methods based on the pedagogy of cooperation;
- establishing democratic humane relations between members of the educational process;
- avoiding authoritarianism and formalism in relations between teachers and students;
- a favorable psychological climate;
- strengthening the position of active cooperation and collaboration of a teacher and a student;
- creating conditions for self-realization of each student in the sphere available to him;
- update personalized approach to the formation of student personality.

Unfortunately, nowadays teachers implement pedagogically appropriate humanitarian principles in proper selection of content, technologies, forms and methods facilitated the formation of motivational sphere at a future professional career in biotechnology hardly.

The vast majority of teachers incline to use traditional forms of teaching, guided by different reasons.

Each teacher, regardless of specialty is an educator. He brings up not only the content of his subject, but also attitude to business, his personal qualities, behavior, ability to create an atmosphere of positive mood, situation of success, high motivation, support, communication culture.

## **2. Actualization of humanistic component in the content of training.**

To clarify the status of humanistic oriented content providing humanitarian disciplines and professional curriculum cycles of training biotechnologists we used standard of higher education 2012 in specialty "Biotechnology"<sup>10</sup>.

The content of standard has some positive dynamics concerning the personality (spiritual, moral) qualities of a future specialist. However, the content of these structural components lacks of appeal to the personality of future biotechnologists.

The purpose of higher education, as we know, is not the narrow professional training, and a wide natural and scientific, general cultural, social and individual training continuously developing the creative potential of the individual and promoting self-reliant of future specialist professional knowledge.

"Formation of basic natural science knowledge and skills provides the ability to apply them in modern technologies that are growing, and it is a prerequisite for training highly qualified specialists in the field of biotechnology, a relatively new field of education in Ukraine"<sup>11</sup>. Therefore, the actual problem of training biotechnologists in high school is formation of different cycles of courses, training programs and plans filled with concrete content which should ensure the priority of human values.

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<sup>10</sup> Haluzevyi standart vyshchoi osvity Ukrainy. Osvitno-kvalifikatsiina kharakterystyka bakalavra haluzi napriamu pidhotovky 6.051401 - «Biotekhnolohiia», Vydannia ofitsiine., K., Ministerstvo osvity i nauky, molodi ta sportu Ukrainy, 2012, pp.54-61.

<sup>11</sup> Myshak, H., *Essence and specific features of future biotechnologists professional training / Bioresursy i pryrodokorystuvannia*, 5 (1-2), 2013, pp. 149-155.

Education of humanistic aimed personality at universities should be implemented through an optimal combination of fundamental, humanitarian and professional disciplines cycles, their interpenetration based on interdisciplinary connections, integrated courses, interdisciplinary forms of control to form an integrated system of consciousness based on knowledge.

Thus, for the actualization of humanistic component in the content of training students need to perform the following tasks:

- disclosure of the peculiarity of each humanities to improve intelligence, outlook, erudition of students, formation of professional skills;
- use of humanistic potential of the humanities in shaping the students' spiritual and moral qualities;
- use of humanistic knowledge in teaching specific subjects;
- appeal to natural sciences and technology in teaching humanities.

### **3. Use of interactive forms and methods in the educational process.**

Optimal for implementation in the educational process individually oriented approach to form humanistic orientation of future biotechnologists of agricultural profile we consider interactive teaching methods that allow to organize the learning process with consideration a student individual, his interests, aptitudes and abilities that corresponds to the trends of humanization of higher education.

The concept of "interactive" comes from English ("interact", where "inter" - between, mutual; "act" - act) and means interaction, dialogue with something or someone<sup>12</sup>.

Interactive teaching methods include a combination of techniques of organization and management of teaching and learning, vocational-oriented, transformative, communicative activities of students. They can form educational and professional motives and interests effectively; systems thinking is brought, which includes holistic understanding of nature and society, as well as himself, his place in the world; based holistic view of professional activities, its fragments and stages; teamwork is trained, social skills of interaction and communication is formed<sup>13</sup>.

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<sup>12</sup> Pometun, O.I., Pyrozhenko, L.V., *Suchasnyi urok. Interaktyvni tekhnolohii navchannia: nauk.-metod. posib*, K.: A.S.K., 2003, p.15.

<sup>13</sup> Verbitskiy, A.A., *Novaya obrazovatel'naya paradigma i kontekstnoye obucheniye* / A. A. Verbitskiy, M.: ITS problem kachestva podgotovki spetsialistov, 2000, 2000, p.200.

Thus, interactive training is a dialogue training primarily, the essence of which is that educational process takes place under conditions of constant interaction of subjects of learning.

The organization of training students on the basis of dialogue is an urgent need which will positively affect the formation of future biotechnologist' direction. This focus on communication activities is one of the most important features of the subject of biotechnology. Through communication the social and professional experience of biotechnology experts is mastered and transferred. Outside this form of communication work is not possible in the main. Communication is a kind of social environment in which scientific thinking of biotechnologist is formed, his emergence as a specialist is occurred.

Thus, the use of interactive learning based on the principles of dialogue we consider the most appropriate as a set of techniques and methods of psychological and educational impact on students – biotechnologists.

To implement interactive methods for forming humanistic orientation of future agricultural biotechnologists we must create such conditions:

- organization of the educational process as a combination of training and education, development and self-identity of a student;
- willingness of teachers to implement interactive methods in the educational process;
- creation of a special psychological climate in the team;
- introduction of democratic communication style;
- careful selection of educational material;
- flexible choice of strategies and forms of lessons;
- predominance of dialogue teaching methods;
- a variety of methods and forms of educational activities of students.

## **Conclusions**

Analysis and synthesis of theoretical and methodological research on the issue gave an opportunity to substantiate pedagogical conditions pedagogical conditions of formation of future biotechnologists' humanistic orientation: providing humanistic oriented educational activities of a high school teacher; actualization of humanistic component in the content of training; use of interactive forms and methods in the educational process.

The prospect of further research is the analysis of application of pedagogical conditions of formation of future biotechnologists' humanistic orientation in training.

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# LISTENING COMPREHENSION: FACILITATING STRATEGIES

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**Abstract:** *The article deals with the problem of listening comprehension.*

*Listening comprehension is crucial in the development of second language competence. In this connection the problem of developing sound strategies for comprehension acquires special significance.*

*A university lecturer activity has fundamental task to teach students how to listen and develop their own metacognitive knowledge.*

*This paper provides an overview of listening comprehension process because understanding how foreign language listening comprehension works can have a serious influence on choosing teaching strategies and techniques. The aim of the paper is to discuss the practical and methodological value of some listening strategies. The materials of this article may be of use to those who are interested in problems of speech perception and improving the existing listening comprehension teaching techniques.*

**Keywords:** *listening comprehension, spoken discourse, metacognitive listening strategies, teaching techniques.*

## Introduction

### Urgency of the Problem

The status of English as one of the world's international languages results in efforts to find more effective ways of teaching it as a second language. The role of listening in second language learning is undeniable.

Listening is the language modality that is used most frequently. Listening is the most common communicative activity in daily life: research has demonstrated that adults spend 40-50% of communication time listening, 25-30% speaking, 11-16% reading, and about 9% writing<sup>1</sup>. It has also been estimated that students may receive as much as 90% of

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<sup>1</sup> R.A. Gilman, L.M. Moody, *What Practitioners say about Listening: Research Implications for the Classroom*. Foreign Language Annals, 1984, 17, p. 331

their in-school information through listening to instructors and to one another<sup>2</sup>.

Listening comprehension is a key initial step in communication. The better a student can understand what is being said, the better will be their ability to communicate. Students may feel a great deal of pride when they are able to comprehend something in the target language. This can be a great motivating factor in continuing to learn the language.

Since the role of listening in language learning was taken for granted, it merited little research and pedagogical attention. Listening has long been the neglected skill in second language acquisition, research, teaching, and assessment. The importance of listening in language learning has only been recognized relatively recently<sup>3</sup>.

Nowadays listening is assuming greater importance in foreign language classrooms and in language acquisition. The problems of oral speech perception and listening comprehension learning attracts much greater interest. The increased interest to listening ability has changed educational process a lot. Most exams now include a listening component.

So, improving listening comprehension skills is one of the urgent contemporary educational problems in the field of second language acquisition.

### **Listening processes**

Recent research has provided us with a better understanding of the listening process. To understand the nature of listening processes, we need to consider some general concepts and notions.

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance <sup>4</sup>. Rost <sup>5</sup> defines listening as a process of

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<sup>2</sup> Ibidem

<sup>3</sup> See, for example: L. Blundell & J. Stokes, *Task listening*, Cambridge: Cambridge University Press, 1981; J.M. O'Malley & A.U. Chamot, *Learning Strategies in Second Language Acquisition*, Cambridge: Cambridge University Press, 1990; D. Mendelsohn, *Learning to listen: A strategy-based approach for the second-language learner*. San Diego, CA: Dominic, 1994; D. Nunan & L. Miller (Eds.), *New ways in teaching listening*, Alexandria, VA, 1995.

<sup>4</sup> J. Wipf, *Strategies for Teaching Second Language Listening Comprehension*. Foreign Language Annals, 1984, 17, p.346.

receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning, and creating meaning through involvement, imagination and empathy. He believes that listening is a complex, active process of interpretation in which listeners match what they hear with what they already know. These theories underscore background knowledge as a critical component of the listening process.

Listening process involves some components. They are a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Far from passively receiving and recording aural input, receivers (listeners) actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening is a process of accepting *spoken discourse*. Spoken discourse has very different characteristics from written discourse<sup>6</sup>, and these differences can add a number of dimensions to our understanding of how we process speech.

- Spoken discourse is usually instantaneous. The listener must process it “online” and there is often no chance to listen to it again.
- Spoken discourse is very fast, although speech rates vary considerably.
- Unlike written discourse, spoken discourse is usually unplanned and often reflects the processes of construction such as hesitations, reduced forms, fillers, and repeats.

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<sup>5</sup> Cited in: L. Vandergrift & C.M. Goh, *Teaching and learning second language listening: metacognition in action*. New York: Routledge, 2012.

<sup>6</sup> According to: Richards, J. C., *Teaching listening and speaking. From theory to practice*, Cambridge: Cambridge University Press, 2008.

- Spoken discourse has also been described as having a linear structure, compared to a hierarchical structure for written discourse. Whereas the unit of organization of written discourse is the sentence, spoken language is usually delivered one clause at a time, and longer utterances in conversation generally consist of several coordinated clauses
  - Spoken texts are often context-dependent and personal, assuming shared background knowledge
  - Lastly, spoken texts may be spoken with many different accents, from standard or non-standard, regional, non-native, and so on.

There can be different communicative purposes of listening. This, in turn, determines the type of listening required and the way in which listeners will approach a task. Richards<sup>7</sup> differentiates between an *interactional* and a *transactional* purpose for communication. Interactional use of language is socially oriented, existing largely to satisfy the social needs of the participants; e.g., small talk and casual conversations. Therefore, interactional listening is highly contextualized and two-way, involving interaction with a speaker. A transactional use of language, on the other hand, is more message-oriented and is used primarily to communicate information; e.g., news broadcasts and lectures. In contrast with interactional listening, transactional listening requires accurate comprehension of a message with no opportunity for clarification with a speaker (one-way listening). Knowing the communicative purpose of a text or utterance will help the listener determine what to listen for and, therefore, which processes to activate. As with the advantages of knowing the context, knowing the purpose for listening also greatly reduces the burden of comprehension since listeners know that they need to listen for something very specific, instead of trying to understand every word.

Two different kinds of processes are involved in listening. These are often referred to as *bottom-up* and *top-down* processing. Top-down processing refers to the use of background knowledge in understanding the meaning of a message. Bottom-up processing, on the other hand, refers to using the incoming input as the basis for understanding the message. Combinations of top-down processing with bottom-up processing of information from the stimulus itself are used. Linguistic knowledge and world knowledge interact in parallel fashion as listeners

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<sup>7</sup> J.C. Richards, *The Language Teaching Matrix*, New York: Cambridge University Press, 1990.

create a mental representation of what they have heard. Thus, it is generally agreed that top-down and bottom-up processes continuously interact to make sense of spoken input. For instance, it is possible to understand the meaning of a word before decoding its sound, because we have many different types of knowledge, including knowledge of the world around us. We know what normally happens, and so we have expectations about what we will hear. Significantly, learners who have limited processing ability with less linguistic knowledge, will depend on their ability to make use of all the available resources to interpret what they hear by top-down processes.

