DAN VALERIU VOINEA AIDA STOIAN
(EDITORS)

ADVANCED ORIENTATIONS IN SOCIAL SCIENCES

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SOME ASPECTS OF PR AND COMMUNICATION OF FOLKLORE HERITAGE WITH DIGITAL MEDIA

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Abstract

This research aims to show how new digital media can be used for communicating and promoting folklore heritage to the right audiences in a suitable way. It shows the current digital tendencies, customer expectations and how that changes the media, as well as the customers traveling process, understanding, researching and using the cultural and historical heritage. Some examples will be presented of presenting folklore and cultural heritage through digital tools, media and devices.

Keywords: folklore and cultural heritage, presentation, communication, PR, digital media, promotion, effective ways of presentation

1. Actuality and Importance of the Topic

In our current time people go to many distant places and research things in advance in Internet. They want to be well informed and in the most easy and interactive way, to understand and perceive through multimedia tools and devices. This includes - portable digital devices - phones, laptops, tablets; applications and multimedia; connected to Internet, information points in key locations; other digital marketing tools - social networks, blogs, vlogs, podcasts, catalog sites, search engines and SEO, games, and so on.

The development of digital new media inevitably reflects how people perceive products, services, institutions, museums, cultural objects, events, tangible and intangible folklore and everything related to the cultural heritage of a country.

In 2016, more than 66% of the Bulgarian population is online, over 70% of consumers are looking for products online before buying and at least 60% of them have been shopping online, according to our research (N. Krasteva, M. Todorova, Digit@l M@rketing, 2016). Research also shows that 87% use social media, and 70% of them trust social media to buy products and are influenced by brand confidence. In many countries, digital media investments have reached the levels of investments in traditional media such as printing, television and outdoor advertising.

1.1. Leading Trends in Digital Marketing and New Media Concerning PR and Communication of Cultural and Folklore Heritage

The current paper presents new digital media tools involved in the presentation, dissemination and contemporary market application of cultural heritage and folklore:

✓ The Internet is a multimedia digital platform (with - video, music, text, interactive applications, software and games)

✓ Consumers are mobile and often connected to the Internet.

✓ They want to be informed about everything before they have seen it live or before visiting a museum or a place. Very often what they find and see online is crucial in deciding whether to visit a place or use a particular product. Word-of-mouth offline, partnerships with traditional media and promotional informative brochures are not enough anymore for PR & communication. An online consumer expects real time information, video and communication from the place of the event. That also poses the question of delegating rights and flexible fast management decisions and actions.

✓ Social networks and mouth-to-mouth online recommendations and comments are important to 80% of online users, who spend most of their time on social networks and chats.

✓ If the user is given the opportunity to "communicate" with the presented object, it would increase the receptivity, emotions and sympathy to the object / artifact, whether it be folk costume, ethnographic reconstruction of a room from a region, a hand-woven carpet, kukeri masks or anything else.

✓ Content and personalization are becoming more and more important. If a person can see himself at/ with the cultural object or somehow interact in an event or venue connected to it the memory and impression of it is stronger. It is not enough just to show a product or object. It is also important for the user to perceive, remember and reproduce individually.

✓ Online communication results in real actions - QR codes, discounts, geolocation, interactive maps.

✓ Online shopping is growing rapidly and can be used for generating

✓ Valuable cultural and folklore information and content should be accessible but well protected of stealing and misusing.

✓ The digital environment changes the behavior of users and business models.

✓ The digital environment changes the way people search, perceive, evaluate, collect and disseminate information.

✓ Demand, perception and memory of information is changing.

✓ Now every new generation is overwhelmed with information, and over time, the ability to seek, analyze and realize will be more important than memorizing and knowing something by heart, which has limits and time constraints.

Using new digital media tools and media can facilitate the promotion of cultural objects and their accessibility to modern generations whose behavior is different from the previous ones.

There are a number of examples that can be explored, described, and systematized for online trade with important national, cultural, ethnographic, symbolic, symbolic, landmark elements. An example of this is the "English crown" and the synthesized face of the "Queen of England", the eye of Korea in Egypt, the Hamsa symbol, or Fatima's hand in the Middle East, the swastika and statue of Buddha in the Asian countries, the cat aamulet Meneki Neko in Japan, etc.

1.2. Examples of Digital Media Use for PR and Communication of Cultural and Folklore Heritage

Museums and other culture relate institutions and organizations around the world have used digital tools for years now - digital presentations, 3D exhibitions and models, multimedia screens, electronic ticket reservations, e-mail newsletters, and so on. However, there is much more work to be done and still a big cultural and folklore knowledge and practices should be digitally recorded and presented interactively online.