All said above provide us with listening methodology strategies.

### **Teaching listening**

Learners often regard listening as the most difficult language skill to learn. Every EFL teacher comes across the fact that listening can be a stressful activity for learners, especially for adults and teenagers. They can easily become discouraged and bored with it.

An effective teacher is aware that students are not always able to develop oral comprehension strategy on their own. Teachers can and must help students develop sound strategies for listening comprehension.

It is of primary importance for every EFL teacher to know the laws of the speech perception process, to teach how to listen, to explain the basic laws of the listening strategies. According to O'Malley and Chamot<sup>8</sup>, strategies about students' awareness of listening as a mental and emotional process are considered *metacognitive*. Metacognitive strategies are important because they oversee, regulate, or direct the language learning process.

So, we need to provide our students with some *metacognitive* strategies.

When learners become aware of the nature and demands of listening to another language, they will be in a better position to evaluate and manage their own learning. Some examples are given in a scientific literature. O'Malley and Chamot describe the following experiment. A group of intermediate-level high school ESL learners received instruction in a metacognitive, a cognitive, and a socio-affective strategy for academic listening. Performance on a post-listening test was compared with two

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<sup>8</sup> J.M. O'Malley & A.U. Chamot, *Learning Strategies in Second Language Acquisition*, Cambridge: Cambridge University Press, 1990, p.13.

other groups: the first group received instruction in a cognitive and a socio-affective strategy only, the second was a control group, and received no strategy instruction. Results indicated that in each of the daily tests, the treatment group outperformed the control group, and that the metacognitive group outperformed the cognitive group on three of the four tests. The researchers concluded that strategy instruction could be effective in enhancing initial learning, and that teachers could do more than simply provide comprehensible input by pairing learning strategy instruction with listening tasks.

Thompson and Rubin<sup>9</sup> also investigated the effects strategy instruction on the listening comprehension performance of university students learning Russian. The performance of an experimental group who received systematic instruction in listening strategies was compared to the performance of a similar group who received no instruction over a two-year period. Gain scores in the pre- and post-test after the two-year period demonstrated that the students who received strategy instruction in listening improved significantly over those who had received no instruction.

The conclusion is: by raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

The application of metacognitive listening strategies will also help students to capitalize on the language input they receive, and to achieve greater success in language learning. Learning these strategies are useful tools for students because they open up more reliable and less frustrating routes to language learning success.

To sum up, teaching techniques we are going to focus on can be used to keep our students interested and motivated: they help understand the language acquisition process, connect language learning with larger educational and life goals, and succeed as language learners.

### **Some strategies facilitating foreign language listening comprehension**

Instructors want to produce students who can fend for themselves in communication situations. In the case of listening, this means producing

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<sup>9</sup> Thompson, I., & Rubin J., *Can strategy instruction improve listening comprehension?* Foreign Language Annals, 1996, 29/3, p.331-342.

students who can use listening strategies to maximize their comprehension of aural input. Let's see some strategies crucial to success in listening comprehension, and how these strategies can be applied.

One important thing should be noted at the very beginning. The listening activities used in teaching in most cases only test learners how well they can listen without actually teaching them how to listen<sup>10</sup>. For example, a set of true/false questions following a passage on a tape might indicate how much of the material the learner can remember, but this kind of activity in no way helps the learner develop the ability to grasp main ideas or extract relevant details. This tendency to test rather than teach listening continues in many classrooms to this day.<sup>11</sup>

We should keep in mind that when teachers only use listening activities to test the listening abilities of their students, it leads to anxiety and apprehension<sup>12</sup>. So, guiding students through the process of listening not only provides them with the knowledge by which they can successfully complete a listening task; it also motivates them and puts them in control of their learning.

So, teachers are recommended to follow some *general strategies*:

- develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language. Provide opportunities for reflection and discussion of methods which were employed. When working with listening tasks in class, show students the strategies that will work best for the listening purpose and the type of text. Explain how and why students should use the strategies.

- use authentic materials. It's quite disputable issue. Much authentic discourse may be too disfluent or difficult to understand. Nevertheless, we insist on using authentic materials as they have a positive effect on learner motivation, provide authentic cultural information, relate more closely to learners needs. Finally, they support a more creative approach to teaching.

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<sup>10</sup> L. Vandergrift & C.M. Goh, *Teaching and learning second language listening: metacognition in action*. New York: Routledge, 2012.

<sup>11</sup> The important role of listening comprehension assessment is undeniable. It was a subject of our previous research (Romanova 2007), but not now.

<sup>12</sup> The important role of listening comprehension assessment is undeniable. It was a subject of our previous research (Romanova 2007), but not now.

Another aspect of authenticity is using recorded materials. Can we estimate them as authentic materials? A recorded dialog and a real conversation can be quite different. The live version will have gestures, facial expressions, and other body language to help comprehension. In addition, recorded, prewritten dialogs are really examples of written language, not spoken language, since many aspects of real speech, which help us comprehend, are missing. These include false starts, pauses, repetitions, asides, explanations (*I mean*), pause holders (*you know*) and so forth. On the other hand, conversation, which includes these traits, if only heard as a recording and not in person, is quite difficult to understand. The optimal solution, where possible, would be to have a real conversation between two or more native speakers in front of the class. Probably the best solution of this problem is a videotape of a real conversation. It helps solve the problems of a prerecorded dialog.

- encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business: making announcements, assigning homework, describing the content and format of tests. Behave as authentic listeners by responding to student communication as a listener rather than as a teacher.

- ensure an appropriate listening level for students. The teacher should select various materials according to the student's ability. Materials for beginning students should consist mostly of the give and take of simple conversational situations and short sketches related to common experience. Advanced students should contact with both uncontrolled speech and carefully prepared speech such as radio talk, humor, university lectures, plays, and literary essays. They should have the opportunity of working with various materials where they must deduce meanings from the context in a very rapid mental process of association. They should practice getting the general information from the material by putting pieces of information together.

- ensure clear task formulation. Tasks may vary according to whether they require global comprehension (where the learner is required to attempt to understand the overall meaning) or partial comprehension (where only comprehension of specific items is required)<sup>13</sup>. According to Christina Paulston<sup>14</sup>, tasks may also vary according to whether they

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<sup>13</sup> L. Blundell & J. Stokes, *Task listening*, Cambridge: Cambridge University Press, 1981.

<sup>14</sup> Cited in: J.C. Richards, *Listening Comprehension: Approach, Design, Procedure*. TESOL Quarterly, 1983, Vol. 17, p. 219-240.

require a mechanical, meaningful, or communicative response. A task requiring a mechanical response, for example, would be a discrimination task where the learner is required to distinguish between two words or sounds and where comprehension is not required. A meaningful response would be one in which comprehension of the input is required, but no creative abilities are called into play as, for example, when a learner has to match one of two sentences to one which he or she hears. A communicative response is one in which the learner has to create a suitable response on the basis of what is understood, and where interpretation, adaptation, and the addition of new information is required. For example, the listener may hear a problem discussed and then have to suggest a solution. The criterion for selecting and evaluating tasks, however, is not their interest or ingenuity, but the degree to which they relate to teaching rather than testing. Here are some examples of tasks students can be given:

*Transferring.* Exercises of this type involve receiving information in one form and transferring the information or parts of it into another form (e.g., listening to a discussion about a house and then objectives. Among common task types in materials are: Matching or distinguishing. sketching the house).

*Transcribing.* Listening, and then writing down what was heard. Dictation is the most common example of this activity.

*Scanning.* Exercises in which listeners must extract selected items by scanning the input in order to find a specific piece of information (e. g., listening to a news broadcast and identifying the name of the winning party in an election).

*Extending.* Exercises which involve going beyond what is provided, such as reconstructing a dialogue when alternate lines are missing or providing a conclusion to a story.

*Condensing.* Reducing what is heard to an outline of main points, such as is required in notetaking.

*Answering.* Answering questions from the input. Different sorts of questions will focus on different levels of listening (e.g., questions which require recall of details, those which require inferences and deductions, those which require evaluation or reactions).

*Predicting.* Guessing or predicting outcomes, causes, relationships, and so forth, based on information presented in a conversation or narrative.

- organize pre-listening activities. A typical lesson in current teaching materials involves a three-part sequence consisting of pre-listening, while-listening and post-listening<sup>15</sup>.

Pre-listening activities are crucial to good second language pedagogy. Pre-listening activities generally have the purpose to activate the learner's script and set a purpose for listening. They may take the form of discussion, questions, or a short paragraph to read which creates the script, providing information about the situation, the characters, and the events. Pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. In order to encourage a personal approach to listening, and thereby foster autonomy during this phase, the teacher can encourage discussions, with the whole class or in pairs, on how different students prepare themselves for a particular listening task before beginning it.

To sum up, there is significant impact of using these listening strategies on students' comprehension progress and academic results. Moreover, they assure learning independence and responsibility. So, practical and methodological value of facilitating listening strategies is undoubtful.

### **Conclusions**

This study allows us to conclude that in the context of modern world challenges the problem of developing sound strategies crucial to success in listening comprehension acquires special significance.

Our teaching practice allows us to observe the fact that in spite of numerous theoretical research papers the problem of providing second language teachers with listening comprehension teaching strategies and techniques still exists in this area. With this in view the task of creating conditions for interaction of pedagogy and practice should have a priority.

We see prospects for further research in the development of the described problem and overcoming the existing gap that between the scientific and theoretical knowledge and experience of English (or another second language) teachers.

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<sup>15</sup> See, for example: Richards, J.C., *Listening Comprehension: Approach, Design, Procedure*. TESOL Quarterly, (1983), Vol. 17, p. 219-240; L. Vandergrift, *Facilitating second language listening comprehension: Acquiring successful strategies*, ELT Journal, 1999, 53(3), p. 168-176.

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# SCIENTIFIC AND PEDAGOGIC PRINCIPLES OF PROFESSIONAL AND ETHICAL COMPETENCE FORMATION OF FUTURE DOCTORS OF VETERINARY MEDICINE

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**Abstract:** *This article is focused on priority of professional and ethical competence formation in future doctors of veterinary medicine in university educational system. In accordance with this pedagogic mission the article highlights the scientific and pedagogical fundamental codes of professional and ethical competence formation by analyzing high school education system of future doctors of veterinary medicine. High level of professional and ethical competence is a key skill for a successful career of a veterinarian.*

**Keywords:** *professional and ethical competence, morality, professional training, veterinary doctor, ethical standards, moral decisions.*

## Introduction

Moral regeneration and spiritual perfection of humans – those are purpose and means of the progressive development of Ukrainian society and humanity in general. The important role in generating moral culture of an individual and a society should be played by moral education that provides knowledge of moral values, gives understanding of moral criteria for analysis of behavior of a single person and actions of social groups in a social life<sup>1</sup>.

Education in Ukraine is recognized as one of the most important components of human society values. The mission of education aims at each human being`s comprehensive personal growth which is the highest value of society, including development of talents, mental and physical abilities, cultivation of high moral features of character, and evolutionary formation of citizens who able to make a deliberate choice<sup>2</sup>. Therefore,

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<sup>1</sup> Lozovyy, V, Panov, M., Stasevska, O., *Ethics: Teach. Manual*, K.: Yuryнком Inter, 2005, p.224.

<sup>2</sup> *The official website of the NAS of Ukraine*. [Electronic resource]. – Access: [www.nas.gov.ua](http://www.nas.gov.ua).

government Ukrainian high school system of education provides every citizen with an opportunity of comprehensive and harmonious personal development in patriotic identification, professional realization, national dignity, legal rights of freedoms and liberties, moral and spiritual aspects.

Due to this mission, the Presidium of the National Academy of Sciences of Ukraine issued a decree number 45 dated 28.02.2007. The Concept of this legislative document contents the National Academy of Sciences of Ukraine special program of comprehensive researches "National program of development of intellectual, moral and spiritual potential of nation and upgrading applied science, education, culture and management systems"<sup>3</sup>. One of the priority goals of this program is the research on the current level of Ukrainian society spiritual values and moral standards as a pre-requisite to the condition of political and social stability, development of problem solving strategies, escalation of humanity role in nowadays social growth, maintaining and updating the new historical conditions of cultural and spiritual heritage of the Ukrainian people.

### **The analysis of the scientific literature**

Since the mentioned problem of upgrading high school education system gained a high level of importance, there were a great number of published relevant research papers. In particular, issues related to the reformation, upgrading of educational content and conceptual framework of training future specialists were investigated by V. Andruschenko, Y. Babanskiy, V. Bezpalko, E. Zeyer, I. Zyazyun, N. Nychkalo, V. Sidorenko and other researchers. The pedagogic problems of content, methods and forms of education and training of future specialists are reflected and researched in the researches of S. Sysoev, N. Tverezovskoyi and other scientists. The issues of research and development on future specialists professional competency and its components were studied by N. Bibik, A. Ovcharuk, J. Raven, J. Winter, A. Markov, A. Hutorskoy, S. Sisov and others.

The previously gained knowledge and experience on the ethical training of students published in psychological and pedagogical researches cannot be considered now as a sufficient level for professional competency formation. It is appropriate to emphasize that the problem of

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<sup>3</sup> *The official website of the NAS of Ukraine.* [Electronic resource]. – Access: [www.nas.gov.ua](http://www.nas.gov.ua).

moral perfection of a doctor attracted attention of the following antique era philosophers - Aristotle, Hippocrates, Socrates, M. Quintilian. Objectives of ethics and deontology of humanitarian medicine were studied by N. Pirogov, J. Benediktova, A. Bilibin, G. Tsaregorodtsev, S. Gurevich, V. Petrenko and others. Many researchers nowadays are interested in the reification of new principles and methods of formation of professional and ethical knowledge in veterinary medicine practice. In this case we should name such Ukrainian authors as: I. Panko, L. Matveeva, I. Zayanchkovskoho, F. Syzonenko.

In veterinary medicine practice the professional ethics of veterinarians was historically given much more attention and was more extensively provided in the professional society in foreign countries. Among those we have to mention the works of such researchers as: C. Adams, S. Armstrong, T. Bauhamp, M. Bekoff, C. Hall, P. Sand, P. Singer, B. Rolling, D. Tannenbaum etc.

Even though we definitely can use the expanded coverage on this problem of veterinarians ethical education made by researchers in the countries of Western Europe and the United States of America we still will be experiencing the current lack of local researches, fundamental studies of different aspects of the professional competency formation and methodical works tailored for Ukrainian specifications. The given analysis of the existing researches overview made by Ukrainian authors on the topic shows that the problem of professional and ethical competence formation of future vets have not yet met the needs of current comprehensive scientific coverage for a high school education and have not become the objective of any special study.

### **The main objective**

To satisfy the social demand in any kind of specialist and to realize a program of professional training for multiple professional activities, it is necessary to expand the level of influence of moral regulations in the service sector such as health services<sup>4</sup>.

Ukrainian researcher of ethical and pedagogical foundations of an individual N. Voznyuk highlights: "The changes that are happening now in the political, economic life of Ukrainian nation brought our society to the point of urgent need of providing reformation into spiritual

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<sup>4</sup> Voznyuk, N., *Ethical and pedagogical foundations of identity formation*: Teach. Manual, Kyiv: Centre textbooks, 2005, p.196.

fundamentals of society, particularly in the area of morality"<sup>5</sup>.

Hence, modern system of education in Ukraine should provide professional training with high-quality education and high moral and spiritual traits to future professionals. Studying professional ethics at high school should become one of the key tools of this task implementation for future professionals. Profession of a veterinarian requires special attention as of professional ethics aspects. It is the type of profession in which our society requires high moral demands. It could be explained by the special moral right of such a professional as a veterinarian like to influence on life activity of an animal or a pet along with correlation between the proper performance of professional duties and life of a patient. Today we have classification of specific types of professional ethics: legal, medical, educational, military, political and others. Unfortunately, veterinarians' professional ethics has not been paid enough attention. However, their role in increasing the quality of food products is so significant: by preventing various animal diseases veterinary doctors simultaneously protect health of animals, pets and humans<sup>6</sup>.

From this concept we have to lead to the direction of solving the problem – our main task is to train veterinarians in high moral culture and responsibility for the performance of professional duties. Though, an effective professional training of a veterinarian for future work is not completed without self-confidence to exercise ethical competence.

Veterinary medicine is a specific branch of science that deals with treating predominantly domesticated animals, pets and wild animals. The objective of veterinary medicine is prevention, diagnosis and treatment of disease, injury including study on animal diseases, improving the scope of the anatomy of animals. Under the term "veterinary" we often mean government monitoring and control of zoonotic disease to supervise health of animals. Scientists and veterinary physicians working in the veterinary field are called veterinarians.

"Medicine takes care of humans and veterinary medicine saves humanity"<sup>7</sup>. These words described the value field of veterinary medicine and they belong to the well-known veterinarian and writer Sergei

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<sup>5</sup> Voznyuk, N., *Ethical and pedagogical foundations of identity formation*: Teach. Manual, Kyiv: Centre textbooks, 2005, p.195.

<sup>6</sup> Panko, I., *Professional ethics of doctor of veterinary medicine*: Textbook. Benefit, St. Petersburg.: Lan, 2004, p.285.

<sup>7</sup> *Wikipedia, the free encyclopedia*. "Veterinary". [Electronic resource]. – Access: <http://uk.wikipedia.org/wiki>

Stepanovich Yevseyenko. A veterinarian performs the main task which is to prevent any disease of humans and animals. The veterinary medicine field is not only clinical work, but also prevention, including inspection of all facilities which are food products producers and traders. Food plants, farm markets, large and small farms, poultry farms, milk processing factories are some example of those facilities.

Veterinary care with elements of the modern days understanding of veterinary treatments of animals was established in early era of wild animals domestication. The earliest data belongs to the 4th century BC (Egypt, India). Shepherds, priests, herdsman were first professionals involved into providing veterinary care. In ancient Greece animals treated hippiatry (from "hippos" - horse and "iatros" - doctor), and sometimes doctors. Veterinary medicine was historically developed in Greece, Rome Empire and Arab countries. Animal diseases were initially described in the writings of the Roman scientist such as Cato the Elder, Varro and Columella. The terms "veterinary care", "veterinarian", "veterinary medicine" were initially used in those writings.

Nowadays, veterinary medicine has significant development. Just recently the quality of all cures and treatments for animals and pets was increased tremendously. Veterinarian surgeons provide such technically complex surgery like transplanting the cornea and lens, dental implants procedures, plastic surgery for skin, grafting artificial kidney, magnetic resonance imaging, cellular therapy, chemotherapy, and many other complex treatments. We have to mention that 10 years ago specialists of veterinary medicine even had no idea about any of those. The resolution like "euthanasia" is declared much less.

Modern veterinary medicine combines three relatively isolated groups of scientific subjects:

Veterinary biological - study on the scope of anatomy and activity of a healthy and a sick organism, influence of pathogens, effects of medications. It often collaborates with such sciences as physiology, morphology, microbiology, pharmacology and others.

Clinical - study on animal diseases, methods of their diagnosis, prevention and treatment. It includes collaboration with epizootiology, therapy, obstetrics and others.

Veterinary Sanitation - study on the effects on the external factors. It examines the problem of optimizing the habitat of animals; improves the quality of animal products. Knowledge on this science students gain via such subjects as zoo hygiene, veterinary and sanitary examination.

In addition, veterinary medicine is closely related to many other sectors - livestock, food industry, transportation, import and export trade applied sciences.

Status of the veterinary field development is classically defined by social development of a country, the particular level of economy function, progress in science and education.

According to statistics the profession of a veterinarian is listed in top ten most respected and well-paid professions in western world countries: Germany - 4th place, Canada - 4th place, Israel - 3rd place, and only overrunning professions are architects, cosmetic surgeons and neurosurgeons.

Patients of vet doctor cannot switch to another doctor on their own or complain to management of a vet clinic. Their rights are not protected by law and the Hippocratic Oath. Compliance of professional ethics and love to animals - these should be professional qualification features of a doctor of veterinary medicine.

The results of work of a veterinarian are visible in many sectors of economy: farming, food industry, medicine and fisheries etc.

In historical periods of time when veterinary service had not been properly developed on the globe human society often encountered epidemics and pandemics of infectious animal diseases. Those caused mass dying of cattle, causing huge economic losses, condemning many people to hunger and poverty. Diseases of animals led to significant casualties.

Nowadays, such "epidemic" risk is rare, but it does not mean that epidemics and pandemics have gone into oblivion. Moreover, in the present conditions of society are many factors that contribute to the rapid spread of infectious diseases. So, the mission of veterinarian is to supervise constantly such "enemy" by studying its behavior, predicting the possible cures, preventing the risks of contamination of animals and humans.

Before 1916 any high veterinary school issued appropriate certificate to graduates with the title of "veterinarian". At graduation veterinarians graduates had to give the promise, similar to the oath of Hippocrates in medicine, the text of which was printed on the back of the diploma: "Via taking proper appreciation of the right of being a veterinarian which is given to me by this certificate, I give a promise faithfully perform the duties of my rank, to promote the treatments for animals and possible cure of their disease."

As we know, a description of a profession with its certain characteristics, content of duties and requirements is provided by science of *professiogramme*. It describes psychological, industrial, technical, medical and sanitary, ethical and other features of each specialty. This science specifies the functions of a specialty and complexity of mastering a profession by possessing psycho-physiological qualities associated with certain profession and organization of work environment.

Here is the example of the structure *professiogramme* specialty veterinarian for your consideration<sup>8</sup>:

Complex veterinarian duties include:

- Monitoring life and behavior of animals;
- Identify causes of disease in animals;
- Diagnosis of animal diseases and treatment assignment;
- Preventive measures for prevention of diseases of animals and humans;
- Monitoring the implementation of health standards on farms and animal habitats;
- Veterinary examination of food products of animal origin (meat, eggs, milk, butter, honey, etc.)
- Artificial insemination and submitting them to obstetric care.

By watching life and behavior of animals, conducting preventive examinations, veterinarians are able to determine the status of their health. If a vet finds sick animals diagnosed with a disease, the necessary steps should be taken for their treatment and prevention of disease of other animals. In addition, veterinarians provide ambulant vet services.

A veterinarian performs basic diagnostic and therapeutic procedures (Thermo, determination of pulse, taking a blood sample, rubbing, massage, diagnostic and preventive vaccination, preparation of medications, drugs prescription), surgery on animals in compliance with the rules of antisepsis and safety.

In the case of infectious animal was identified a veterinarian prepares disinfectants with support of staff spreads disinfection of livestock buildings and adjacent territories, establishes quarantine with a due date. When epidemic is detected a veterinarian makes necropsy of animals,

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<sup>8</sup> *Industry standard of high education in the specialty 7.13051 "Veterinary Medicine"* [Electronic resource]. – Access: <http://smcae.kiev.ua/osvita/vishia/standarty/5.2.pdf>

identifies the diagnosis, determines the veterinary preventive measures to stop the spread of epidemic.

At a meat factory and farmer`s markets veterinarian conducts veterinary examination of animal products, determines their suitability for use as food, discarded the affected organs or even whole carcasses under veterinary legislation.

Most veterinarians work in agricultural sector. The responsibilities of such veterinarian include constant surveillance of animals, the implementation of rules of the care, feeding, maintenance and reproduction. A veterinarian performs a systematic preventative measures (vaccinations, culling, etc.) and provides strict control on the following sanitary standards on farms.

In the case of diseases of animals a veterinarian finds out the causes of disease, makes diagnose, prescribes treatment and conducts preventive measures for meat processing and other enterprises for the processing of animal products.

Veterinarians develop and implement measures to detect sick animals, control the quality of raw materials and finished products, thereby prevent disease for humans, do not allow the consumption of low-quality animal products.

Professional and ethical competence of a veterinarian is identified by the specific features of a future professional described in this article along with professional activities where the regulatory framework consists of professional and ethical competence of a veterinarian.

Competence in turn can be described through its external manifestations as a person's ability to operate outside of educational subjects and situations and the ability to transfer knowledge and skills outside the context in which knowledge and skills are initially formed, additionally with the ability to formulate a qualified judgment, to take appropriate decisions in problem situations, reaching the goal eventually<sup>9</sup>.

These definitions require the inclusion of certain features of the structure of competence by thinking in particular about creative features that provide the ability to transfer knowledge and skills in new areas of implementation, independence in decision-making, problem-solving ability.

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<sup>9</sup> *The official website of the NAS of Ukraine.* [Electronic resource]. – Access: [www.nas.gov.ua](http://www.nas.gov.ua).