In later years, Bulgaria has also started using digital resources to present and preserve the cultural heritage, but there is still a considerable scope for improvement. A good example of such digitization projects, with the participation of the applicant as an expert in communications, is the BELL project - "Exploring and Identifying Values of the Historical and Cultural Heritage of Bulgaria and the Development of Audio and Video Archives with Modern Technologies", http: // www. math.bas.bg /BELL/.

Another project that is worth mentioning is the exhibition series for 3D models of the Regional Museum of History in Veliko Tarnovo for the last few years.

The introduction of new digital media and digital marketing becomes a crucial factor not only in business and education, but also in tourism. That is why for every historical place or place and for every cultural knowledge and tradition there must be a digital record. The younger generations choose where to go by exploring the site before or by reading the opinions of others online. So if you are not online, they will not know about you or the things you have, the same applies to historical places and towns.

A big majority of younger generations also wants to interact with people and places they go and have a personalized “relation” or memory record. That is why organizing events, festivals, exibitions, exhibition travels and visits and other different “call to action” events for provoking the audience to interact and react are becoming more and more important.

European Association of Folklore Festivals – EAFF /https://eaff.eu/en/ organization in Veliko Tarnovo city, Bulgaria has revived and activated the love and memory of people to traditional folklore by organizing every year international folklore festivals, media content and online TV. Due to this experience folklore groups have become more active in the region and the NGO has been recognized as **UNESCO partner** in preserving and promoting regional folklore and cultural heritage.

One of the most important criteria in choosing new “European Capitals of Culture” is to digitalize what cities have to show. Many of the selected European capitals of culture have digital maps that point to culturally significant places, people and information, including various multimedia tools and social media connections. Feedback, comments, prices and likes of social media and friends have become an important criterion for choosing people to read, visit, or use. Bad or good impressions and experiences are not just a personal but a public matter of discussion and sharing online. People have a more important voice that reaches faster and with greater reach. And the news about poor customer service reaches twice as much strength as the praise for good service.

It is not enough to have a beautiful historic building or monument in town to be noticed. It is important how to maintain, demonstrate, update, how it is recorded and promoted. There are many examples of not so important sights that have become popular because of good digital presentations and marketing and many examples of valuable artefacts and cultural heritage sites, that only few people know and visit, because of poor maintenance and presentation online and offline. For example, the old mosque in the town of Sivas from the time of Seljukian, with many architectural mysteries and achievements recorded in the cultural heritage of UNESCO, is known and visited by much lesser number of people than some not very significant markets and square, because it is harder to find information about it online. At the same time another new mosque in the region has a beautiful and well-informed and maintained multimedia content site and regular tourist visits. Also, many people have seen online the photos of flying balloons over the mountains of the Cappadocia Valley, but few really know and understand the historical significance and cultural values of the region. The balloon flights have become in time more popular than the cultural and historical value of the sight.

Much more information can be seen and used about a place people have visited with QR codes, electronic devices and newsletters, than what is seen during the visit. For example, Mevlana Museum in Gaziantep, Turkey gives visitors a disk with songs, poems and explanations about the dervish culture, mission and traditions - some of them with 3D visualization. It also includes a record of the symbols and signs, knitted and woven on the old exhibits in the museum carpets, which present the old culture, beliefs and traditions. Zeuma's local museum displays preserved old mosaics from the region through digital entertainment for tourists on large interactive screens, including the opportunity for the visitor to "play" the mosaics with modern digital display - making and revealing an old puzzle.

In Poland, the Oscar Schindler Factory in Krakow has become a significant historical landmark for visitors to the city and includes many interactive presentations of history, including - digital recordings and sounds of the war, digital information posts and a special documentary viewing room. The town has a very old Wieliczka Salt Mine, included in the UNESCO lists, but many tourists remember and know less about the figures and facts presented, the travel guides inside, and the many pictures circulating on the Internet and Facebook, with people shot in funny poses by an automatic camera in front of salty sculptures, which alerts you and asks you to send a free picture of your experience in the mine.

This paper presents and ongoing project and research of the authors on digital presentation, preserving and promotion of folklore and cultural historical heritage. The research systematizes types of market use, presenting and sustainable promotion and acknowledgment of folklore and ethnographic visual signs and forms: 1) in everyday life; 2) in crafts and trade; 3) in fashion and market trends; 4) in festivals and events; 5) in national policies and campaigns in the field of culture; 6) others.