Based on the above mentioned fundamentals we formulate the definition of the phenomenon of professional and ethical competence in the light of the mission of our study. Professional and ethical competence of a veterinary doctor is a characteristic of the science of veterinary activity, defined by the presence of ethical important qualities of a professional, as well as a set of professional concepts and ethical standards of behavior and conscious for use of their skills in veterinary practice to address ethical issues. This is a complex individual psychological education which should combine theoretical knowledge with professional ethics and professional practice skills of a veterinarian to ensure the choice it deliberates for ethical conduct in accordance with professional and ethical standards. The process of mastering of professional ethics is important to resolve difficult ethical situations while performing professional practice. We listed all aspects of professional and ethical competence for professional practice of a veterinarian. High level of professional performance of duties within professional code of excellence is not impossible without the formation of professional and ethical competence of students.

### **Conclusions**

The analysis of this paper, as well as philosophical, psychological and pedagogical literature allows us to draw the following conclusions on the importance of the ethical component of professional activities veterinarian.

For the first, the profession of veterinarian performs an important social function. The vet in professional activity is led by two major motives that are purely of moral and ethical character: internal, which is based on the moral consciousness of an individual and external, which is based on the strength of the learned professional code.

For the second, the study of the components of professional and ethical competence of a veterinarian led us to a system developing component of personal nature progress; the mentioned component is divided into two competencies, one of which refers to moral and ethical sphere of consciousness of a specialist and the other to a professional sphere.

For the third, consideration of researches of national and international scientists in the field of professional ethics helped to illustrate the unexplored status of this problem and highlighted the importance of solution to be developed to this pedagogic problem to ensure the proper level of professionalism of future veterinarians.

The above provisions give us reasonable basis for allocation ethical component of professional activities of a doctor of veterinary medicine as an independent significant expertise key feature which is necessary for successful implementation of professional duties and meeting social expectations. The analysis of existing variety of key features in professional and ethical competency in education should emphasize the mission of professional and ethical components of competence in work practice of future doctors of veterinary medicine. The professional component is supposed to reflect the ideology of the professional practice of a veterinarian along with ethical attitudes, values, professional experiences.

I believe there should be introduced the special segment of the professional competence of a veterinary doctor - concept of "professional and ethical competence". This concept has to be developed as a structural component in the professional training of future veterinarians. Professional and ethical competence has to be identified as a structural component of education and the function of it has to be developed. Specific pedagogical methods of teaching professional and ethical competence should be invented and implemented to ensure the effectiveness of the formation of ethical competence of students enrolled in the specialty "Veterinary Medicine".

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# THE INSTITUTIONALISED ADOLESCENTS

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**Abstract:** *Adolescents from foster care centers have a special status, their own needs, as their directions of development are influenced by the environment where they live. They play games and live their life scenarios according to formulas such as "I am not ok, you are not ok; I am not ok, you are ok or I am ok, you are not ok", all of which represent the position of the poor, the depressive or the useless leading to children's failure to adapt to real life. The responsibility for his development lies with the adult who substitutes the absent parents. The teachers' role is to teach children how to socialize - friendship, love, marriage, social position, professional accomplishments, school results are social burdens which are beneficial both for the child and for society. For this, professionalism, love, empathy, unconditional respect and patience are mandatory.*

**Keywords:** *life scenario, attachment, love, behavioural disorders, adaptation, socialization, development blockages, social communion.*

## Aspects of adolescent development

Various and often conflicting opinions have so far been expressed on adolescence, the human development stage where transformations excel by diversity, depth and complexity, both in terms of specific characteristics and chronological delimitation.

The Romanian psychology differentiates ages by the fundamental type of activity, the types of social relations, characteristics of dialectical contradictions between external demands and real possibilities of the subject to satisfy them, or between internal subjective demands and the possibilities of the society to meet them, as well as between the possibilities and expectations of the subject himself, (Emil Verza, 1993)<sup>1</sup>,

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<sup>1</sup> E. Verza in Golu, P., Verza, E., Zlate, M., *Child psychology (training – development), a course for students in 11<sup>th</sup> grade in teacher-training schools, Psihologia copilului (învățare-dezvoltare), Manual pentru clasa a XI-a școli normale*, Bucharest: Didactic and Pedagogic Publishing House, 1993.

therefore it defines adolescence as being the period between the ages of 14 and 18 or 20 of a person, the age at which the already formed personality structures and the relationship between the personality traits consolidate and mature.

During the adolescence period, one of the most sensible and dynamic stages of physical and social development in man's life, many various and complex modifications occur in all the personality components and the relationships between them, as well as in the entire human personality. These modifications are determined by the social and cultural conditions, the external demands impacting adolescents as well as by their specific needs, of which some are new, others appear during puberty, but are affected by the adolescents' relationships with the adult people.

The fundamental activity remains school learning, when significant changes occur with regard to: the nature, volume, content complexity (through the diversification of the school subjects - psychology, logics, philosophy etc, the deepening and extension of the already known subjects as well as through the informal and non-formal learning offered), methods used (personal reflection, critical, parallel or problematising reading, own experience-based learning, inter-learning, self assessment, inter-evaluation, inter-disciplinary and trans-disciplinary approaches gain ground), the level of learner's involvement (training is accompanied by self-training, education by self-education). Adolescents develop a sense of belonging to their own generation, quickly and adequately integrate themselves in various age groups, firmly express their own identity, gradually gain independence and autonomy, are no longer subject to family and school control, become aware of the external social and cultural demands imposed upon them as well as of their real personal possibilities to effectively satisfy those demands.

At the age of adolescence, the self-awareness development process involves special aspects. Self-perception is continuously changing and corrected. Due to changes in the figure, physiognomy, attitude, the body image becomes critical. The adolescent identifies himself from a social and mainly a spiritual point of view, gets to know who and what he is, what he represents for himself and the others, what traits define him, what he is and wants to become. He discovers the significance, the meaning and purpose of his own life, he defines his own ideals. His understanding of the world and life, which will guide him in everything he will do, materialises based on the representations, concepts and ideas formed during this period, through training, systematic self-learning and

experience. The adolescent forms his own clear evaluation criteria based on which he substantiates his opinions.

However, the adolescent from the care home has a special status, his needs and directions of development are influenced by the characteristics of the care home environment. The responsibility for his development lies with the adult who substitutes the absent parents in every aspects.

### **Specificities of institutionalised adolescents**

Our destiny, our life scenario, as Eric Berne (2006)<sup>2</sup> stated, are given by what happens in our mind when facing events perceived by us as hostile events. It is life scenario which alters interpersonal relations, being an extremely strong factor of predestination, a shadow companion of man, which guides him on more or less arduous roads.

This life scenario is given by both early experience and the living environment of the parents. The parents are the first human beings who mark our existence, therefore, the way they give us the necessary care and affection allows them to introduce in the scenario the idea of uncertainty, helplessness or, on the contrary, force and trust in our future.

The first programming of life scenario takes place in the very early infancy, while the infant is breastfed. The child, still merged with his mother, takes over her anxiety, vulnerability or force. Later on, the education received from his parents allows the child to be curious, to explore the surrounding world or to be afraid of the unknown. Thus, the child forms his own winning or catastrophic scenarios, certain beliefs both about himself and the others. Some of these beliefs will accompany him for his entire life, mark his personality, influence his conception of the world and of life, determines his degree of adaptation to society: I am ok or I am not ok, You are ok or You are not ok and so he forms his own beliefs about the world and about life, The world is ok or The world is not ok.

The abandoned children carry their life scenario in the form of parental values – if the parents, during their existence, suffered from affective deprivation, experienced feelings of abandonment or were marginalised or physically or mentally abused, these children will take over and mould their parents' life scenario.

The institutionalised children can function in terms of transactional analysis, they play their games and carry out their life scenarios according

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<sup>2</sup> Berne, E., *What you say after you say hallo / Ce spui dupa buna ziua*, Bucharest: Trei Publishing House, 2006.

to the formulas: I am not ok, You are not ok, I am not ok, You are ok, or I am ok, You are not ok; all these formulas represent the position of the poor, the depressive or the useless, leading to children's failure to adapt to real life.

Love is the "atomic" resource of the soul, the force which guides us in the course of our lives, comes from inside our hearts and radiates to the outside world, gets through all the pores of egotism, it makes us better and more beautiful, it is the alchemical feeling which ascends us to harmony and fulfilment.

But love and fulfilment can only be reached in relation to the others, to society; man is born with the need to be loved and to love.

It is already known that we are born with the ability to engage in social interactions, establish affective relations with other people, in some cases to seek care, in others to offer it, which is a main feature for an effective functioning of our personality and for our mental health.

The need for attachment is the basic need of a human being, it is innate and its purpose is to allow humans to adapt.

The feeling of social communion is the move from one heart to another.

The development of the social communion feeling (A. Adler 1995)<sup>3</sup> broadly depends on the experiences lived in childhood and mainly on the parents' attitudes towards the child. The influencing factors in the formation and development of the social communion feeling are the family environment, the parents' educational style, the intensity and meaning of the child's interactions with his parents, the behaviours manifested by parents in supervising, caring and feeding their child, the way in which love and empathy are expressed, the parental support.

The neglect of a child by his parents hinders the development of this feeling of social communion.

A mother is highly important for the development of the social communion feeling in her child, she is the one who can stimulate or block or inhibit the social contact of her child, the one who cultivates the social role of her child, the one who can awaken the child's need for social life and socialisation, making him aware of the existence of the others. Institutionalised children do not receive this idea and so they ignore the fact that they have fellows, they are reluctant to receive affection and respond to

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<sup>3</sup> Adler, A., *The Meaning of Life/ Sensul vietii*, Bucarest: Publishing House Iris, 1995, p. 79

it, they always have the feeling that they are rejected or abandoned and they grow up and form themselves without being oriented towards society in their lives.

This role is not only assigned to the mother, but also to the father, both parents agreeing on their child's lifestyle, slowly and carefully, but at the same time firmly moulding his personality.

As he improves self-image, the child becomes aware of his problems and seeks for solutions to solve them, first discussing them with his friends. However, because these means are insufficient and, in some cases undue, the adolescent understands he needs a competent person who "will help him to help himself".

Self-observation and self-knowledge, the prerequisites for a child to build his own future, often occurs chaotically for him, with no value-based criteria. The institutionalised child severely feels the need to guide himself after certain models which have no place in his real life, but only in his imaginary lives.

Being interested in solving his problems with himself and with the others, unable to solve them alone, the institutionalised adolescent will turn to adults, to his teachers.

This role of extreme moral beauty lies with the teacher, but the teacher does not possess the necessary training to provide a scientifically-based help, as psycho-pedagogical education is weak and, sadder still, often combined with the lack of empathy, with socially useless feelings which conflict with the social communion feeling.

Analyzing the causes of the appearance of certain malfunction in the relationships between child and adult in the children care centres, we could determine the following aspects:

- the serious educational shortcomings of the personnel of these care centres;
- the absence of an intrinsic motivation for this personnel to work with institutionalised children;
- the failure of the members of this personnel to transpose themselves, to affectively resonate, empathize with the children they work with;
- the absence of a motivating, stimulating, supporting environment for education, culture, socially accepted values and norms, in one word, the absence of any form of communication, affection in the adult – child relationship, imbued with emotional poverty.

Consequently, the conflicts of the institutionalised adolescent remain unsolved, deepen, become more acute, permanent and can form the basis

for certain personality disorders.

Maternal love forms an integral part of the social communion feeling and in its absence the orphan children are under the teachers' "protective" wing who have neither the necessary time nor the availability to offer these toddlers the love and attention which they need so much.

The institutionalised child does not have the family model imbued, he lives in that open-type space where the teacher is present according to a certain working program. The children care centre represents a "home" only for the children, nor for the adults. These children have no maternal and no paternal model.

The mother - child relationship is very important for the development of the human feeling of social communion. The absence of this relationship for a child makes him have the vivid impression that the world is hostile and bad, while his subsequent traumatic experiences (in the case of an abandoned child) will emphasize this feeling and lack the social communion feeling.

The main role of a mother is to make, teach her child to be "apt for cooperation and human solidarity" (A. Adler 1995)<sup>4</sup>, to give, but also to receive love, to help, but also to let himself helped.

Optimism, activity, courage, sociability, emotional intelligence, empathy are functions of an education carried out within society.

Man's development as a social individual can only be guaranteed if his social sense is sufficiently developed - if I am interested in the others, if I can be useful to them, then I exist as an individual in society.

The role of the children care centers and of the teachers is to teach the child to socialise - friendship, love, marriage, social position, professional accomplishments, school results are social burdens which are beneficial both for the child and the society.

Due to the tortuous road ahead for the child and the influences of the social environment, the institutionalised adolescent faces a number of problems which nuance his development and mark his personality.

These problems first appear in terms of his social relations, social communion feeling, school adaptation, awareness development and emotional experiences.

The problems faced are not the same, do not manifest in the same way and with the same intensity for all adolescents.

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<sup>4</sup> Adler, A., *The Meaning of Life/ Sensul vietii*, Bucharest: Publishing House Iris, 1995, p.70.

Abandoned and orphan children without parents or parental substitutes to show them the affection they need so much, live the experience of a permanent rejection – keeping that egotism and disinterest in the others – , manifesting certain undesirable maladaptive behaviours within their community – they reject any authority, refuse to involve in school activities (hence the numerous cases of school abandonment), aggressiveness manifested in all aspects, from passive aggression to aggressive dress style, verbal and physical aggression and, sometimes self-aggression.

The institutionalised children experience deep intensified feelings of devaluation, with a low level or, in some cases, a too high level of self-esteem, which does not reflect reality, live strong feelings of abandonment, rejection, isolation, manifest emotional lability, intensified feelings of self-distrust and mistrust in their own powers, associated with self-depreciation and with the need of acceptance, the need to make themselves remarked, imposing themselves through aggressiveness, a high need for valuation - a risk of emotional dependency or immaturity, confusion in assuming their gender or role identity, difficulty in expressing their own emotions – they seek out attention, love, but in some cases they do not know how to receive and refuse that, while in other cases they very quickly turn to passivity, even hostility – reduced self-control capacity, blocked creativity and expressivity, submissive attitude, oppositional behaviour in relation to authority, the need for family unification and stability. All these combine with deep and acute feelings of inferiority which influence the children's trust in the others, their fairness in relation to the others, their maintenance of solid and sincere social relations based on deep feelings, with huge barriers between “me and you”. In other words, their feeling of social communion is affected.

In addition to the above, the institutionalised adolescents go through many traumatic experiences, coming from families with a low educational level and reduced financial possibilities.

The effects of such traumatic experiences can only be removed by understanding and judging each and every aspect of their initial experience, so that the negative consequences on the physical and psychological development of the child could be overcome.

Adolescents' behaviour reflects their psychological development, being the reaction of their personalities towards the inside and outside world.

Behavioural disorders represent the appearance of some behavioural

manifestations which exceed the limits of normality and reflect the attitude toward one's self and toward the others, the school education and the surrounding environment.

These behavioural disorders are numerous at the age of adolescence and their causes might be:

- individual (cerebral or intellectual malfunctions, affective disorders, character disorders)
- social (family environment, failed school integration).

Adolescence, the age of the big anxieties and searches, the age of self-knowledge and self-evaluation, exercises significant influence on each individual's future as well as on their lifestyle.

The personality moulded during the adolescence years will fulfil and refine as the adolescent objectively discovers himself and realistically decides on his own way in life.

The society we live in – carry out our existence, professional activity, establish relations with the others, fulfil ourselves – is extremely mobile, imposing many different requirements, which sometimes fluctuate, on the individual.

Those who are most strongly affected by these requirements are the adolescents, particularly the institutionalised adolescents who face various problems, from value crisis to self-identity crisis. Their dominant feelings are the pursuit of knowledge, experience, value identification – through personal action and experiencing, the balance between good and evil, beautiful and ugly, between knowledge and ignorance.

Extremely sensitive, they try to actively influence the environment they live in or hardly accept the adults' brutal interference in their personal lives.

The barriers and blockages in the development of human personality, expressed in various disorders and psychological, family and social difficulties of adaptation, can be diagnosed and, at best, be then solved by means of psychotherapy.

## **Conclusions**

We consider it a fundamental necessity to ensure that all the institutionalised children benefit from such educational conditions as to induce and develop in them the power and courage to overcome these difficulties and to harmoniously connect them to society; the education provided by the adults should lead them to self-education and self-determination. The institutionalised children need courage – to

discourage them is extremely dangerous and will have direct effects on their character traits.

Many problems of these children are particularly challenging. To solve these problems the children need courage and trust in the human being, while the adults need professionalism, love, empathy, unconditional respect and patience.

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# TIMLOGORO - PROMOTING AN EXEMPLE OF GOOD PRACTICE IN THE SPEECH THERAPY

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**Abstract:** *The article presents the objectives, the stages and the results of the project "Multiplatform Technologies with Interactive Applications in Romanian for Speech Therapy" (PN-III-P2-2.1-PTE-2016-0068). According to the goals of the project, it demonstrates that technology is an effective learning tool for improving speech disorders. A digital platform for different categories of users with speech deficiencies (children and adults) has profound psycho-pedagogical motivations sustaining all types of exercises included. TIMLOGORO platform can be an example of good practice in the therapy of language. Thanks to the experience of the project partners and experts, we promote this innovative resource to be used at the national level.*

**Keywords:** *speech therapy, multiplatform, virtual avatar, digital games, modules, platform design.*

## I. TIMLOGORO Project - Innovation in Speech Therapy

The initiative described in this article is a part of structured activities recently launched within a project centered on speech therapy,

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"Multiplatform Technologies with Interactive Applications in Romanian for Speech Therapy" (PN-III-P2-2.1-PTE-2016-0068). The partners involved, Ascendia SA, University of Bucharest and „Vasile Alecsandri" University of Bacau, collaborate during 24 months of project.

The purpose of the project is to create a digital platform for those categories of speech impaired users (children and adults). The project activities have a coherent design, followed by development and evaluation of a digital platform.

The educational politics have been developed in connection with TIC, software, access at internet in schools, in speech therapy clinic and in area of the initial training in career based on the methods of work with technology (Liu, Toki, Panged, 2014).<sup>1</sup>

The beneficiaries of the project are: speech therapists, school counselors, psycho-pedagogues, educators and/or teachers, doctors, psychologists; also can be used by public institutions such as schools and kindergartens, rehabilitation centers, hospitals, etc. in the case of adults; parents of children with and without disabilities.

## **II. TIMLOGORO: Project Design**

The aim of this initial activity is to design modules with the support of digital games, under the guidance of a specialized avatar. This avatar, named TIMLOGORO, is specially developed for speech therapy. The design of the platform implied a few concrete actions related to: 1. The experimental design of an interactive platform; 2. Designing the virtual avatar; 3. Designing the scientific content of the speech therapy program; 4. Design of digital games specific to the modules; 5. Designing the TIMLOGORO interactive platform; 6. Design and development of the project website; 7. Dissemination of the results. In the beginning of the project, during first semester, the experts from the projects carried out an evaluation research to diagnose the need for language therapy with the support of the technology. The level of technology integrated in speech therapy in our country is relatively weak. The needs' analysis has surprised in several areas: opinions related to the role of technology in language therapies; advantages and disadvantages; the qualities required for multiplatform etc. The needs' analysis was carried out applying the

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<sup>1</sup> Liu, X., Toki E., Pange J., *The Use of ICT in Preschool Education in Greece and China: A Comparative Study*. Procedia - Social and Behavioral Sciences, vol. 112, 2014, pp. 1167 - 1176.

questionnaire on 157 respondents related to this field. The use of digital platforms is no substitute for real activity in speech therapy. Even if computer visibly influences progress in language therapy, specialists know that only the real interaction can enhance the benefits. Participants (over 70%) consider that speech therapy can be achieved successfully through the blended learning system.<sup>2</sup>

It is considered that motivation and feedback are vital elements for the success of language therapy. Perceptive activities motivate users, especially children: color and movement stimulates the sensory register, amplifying the level of attention, focusing on task and facilitating understanding of concepts.

In the Needs Analysis (NA), a number of strengths have been identified for technology use in speech therapy. According to the hierarchy, many respondents mentioned: a new learning methodology and a better learning economy. In order to sustain technology use in speech therapy, a number of arguments become more practical, such as: it creates learning opportunities for all; monitoring and storage of results; motivations for success; considerable progress in speech. The on-line platforms can offer therapists the opportunity to generate good therapies. Speech impairment activities must have clear objectives; should be diversified within each section; should have a dynamic structure - recording/playback, fixation, identification and differentiation of sounds.

In order to produce positive effects in language therapy, the experts create a platform based on exercises for each language disorder, individualized support and prompt feedback for speech consolidation.

### **III. TIMLOGORO: platform developing**

The aim of this activity is to create modules with the aid of digital games under the guidance of a virtual avatar.

The activities are related to: developing the psychometric tools to measure speech performance; development of the scientific content of the program; developing the virtual avatar components; developing digital games for modules; recording of the audio script; developing the TIMLOGORO platform; updating the website; dissemination of the results.

The project experts have highlighted the most efficiently tools for the platform design: interactive games and multimedia content. Known for

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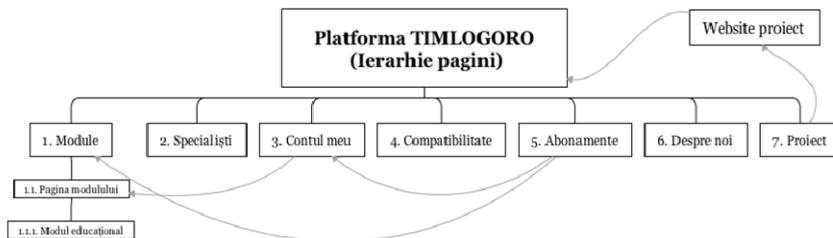
<sup>2</sup> Pânișoară, G., *Training with ICT support -an NA*, Proceedings of the 13<sup>th</sup> ELse. Carol I NDU Publishing House, 2017.

their interactive character, simulations and animations are mentioned as being the most popular methods used on the platform. Also, working with the text, it assumes the efficiency for reading and comprehension skills. Massaro and Light (2004) observed an amelioration of articulated speech when a „animated” computer speaker was used as instrument for producing of the speaking perception and reception.<sup>3</sup>

TIMLOGORO program comprises: the instructions for activities, the proposals for structured interactions with the learning material, sequential tasks organized around a language deficiency, clear goals reflected in the results and assessment tools.<sup>4</sup>

The platform will contain the following components: Modules - module view/selection; Specialists - Therapist data, project partners; My Account - subscriptions are purchased depending on the type of user: classical student, specialist, private cabinet /institution; About Us - useful information; Project - button that will send you to Viewed, Trained, Managed Access Data; Subscriptions -the place of the project website<sup>5</sup>.

**Figure 1.** Platform structure



The main point of the platform is the section of educational modules. Module section is composed of 4 parts:

<sup>3</sup> Massaro, D.W., Light, J., *Using Visible Speech to Train Perception and Production of Speech for Individuals With Hearing Loss*, Journal of Speech, Language, and Hearing Research, vol.47, 2004, pp.304-320.

<sup>4</sup> Pânișoară, G., *Current speech therapy practices based on Digital Resources* Proceedings of the 13<sup>th</sup> ELSe. Carol I NDU Publishing House, 2017.