2. Objectives and Tasks of the Project

The study of the authors aims to explore, analyze, systemize and implement appropriate new digital media (web sites, social networks, kiosks, touchscreen screens, interactive technologies, online games, etc.) and marketing methods for contemporary presentation and promotion of cultural heritage. In a specific plan, it also aims to achieve adequate methods, good examples and practices, including such from abroad, about how typical old ethnographic visual symbols and signs can be used today with a variety of market applications. The interactive, modern presentation of traditional, expert interpretation and its meaningful implementation in cultural policies is of particular importance for the sustainable development of intangible cultural heritage.

The project will explore and present how current trends in digital marketing change the process of tracking, searching for and popularizing national intangible cultural heritage; how modern marketing methods and new digital media such as interactive sites, maps, QR codes, posts and games on social networks, kiosks on site, etc. can be used. Digital media and tools remove barriers such as: ignorance of information (Wikipedia and Google search. Google Maps), distance (viewing and exploration before starting), lack of senses, etc. Through these techniques, in an attractive and easy to perceive way, people successfully reach artifacts from the cultural heritage to the audience they are interested in, as they meet their specific needs.

The object of the project in research is the intangible cultural heritage and the ethnographic visual signs and forms, and the scientifical subject and problem area of research are their presentation and popularization, as well as their market application.

The project will explore and take into account current policies and strategies for the preservation of the intangible cultural heritage, its contemporary presentation, popularization, sustainable development.

Main Tasks:

- ❖ Research and systematization of the literature in Bulgaria and abroad for the chosen problems.
- ❖ Special research of current regulations, documents, policies, strategies for conservation, presentation, promotion of intangible cultural heritage.
- ❖ Research, systematization and comparative analysis of good practices in Bulgaria and worldwide.
- ❖ Conducting field and online research of market usage of folklore and ethnographic symbols, dances, songs and festivals.
- ❖ Creating a digital map of folklore festivals in Bulgaria
- ❖ Implementing a research with data, which outlines the main laws, problems and trends in Bulgaria on the topic.
- ❖ Deliver results and recommendations on the research problem and offer opportunities to apply the results.

3. Research Methods

The project's development is interdisciplinary and combines research methods applied in the fields of folklore and ethnology, digital marketing and management. In particular: a folkloric field survey, observation, online survey, marketing qualitative and quantitative research, collecting secondary and primary data, analyzing and categorizing data, finding, documenting and analyzing good examples and practices from other countries. The project will analyze the data through modern marketing approaches, taking into account current policies and strategies for preservation of intangible cultural heritage, including sustainability and its contemporary presentation and promotion.

For the implementation of the project, the authors are using knowledge and information from their previous works and experiences, as well as available data collected by Bulgarian Academy of Science and EAFF - **European Association of Folklore Festivals**. In addition, other institutions and researchers will be sought in the chosen field of research during the study and current international practices will be explored.

4. Project Implementation, Expected Results and Impact

1. Analyzed and systematized appropriate methods for digital media representation of intangible cultural heritage

2. Selected and published information on good practices of contemporary presentation, promotion and marketing of cultural and folklore heritage.

3. Systematized trends in digital marketing and new digital media relevant to the presentation and promotion of national intangible cultural heritage (from sites, social networks, kiosks, touch screen screens, interactive technologies, maps, online games, QR codes, posts, etc.);

4. Scientific publications of the results of the project and participation in conferences, seminars, forums;

5. Site with the study results, including recorded, systematized and described good practices and a map of Bulgarian Folklore Festivals. In addition, folklore artifacts and objects that are not-well-presented and promoted online will be featured on the site, together with a proposed optimized better way of presenting and promoting, through the new methods and research results that the project achieves.

The site of the project can be developed and enriched with new examples, artifacts and objects in the future. Some of the results can be shared and distributed on social networking sites online.

The shared and published results of the project will contribute to the work of various institutions and organizations. The developed methods and the presented optimized examples can be integrated, for example, in museums, local cultural centers, ethnographic and folklore centers, municipalities, educational centers, cultural sites, NGOs in the field of folklore, crafts, tourism, etc. All collected empirical materials, museums, archives, libraries, and more. will be deposited systematically at the National Center for Intangible Cultural Heritage at IEFEM for storage and opportunities for specialized access for the needs of subsequent scientific and applied research in the developed areas. The systematization of good practices from the country and abroad concerning presentation and promotion of cultural heritage and sites can help a lot of institutions and experts in the field. The integration of good practices in different places in Bulgaria, in turn, can lead to further research questions and prospects for future research projects.

The study is in compliance with the European policies, regulations and strategies for protection of cultural heritage, sustainable development and market application of cultural heritage.

Application 1.

Photos for contemporary usage of digital media in presenting cultural and folklore heritage

1) Photos from personal archive made at Gaziantep, Turkey, Zuma Mosaic Museum and Art Musem

2) Photos from personal archive made at Wieliczka Salt Mine in Poland - digital personalized photo in the Salt Mine)

3) Photos from the International Folklore Festival of EAFF in Bulgaria, source: EAFF

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Photos from the personal archive of the authors.

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THE NEED FOR AN EFFICIENT COMMUNICATION WITH THE MASS-MEDIA

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Abstract
In this article, we wanted to highlight the important benchmarks for each specialist in public relations, in line with the professional deontology. Mass-media influences the beliefs, attitudes, opinions and behaviours of press consumers. Therefore, the PR specialist should be able to speak about their organisation within a carefully planned and driven communication process.

Keywords: communication, written press, audio-visual press, editorship, PR specialist.

Introduction

Working in an organisation, regardless of its specific nature, the expert in public relations should exercise actions in at least three essential fields (G. David, 2008, p. 13):

– *internal communication*, which defines all the activities addressed to informing the internal public of the organisation;

– *relations with the community*, which include all the actions carried out directly by the representatives of an organisation, in order to win the trust, sympathy and support of the neighbours in that geographical area or from the external environment;

– *public information* (*the relations with the mass-media*) which the practices to inform the public opinion through the press are part of; this field is the most sensitive, for an error made in the relationship with the press generates consequences on a wider segment of the public.

This is precisely why professional deontology determines the specialist in public relations to pay major attention to this field, without neglecting a few important points:

– the goal of an organisation's relations with the mass-media is to increase the *reputation* and fame of products through appropriate information, which determines the influence of certain target audiences (Bland, Theaker, Wragg, 1998, page 66). A positive *media coverage*, followed by an increased visibility through the press are essential purposes of public organisations and people, where the exploitation of the persuasion potential plays a major role;

– be it written or audio-visual, the press is *an important channel of* *communication* with diverse and numerous audiences, with unexpected finalities not only for information, but also for training and influencing citizens' behaviours and opinions;

– the press can confer *the legitimacy* both necessary to any organisation, through its contribution to the design and evolution of the image, guaranteeing its public reputation;

– currently, the press is subject to a try *information bombardment*, becoming a major impediment for a specialist in public relations who is not familiar with its language. They should have a good sense of the selection and processing criteria of those in the mass-media, so that the messages truly important about their organisation would not be altered too much by the distortion of the information;

– *the new information technologies*, with a potential not to be neglected at all and with a special formative impact for the thinking and behaviour patterns of people, intensely influencing the results of educational processes;

– the mass-media *favours the consumption*, a decisive component for organisations in the economic and business sector; as a result, the positive presence in the mass-media has *advertising significances* not negligible at all. It should be specified that in this context, *the press releases have more credibility than the ad*, for those interested buy the press, not to be influenced with regard to the consumption of goods and services, but to be informed;

– the mass-media *influences the beliefs, attitudes, opinions and behaviours* of press consumers. According to the opinion of one of the classics in mass communication sociology, Paul Lazarsfeld, the press can create new beliefs, confirm existing beliefs or convert beliefs;

– *consolidating the morale* of an organisation's members depends on a good media coverage, which determines positive attitudes among them;

- the specialist in public relations should be able to speak about their organisation in a carefully planned and driven communication process; they should *tell its history* in a convincing manner, in order to counteract unverified opinions, truncated truths of external "spokespersons" who would only bring services to the organisation;

– the *utility of using the materials already released in the press* is extremely important too (Newsom, Carrell, 2004, p. 262). Although used by some organisations, the material already published in the written or audiovisual press, multiplied and disseminated is spread further, especially in the areas of interest to the organisation. In this case, do not neglect to ask the written consent of those who edited the information for the first time, suggesting its complementarity in the presentation to be drafted.

It results from this that the specialist in public relations often faces the situation of drafting written or audiovisual materials to be broadcasted through the press. To be able to send messages to the public through the mass media, you should be fully familiar with the language, as well as with the specificity of the press.