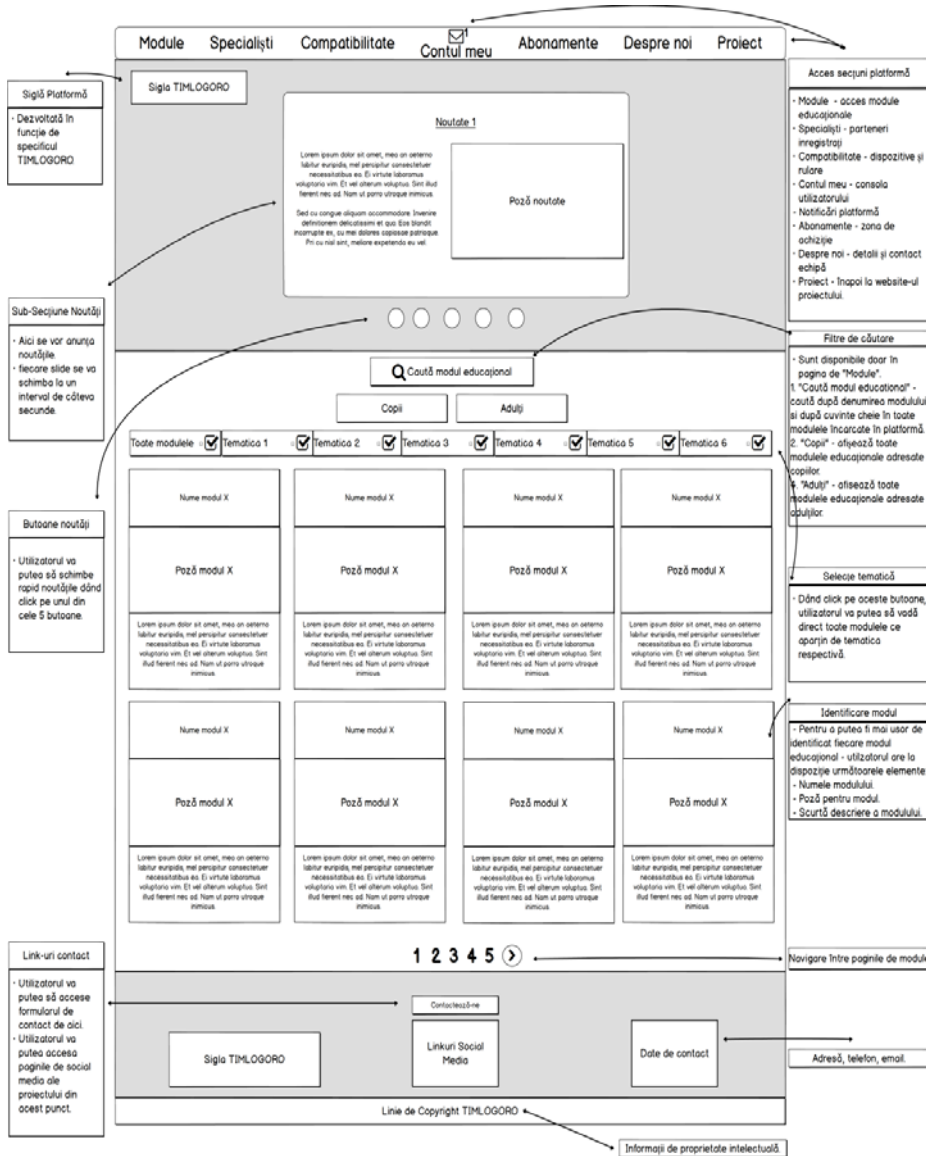
<sup>5</sup> Project website: <http://timlogoro.ro>

**Table 1.** Section module

Part 1	Section News
Part 2	Search filters
Part 3	Identification and selection of modules
Part 4	Navigation in educational modules pages

When accessing the platform, all users, regardless of their type, will be greeted by a specific page. Simplified, the user goes through 3 important steps to launch an educational module: 1. Click the module icon he want in the "Modules" section; 2. Observe the objectives and recommendations in the "Module Page"; 3. Launch the module by clicking on the "Launch" button.

Figure 2. Platform configuration



Platform design has an intuitive support through sound, image and motion as learning sources. The user, child or adult, will use a variety of vocal, auditory, kinesthetic stimulus. The elements used in the design and development of the TIMLOGORO are multimedia resources.<sup>6</sup> The organization of the platform is described by a map with a modular

<sup>6</sup> They can integrate text, audio, image, video, animations, simulation in different combinations in order to generate new multimedia items.

structure.

Each type and media format has its strengths and limitations. However, even using a familiar format, this can lead to a frustrating experience when it is not appropriate for established tasks.

For the Children's Section, TIMLOGORO meets certain criteria in terms of graphic design and children's options on the 3-7 year-old stage.

The avatar has an optimal quality graphic with a transparent contour. The messages will be sound, clear. The dynamics of the character will be sustained by mouth movements, synchronized with the sound, based on phonemes, movements of the fluent, natural body. The mimic must be dynamic, by blinking regularly. The avatar will also have emotional significance, transmitting affective states. In order to create the avatar, 2D Canvas Technique was used. This technique involves the use of drawing libraries that make it easy to work with the <canvas> element. Among many such bookstores<sup>7</sup>, CreateJS was considered to fit the purpose of the above-mentioned project.

The avatar begins with selecting section:

1) In the case of children, the avatar presents a story, the characters and the learning objectives.

2) In the case of adults, the avatar presents to the user the learning objectives.

In both children the adult section, the avatar provides to the user information about:

- Navigation on the platform<sup>8</sup> (navigation instructions, for example: "Select up to 4 sounds, then press the CONTINUE button";

- Feedback for the locked buttons Guided, when the user selects a higher step without having passed the previous one. For example, "You must first go through the SOUND section")

- Content (input/story for each module, work tasks for each activity, for example, "Listen to the sound, then repeat yourself", feedback to content through a specific sound - positive and negative

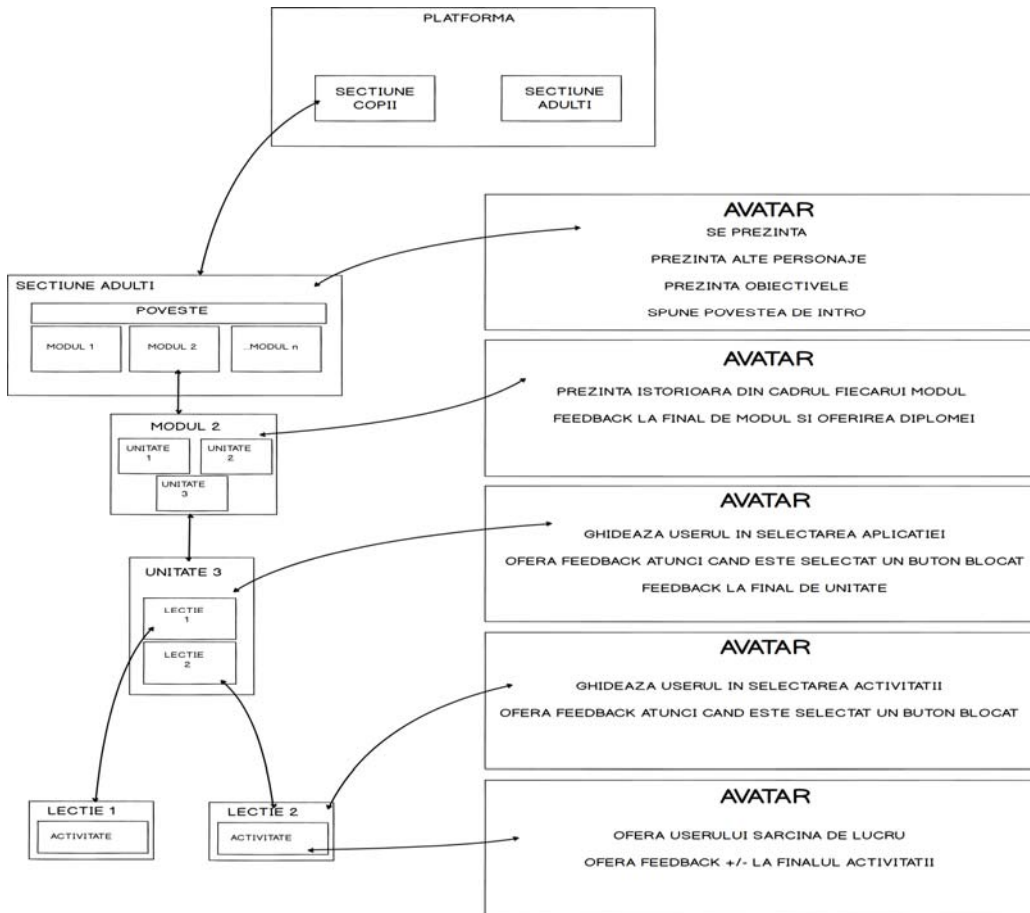
- Final feedback of activity (Congratulations, you have reached the end of the activity, press the X button and continue the adventure); unit (Drive! "Super! If you've got here, it means you've learned the sound ... Continue, you will learn how to insert the sound into syllables); entire

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<sup>7</sup> Bookstores analyzed are Create JS, Pixi.js, Phaser, Construct 2, etc.

<sup>8</sup> Project website: <http://timlogoro.ro>

module (Excellent! Look diploma awarded to you. You can print and to show your friends. Here ends your adventure in the world of sound.... Remember to pronounce it correctly every time.")



**Figure 2:** The avatar interaction

During module navigation, the avatar is centered, providing the user with the necessary instructions. For the units or application options, the avatar will move in the frame or in corner, providing constant feedback. In the case of activities, the avatar may exit and return only when needed – for the transmission of the indications.

In General Exercise application, the avatar provides a model for how exercises can be performed.

The Page - Specialist can be launched by clicking on a module icon in the Module section.<sup>9</sup>

The Page - Student module has an „User Path" with the following components: Student selection - by clicking on a name, it will be selected and the specialist will be able to make changes for it. He can use: Edit Personalized Recommendations, Save Suggestions, and Delete Recommendations.

#### **IV. TIMLOGORO: testing and validation**

The activity aim is related to the evaluation of TIMLOGORO system in the environment where these resources will be accessed by beneficiaries (schools, kindergartens and recovery centers in Romania).

A successful project ending will involve the following activities: 1. Testing and validating the avatar; 2. Testing and validation of digital game and modules; 3. Integration of components on the TIMLOGORO platform; 4. Testing and validation of TIMLOGORO as an integrated system; 5. Interpretation of scientific results; 6. Patenting the product; 7. Updating the website; 8. Dissemination of results.

The project aims to integrate TMLOGORO platform in the entire speech therapy system.

We expect that, compared to existing software, the TIMLOGORO system will have a high degree of interactivity and language training (so it can be used both in therapy sessions and in the form of "home" exercises), it will be multiplatform. That means that can be accessed from any device, computer, interactive whiteboard tablet or mobile phone. The technologies centered on communication skills will become more popular among Romanian practitioners, specialists and different users.

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<sup>9</sup> The user must be logged in with a specialist account to have access to the editing feature for recommendations. Otherwise, it will not perceive any change to the standard.

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# MEDICAL AND SOCIAL-EDUCATIONAL PERSPECTIVE FOR THE REHABILITATION OF PEOPLE WITH DISABILITIES IN ROMANIA

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**Abstract:** *In the present study we aimed at presenting the image that the present-day Romanian society has formed on the way in which disabled persons correspond to the ethical norms, in view of their integration and normalisation within society. The group of subjects considered in the research was composed of higher education graduates: 250 specialists (doctors, psycho-pedagogues, social workers) that work in institutions for the recovery and rehabilitation of persons with various disabilities (intellectual, sensorial, motion disabilities) and 250 non-specialists (engineers, economists).*

*The questionnaire used during the research comprises five insulating negative items and five integrating positive items.*

*The results of the study showed differences between the specialists' and non-specialists' perception on the application of ethical norms in the medical and social-educational activity (hospitals, recovery institutions) as well as in the educational activity (schools). The factors and means for improving the interaction with these people showed direct correlations in the subjects' view.*

*The conclusions of the study emphasised a better perception of the specialists compared to the perception of the non-specialists concerning the application of ethical norms in the medical-educational activities involving persons with disabilities. The perception of the subjects regarding the methods and the factors for improving the interaction with the persons with disabilities indicates on top position the development and the realisation of some joint programs, considering that every member in the community has to be actively involved in the successful integration of these persons.*

**Keywords:** *medical; social-educational intervention; disability; ethics; attitude; perception.*

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## Introduction

The medical and social-educational perspective, for a personalised rehabilitation of the persons with disabilities registered great progresses in the past few years by the adaptation to the present-day requirements and standards of society. The medical intervention is not limited only to the therapeutic aspect, involving also the surveillance and security of the intervention and care provided by education, so that in the recovery activities we are witnessing a mixture between “treatment, healing” and “care, education” (Davidson, 2005). These two approaches (treatment and care) are compatible, since they contribute to ensuring the respect, the development and the promotion of persons with disabilities. Referring to this aspect, Ionescu, S. (1990)<sup>1</sup> considers that ethics provides a set of actions outside the person, that are likely to radically change the situation in which the person lives and these interventions can be medical, psychological, pedagogical, social or religious<sup>2</sup>. These considerations confirm the ethics’ mission to deal with the theoretical study of the human values from a moral point of view and with their role in the social life - the sum the corresponding moral conduct norms. The bioethics general principles, such as: autonomy, care, avoiding all the actions likely to have negative effects on the person, all constitute the basis for the decisions concerning the health and protection of the person with disabilities. Constant respect of the ethical principles is an ongoing process, based on the new concepts in healthcare, on the social and cultural aspects and on their application to the clinical situations by conceiving appropriate policies, by developing protection ethical alternatives (Harding, 2000). *Disability* is a generic term for deficiencies, comprising all the intellectual and physical impairments likely to affect the life of an individual to various extents<sup>3</sup>. Naturally, medical research and action are first of all directed to the *defect*, term designating the injury, the deterioration or even the absence of an organ or segment of the body. The defect determines the apparition of the disability, when it disturbs significantly the individual’s relationship with the social environment, when the defect prevents the individual to reflect accurately enough the objective reality, to perform at normal level activities characteristic to

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<sup>1</sup> Ionescu, S., *L’intervention en déficience mentale: manuel de méthodes et de techniques*, P. Mardaga, Bruxelles, 1990.

<sup>2</sup> Buică C., *The bases of defectology*, Aramis Publishing House, Bucharest, 2004.

<sup>3</sup> Rusu, C., *Deficiency, incapacity, handicap*, Pro Humanitate Publishing House, Bucharest, 1997.

his/her age, together with the other members of the community. The defect is thus approached in medical terms, while the disability is tackled in social terms, as a consequence of defect<sup>4</sup>. In specialised literature, there are many argumentations in favour of humanistic approaches<sup>5</sup> that demonstrate various methods for dealing with disabilities, using medications and therapies varying from patient to patient<sup>6</sup>. Therefore, the goal of the Convention on the Rights of the Persons with disabilities (2007) is “to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity”(Art.1). The Convention mentions that “the persons with disabilities are considered to be the persons with long term physical, mental, intellectual or sensorial deficiencies” and that those persons “with disabilities should enjoy legal capacity on an equal basis with others in all aspects of life”. (Art. 12). As far as healthcare is concerned, it will be the same for the persons with disabilities as for others, “including the specification that it will only be administered on the basis of their free and informed consent” (Art.25).

### *Hypotheses and design*

Professional ethics governs the way in which the members of a discipline interact with the subjects, as well as the way in which they interact with each other. Generally, in the field of the medical and social-educational intervention, there were few approaches concerning the principles of the professional behaviour involving ethical dilemmas. Lack of instruction and research in the field of ethics was a regrettable omission, since as efficient as intervention can be, as trustworthy the research, the rehabilitation of children with disabilities calls for a complex set of activities confronted with many ethical challenges. Special education policies and ethical justifications for the practical activity require a special attention in creating the medical and social-psychological bases to support the challenges in the field<sup>7</sup>. The *goal* of the

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<sup>4</sup> Beatson, P., (2001), *The disability revolution in New Zealand: a social map (second ed.)*, Massey University, Palmerston North.

<sup>5</sup> Varekamp, I., *Ulysses directives in the Netherlands: opinions of psychiatrists and clients*, Health Policy 70 (3), 2004, pp. 291-301.

<sup>6</sup> Popovici, D.V. (coord), *Recovery and education in polihandicap*, Ovidius University Press, Constanța, 2007.

<sup>7</sup> Gostin, L., *Public health, ethics, and human rights: a tribute to late Jonathan Mann*, Journal of Law, Medicine & Ethics 29 (2), 2001, pp. 121-130.

study was to analyse the way in which are perceived the existence, the manifestation and the quality of ethical attitudes and behaviours towards the persons with disabilities, both by the persons working in these fields, and by those working in social-educational and medical domains, and specialists in the medical and social-psycho-pedagogical field, working with persons with disabilities.

Within this research we started from the hypothesis that the persons with disabilities have to be not only accepted, but also integrated, practically trained, first of all as far as accessibility, equality, cooperation, tolerance, and assistance are concerned. These approaches develop the personality of the disabled persons and contribute to the accomplishment of a better integration from a psycho-social and professional point of view. In a first stage of our research we established some of the indices, items that are able to present as faithfully as possible the inclusive / insulator attitudes towards the persons with disabilities. On the basis of these items we investigated the specialists' and non-specialists' perception on the way in which the persons with disabilities are looked at, accepted and treated in the social-educational and medical environments, the way in which they interact with the communities members.

The *objectives* of the study are related to emphasizing some differences concerning the perception of the ethical principles applied in the medical and social-educational intervention according to the expertise, and the professional qualification.

1. A first objective of the research was to analyse the perception on the application of the ethical principles in the medical and social-educational intervention according to the field of activity: in the medical field (hospitals, health centres, nursing homes), or in the educational field (schools, recovery centres).

2. A second objective of our research was to analyse the influence of various means for improving the interaction with the disabled persons within the community, as well as to emphasize the important factors in realising the interaction with these persons. This objective aims to demonstrate that for a better perception on the disabled persons, it is necessary to know the medical and social-educational characteristics, requirements and aspects, to interact and cooperate with these persons, to hold both theoretical and practical information. Among the *hypotheses*, we presupposed that there are differences between the perceptions of the non-specialists and those of the specialists in the medical and social-

educational field, concerning the application and the exertion of the ethical norms during the medical and social-educational interventions for persons with disabilities.

### **Methods. Instruments used**

In order to evaluate the variables of this study we created a questionnaire that measures the perception on the ethical principles application in the medical and social-educational intervention for the persons with disabilities. The items selected for the questionnaire were the ones that highlight the main aspects of the ethical norms applied during the medical and social-educational intervention. The questionnaire contains 18 questions with 4 answer options, the subjects being asked to mark by "X" the option they consider to be the most appropriate. On the basis of specialised studies, according to the Convention on the Rights of the Persons with Disabilities (UNO, 2007), the results showed 5 insulating, negative items: non-acceptance, discrimination, inequality, intolerance, non-assistance, and 5 inclusive, positive items: acceptance, non-discrimination, equality, tolerance, and assistance. The antinomic position of the 5 positive items and the 5 negative ones is situated within the two dimensions of our research: insulating and inclusive. According to the Convention on the Rights of Persons with Disabilities (UNO, 2007), the previous items were conceptualised as follows: a) acceptance/non acceptance of the persons with disabilities – part of human diversity and humanity; b) non-discrimination/discrimination of the persons with disabilities – full and efficient participation within the society; c) equality/inequality of rights for the persons with disabilities – the right to preserve their own identity; d) tolerance/intolerance towards the persons with disabilities, understanding the capacities and the limitations of these persons, their actions and moral and ethical behaviours; e) assistance / lack of assistance for the persons with disabilities – without injuring these persons' dignity, autonomy, freedom and independence in making their own decisions.

*The pilot research.* Initially, the questionnaire had to be applied to a sample (90 subjects), according to the conditions of the research, in order to check if the items' formulations presented problems with understanding the concepts. Based on the data obtained, a final revision of the questionnaire was carried out, in order to check the validity and the accuracy of the questionnaire. The Alpha Cronbach coefficient was

calculated with the SPSS program. The value 0.8008 of the Alpha Cronbach indicated a high accuracy of the questionnaire.

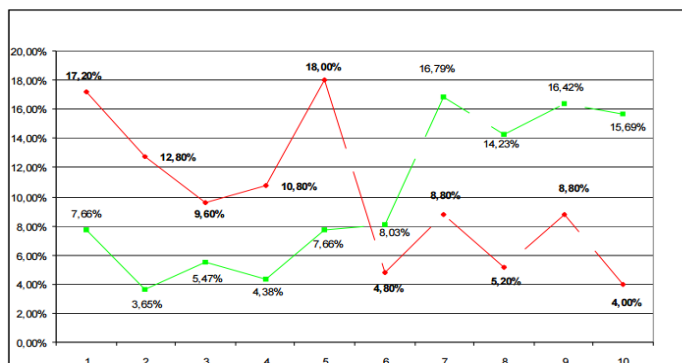
The experimental group was composed of higher education graduates: 250 engineers, economists and 250 doctors, social workers, psycho-pedagogues, working in institutions for the recovery and rehabilitation of the persons with various disabilities (intellectual, sensorial, motor) in the counties of Iași, Vaslui, Suceava and Neamț. The age of the subjects ranges from 30 and 35 years, and gender distribution is uniform in both groups. Using the aleatory probabilistic method, 500 subjects were selected according to the following characteristics: a) specialists in the medical and social -educational field (doctors, social workers, psycho-pedagogues); b) non-specialists in the medical and social-educational field (engineers, economists, other professions outside the medical and social-educational field); c) higher education graduates; d) age comprised between 30 and 35 years.

### Results and discussions

*General hypothesis.* There are differences between the perception of the specialists and the non-specialists in the medical and social-educational field on the ethical norms application within these activities.

**Specific hypothesis 1.** The perception of the specialists concerning the application of the ethical norms in the social-educational environment (schools, recovery centres) in the activities involving persons with disabilities is more favourable than the perception of the non-specialists.

**Fig.1.** Perception on the application of the ethical norms concerning the persons with disabilities in the social- educational environment (schools, recovery institution



Perception of people without speciality studies in the activity involving people with disabilities in schools-negative elements/ positive elements.

Perception of people with speciality studies in the activity involving people with disabilities in schools-negative elements / positive elements.

In order to check this hypothesis, the Independent Samples T-Test was used. The hypothesis was confirmed, with a significance threshold of  $p = 0,00$  ( $p < 0,05$ ); the value is significant at a trust level of 99%. In fig.1 and fig. 2 on the horizontal line from 1 to 10 are given the negative and positive items representing the perceptions of the two groups: 1- non-acceptance; 2 - discrimination; 3 - inequality; 4 - intolerance; 5 - helplessness; 6 - acceptance; 7 - non-discrimination; 8 - equality; 9 - tolerance; 10 - helping. Also, the legend from fig. 1 is the same for fig.2. The differences in perception between the two groups (group 1 - specialists in the medical and social-educational field and group 2 - non-specialists in the medical and social-educational field) are around 10% on each item analysed. The results interpretation is carried out differently for the 5 negative items, compared to the 5 positive items. Considering that the first 5 items are negative, the smaller their values are, the better the perception of the subjects is, and for the 5 positive items, the bigger the obtained values are, the better the perception of the subjects. Therefore, it can be noticed that for the negative items, the perception of the specialists is significantly positive of 7,66% for the items non-acceptance and non-assistance, compared to the significantly negative values of the non-specialists, respectively 17,2% and 18%. For all the positive items, the values of the non-specialists' perception are around 6% on every item, compared to the specialists that recorded average values of 16% on every item. Analysing the global results from fig. 1, we can conclude that the perception of the specialists is 3 times more favourable compared to the non-specialists perception concerning the application of the ethical norms in schools and recovery centres with persons with disabilities. Within the social-educational environment, the psycho-pedagogue professionals consider that throughout the activity, the persons with disabilities carry out recovery activities that fulfil the social-educational ethical norms in order to compensate for the deficiencies and to fully integrate them. When the specialists interpret the ethical codes in the educational context of persons with disabilities, they have to answer various low incidence questions. Since the ethical code does not offer a specific orientation

concerning the actions that should be carried out in specific situations, the specialists have to apply the guidelines when confronted with ethical dilemmas provoked by a variety of persons and contexts.

Specialists have a better perception than the non-specialists as the former have an adequate social and psycho-pedagogical training and manage to select the working methods corresponding to each individual case. The non-specialists from the social-educational field do not have access to direct information related to the psycho-pedagogical training and they frequently have a distorted and wrong perception of the ethical methods of the recovery activities. For example, very complex issues appear in the case of individuals with severe mental disorders whose birth, life and death are dominated by difficult problems concerning humanity, quality of life and community integration. These examples underline what Ramsey (2002)<sup>8</sup> describes as the “ethics at the edges of life”, or dramatic incidents that force people to assess the values when making choices that may support life or cause death. Goodlad (1993), researcher and initiator of the movement for education renewal, approaches issues related to ethics in education and qualifies the teachers as ethics practitioners. Goodlad<sup>9</sup> supports the idea that education is a fundamentally moral process because it involves the expression of the social values through actions that influence the evolution and the development of a child. Researchers also continue to analyze ethical problems within the special programs for individuals with special needs and state that the classical ethical issues and dilemmas are still present and continue to influence the 21<sup>st</sup> century.

**Specific hypothesis 2.** The perception of the specialists is more favorable than the perception of the non-specialists on the application of ethical norms in the medical environment (hospitals, nursing homes), in the activities involving persons with disabilities. In order to check this hypothesis, the Independent Samples T-Test was used<sup>10</sup>. The hypothesis was confirmed, the value of the significance threshold was  $p = 0,00$  ( $p < 0,05$ ); the value is 99% accurate.

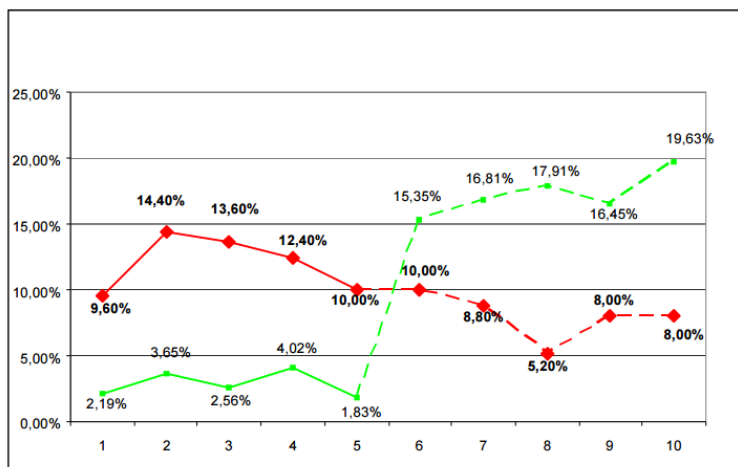
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<sup>8</sup> Ramsey, P., *The patient as person: explorations in medical ethics*, Yale University Press, edition 2, 2002.

<sup>9</sup> Goodlad, J., Sader, and R., Sirotnik, K., *The moral dimensions of teaching*, Jossey-Bass, 1993.

<sup>10</sup> Gherguț, Alois, *Summaries on Specialized Psychology – guidebook for exams and competitions concerning the award of academic degrees*, Iași: Polirom, 2005, 92-94.

**Fig.2** The perception on the ethical norms application concerning the persons with disabilities in the medical environment (hospitals)



The differences in perception between the two groups are noticeable in the appreciation of the ethical aspects encountered in the medical and social-educational activities with the disabled persons; therefore, the non-specialists consider that as far as the acceptance of these persons is concerned, the percentage is 10% compared to 15.35% in the case of specialists, the non-discrimination is 8.8% compared to 16.81%, equality is 5.2% compared to 17.91%, tolerance is 8% compared to 16.45%, and assistance is 8% compared to 19.63%. Similarly, in the case of the perception on the activities carried out in school, the same difference of about 10% can be noticed on every positive and negative item between specialists and non-specialists. The specialists consider that after the birth of a child with an accentuated disability, the medical treatment must be analysed, and several decisions must be taken concerning the objectives and the corresponding programs with a major impact on their life. During these activities, the specialists are confronted with a variety of ethical dilemmas, since they work with the disabled persons throughout their entire life. In the medical activity, they should rely on careful practices in decision making and on solid ethical principles in order to ensure results likely to promote the interests of every person with severe disabilities. We considered that these perceptive differences at moral and ethical level of the ethical modalities for carrying out the medical and social-educational activities also result from the way in which the informing campaigns on the needs of the disabled persons are organised and carried out within the community.

Therefore, it was necessary to monitor the perception of the two groups of specialists/non-specialists concerning the roles and the important functions in assuring the optimal conditions for developing recovery activities, as well as the important role in carrying out the information campaigns about the disabled persons. The specialists have emphasised the idea that the involvement in the private life of an individual requires high quality treatments and recovery programs. Specialists recognize that training, the patient's involvement in the recovery process and forced medication are often perceived as an extreme and traumatic experience<sup>11</sup>. A number of researches indicate that the respect for the integrity and dignity of individuals with disabilities is considered an ethical obligation, but also a recovery method. Also, the results of some studies refer to persons with disabilities who admitted that, after hospitalisation, treatment was necessary in some situations, but compulsory treatment did not lead to improvements. Thus, the coercive measures have a negative impact on the interpersonal relations and on the therapeutic results. Since the recovery of the persons with disabilities involves the staff vocational training for solving inherent ethical dilemmas, the specialists must be prepared to interfere efficiently in each particular case<sup>12</sup>. Therefore, the specialists have to rely on careful decision making practices and on solid ethical principles in order to ensure results able to promote the interests of every person with severe disabilities.

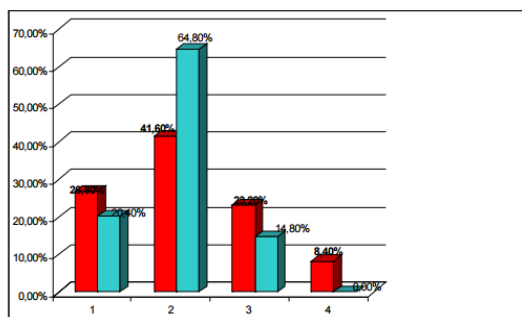
*Specific hypothesis 3.* The perception of the professionals on the ways of improving the interaction with disabled persons correlates with the non-professionals' perception. In order to verify this hypothesis, the Pearson correlation was used, the significance treshold resulting from the statistical analysis is  $p = 0,00$  ( $p < 0,05$ ), showing a direct correlation.

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<sup>11</sup> Bindman, J., Maingay, S. and Szmukler, G., „*The human rights act and mental health legislation*”, British Journal of psychiatry 182, 2003, pp. 91-94.

<sup>12</sup> Davidson, L., „*Recovery from severe mental illnesses: research evidence and implications for practice*”, center for psychiatric rehabilitation, Boston University, 2005.

**Fig.3** Perception on the ways of improving the interaction with the disabled persons



— perception of people without speciality training  
 — perception of people with speciality training

It can be noticed (fig.3) that both the perception of the specialists and that of the non-specialists presents maximum values (64,8% i 41,6%) concerning activities in common projects with disabled persons. For the cultural informative programs (20,4% specialists and 26,8% non-specialists), and anti-discrimination campaigns (14,8% specialists and 23,2% non-specialists), the proportions obtained show that they have a helping role, additional in realising the interaction with these persons in activities within the community. From the data obtained it results that, due to the fact that they perceive negatively the application of the ethical norms in the therapeutic interventions, the non-specialists, wish to participate in programs, projects developed together with the disabled persons, in order to contribute to their integration. The non-specialists state that they are less or even at all familiarised with the disability phenomenon, that throughout their life they had little interaction with the persons with disabilities, that their integration is difficult, that is, at the end of the specific therapies, these persons have troubles in carrying out their professional, social, entertaining activities within the community, together with the normal persons. This lack of information influences the different perception of the specialists / non-specialists on the ethical behaviours and the quality of the services in the medical and social-educational field. Once again, we notice the role of information in rendering the society sensible to the problems of the persons with disabilities. Among the non-specialists we did not find any volunteers who activate within centers or associations. This system should be introduced and developed also within the Romanian society (not only

students in psychology, social assistance or medicine should perform volunteer activities), in order to develop collaboration with the persons with disabilities, as well as with local authorities, and the families of the persons involved<sup>13</sup>. Both groups consider that the development of some common projects with the persons with deficiencies is extremely indicated for mutual understanding, by the common development of the various activities in which each person should be involved according to their capacities and abilities, creating thus optimal conditions for cooperation. Especially the non-specialists express the desire that, in the future, the persons with disabilities benefit from better integration conditions, and enjoy a better life, according to the capacities and real professional qualities they have<sup>14</sup>. Some researchers emphasise the fact that within this context, the instruction programs in the field of special education concerning collegial relationships, research projects and the processes involved in the creation of some policies place only superficial attention on a better answer to the ethical problems<sup>15</sup>. Cooperation with local authorities is extremely important for paediatricians, social workers, nurses, therapists, and other professionals working with children with special needs. The education of the child with disabilities in normal schools, kindergartens, inclusion in a normal group, is important for the child and family's rehabilitation, for avoiding social exclusion and it gives the feeling that the child's deficiency is acceptable. The results of various studies suggest that this preoccupation should be materialized by the inclusion and the transfer of the children with special needs in the general educational system<sup>16</sup>.

*Specific hypothesis 4.* The perception of the specialists on the factors involved in the interaction with the disabled persons correlate with the non-specialists' perception. In order to verify this hypothesis, the Pearson correlation was used, the significance threshold resulting from the statistical analysis is  $p = 0,00$  ( $p < 0,05$ ), showing a direct correlation.

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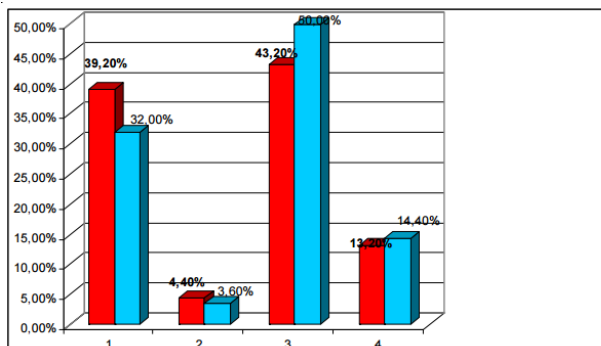
<sup>13</sup> Tobolcea, Iolanda, "For an ethics the medical and social-education assistance and intervention for persons with disabilities" Magazine for research and social intgervention, vol. 31, 2010, pp. 22-34.

<sup>14</sup> Dumitru, Andrei, *Kinetotherapy in pediatry. Theoretical and applicative references*. Sitech Publishing House, Râmnicu Vâlcea, 2016, pp. 142-145.

<sup>15</sup> Harding, T.W., (2000), „*Human rights law in the field of mental health: a critical review*”, Acta Psychiatrica Scandinavica 101, pp. 24-30.

<sup>16</sup> Levinas, E., *Humanism of the other*. Urbana, III, University of Illinois Press, 2003.

**Fig.4.** Perception concerning the role of the factors involved in the interaction with the disabled persons;



Note: 1 - the state; 2 - each person with disabilities; 3 - each individual; 4 - NGOs;

— perception of people without speciality training  
 — perception of people with speciality training

Every member of the community has an extremely important role in the perception of both groups (between 43,20% non-specialists - 50% specialists) to be involved in and to activate within the therapeutic programs involving persons with disabilities. According to the average obtained, the state - represented by the government - is regarded as the main body responsible for solving the problems of the persons with disabilities, first of all from an economic point of view (ensuring the financial resources necessary for the development of the medical and social-educational programs in the best conditions). It can be noticed that the subjects mentioned next the role of the centers / associations, the local authorities and the community to which they belong, in involving in and realising the interactions with the disabled persons. It is considered that only education, work and family create a normal life that involves the same rights and obligations in the society in which we develop our daily activities. This research should be followed by an informing and awareness raising campaign for the general public, in order to improve the mentality concerning the persons with disabilities. The information campaigns intended to raise people's awareness on the persons with disabilities are often carried out only at theoretic level<sup>17</sup> with no

<sup>17</sup> Barnes, C., Mercer, G., and Shakespeare, T., *Exploring disability: a sociological introduction*, Blackwell Publishers, Cambridge, 1999.

interaction with these persons, failing to understand their problems, possibilities and limits, their needs and the way in which they manage to respond to the demands of society. The ethical principles applied practically on a regular basis<sup>18</sup> should modify the legislation, so that it supports the social aspects related to rehabilitation, health and education protection, with a view to the integration and normalisation of the disabled persons. Social acceptance and equal treatment of the persons with disabilities is the ideal we aim at within our communities, and, more precisely, social-educational and health service providing.

### **Conclusions**

The results of this study present at a global level the perception on the application of the ethical principles to the medical and social-educational intervention according to the field in which it is developed: in the medical environment (hospitals, health centers, nursing homes,..) or in the social-educational environment (schools, recovery centers). Moreover, both the analysis of the influence of the various ways of improving the interaction with the disabled persons within the community, and the important factors in realising the interactions with these persons are analysed.

From the analysis of the specific hypotheses, the following conclusions can be drawn:

1. There are important differences between the perceptions of the specialists / non-specialists in evaluating the ethical methods of collaboration with disabled persons in medical and social-educational activities.

2. The specialists and the non-specialists consider that within the ways of improving the interaction with the disabled persons, the development and creation of some common projects should prevail.

3. As far as the role of the factors involved in the interaction with the disabled persons is concerned, both groups appreciate the fundamental role of each member of the community for the success of integrating these persons. The economical and financial problems are attributed to the state bodies in charge of solving the economical situation of the medical and social-educational activities. Through this study we intended to mirror as

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<sup>18</sup> Atkinson, J.M., Garner, H., and Gilmour, W.H., „*Models of advance directives in mental health care*”, Stakeholder Views, social psychiatric epidemiology 39 (8), 2004, pp. 673–680.

clearly as possible the image that the current Romanian society created on the way in which the ethical norms are applied in the medical and social-educational interventions for persons with disabilities.

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