The language and specificity of the press

Written Press

The rhythm of appearance is the simplest reference used to classify the written press; we thus recognise publications with *daily, weekly, monthly, quarterly, biannual and annual periodicity.* The frequency of these appearances is higher as more heterogeneous and numerous the audience is; there is, therefore, a close correlation between the category of audience and the rhythm of appearance a particular publication has. This is extremely useful for the representative of the press office interested in identifying the appropriate publications for placing certain information.

The *format* of the publication is another criterion, inspired by the typographic experience. In general, we recognise the magazine-type formats (with a relative size of A_4 paper size) and *newspaper* type formats, which differ from the standard (A_2) format and the *tabloid* (A_3) format, frequently correlated with the periodicity: many daily publications have the A_2 format, and most of the weekly publications use the tabloid format.

The area of circulation may delimit publications into: *national, regional* and *local.*

The *content* of these publications may be of *generalist* or *specialised* character. As a result, the important daily publications are focused on topics of wide interest, covering a large area, because they have a heterogeneous public, interested in economic, political, social, sports, cultural, international topics, aspects of domestic life, etc., which they approach. The classification of specialised publications is done depending on the target-public and specific content.

Audiovisual press

Also in the case of audiovisual, part of the criteria used in written press is applied. According to the *broadcasting area*, we have *local*, *regional*, *national* and *international* stations.

Local stations are gaining ground, which take advantage of the fact that radio messages can be heard during the daily activities and constantly distribute utilitarian news, relaxing programs and good quality music.

In television, there is a “river” of images from remote places of the planet, which essentially compete with local and national stations.

By their *content*, stations can be *generalist* or *specialised*, and may broadcast nationally or internationally. Thus, extremely specialised stations such as HBO, TNT, Hallmark (for movies) can be received worldwide. Euronews and CNN (for news), Eurosport and C-SPAN (sport), Discovery and Animal Planet (science), MTV and MCM (music), as well as general TV stations such as France-1, BBC, ARD, RAI, ABC or TVE, received in many countries.

Oriented on the correlation of two axes, *the financing mode* and *assumed role* forms a fundamental classification criterion in the audiovisual. *Public service stations* are included here, with an educational cultural priority vocation (funded particularly from the state budget) and *commercial stations*, oriented on the desire for relaxation, providing entertainment programs (funded from advertising incomes).

Organising a newsroom

A specialisation of journalists is done according to the field in which the activity is carried out (socially, economically, culturally, sports), to the type of activity they perform (collection of and search for information or analysis of the materials drafted and graph of their publication) and not last, the media characteristics (radio, television, press agencies, written press).

The newsroom is organised by departments grouped as follows: *thematic* (culture, sports, social, political, economic), *zonal* (regional, domestic, metropolitan, international) or *professional* (journalistic, photo, image, montage, graphic).

The structure of any newsroom is pyramidal and includes the following departments: *the management team* (managers, editors-in-chief, deputy editors-in-chief, editorial secretary) - the one who makes the decisions on the publication or position strategy and which is at the top of the pyramid, followed by *editors* (heads of departments, pages or supplements, headings), the basis being provided by *journalists* (reporters, correspondents, editors) (C. Coman, 2000, pp. 40-43).

The connection between the various subsystems of a newsroom is provided by the editors who select the information throughout its route, a characteristic that determines some specialists to call them "gate-keepers". They are those who decide whether information meets the qualities to be retained, taken over, investigated and, finally, published, permanently evaluating the material on its way to the newsroom.

Conclusion

All these notions are of utmost importance in training a professional behaviour, in accordance with the professional demands, which every practitioner in this field must have. Therefore, to closely know the mass-media system and the working tools of journalists is a requirement.

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WAYS TO IMPROVE CORPORATE COMMUNICATION PERFORMANCE

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Abstract
Our approach is to present some ways in which organizational culture can improve its qualities. Indispensable in everyday organizational behavior, culture developed in corporations must evolve favorably to all involved in the process.

Key-words: corporate culture, evolution, improvement.

01. Modern societies have life cycles whose core is communicating. For the human being, communicating becomes the equivalent of existence itself. For a being in an organizational space, communication becomes an act that can trigger its existence, it can facilitate its expansion, it can lead to stagnation or even disappearance.

02. In the current managerial practice one can see an interesting phenomenon: when talking about corporate communication, each individual in the organization develops his or her own perception, often subjective over what this phenomenon means. It was found that there is no problem within an organization that is not based on deficiencies registered at the level of organizational communication, and these gaps are gradually turning into an aggravating element. It can also be said that there is no aspect of the manager's work that does not impose the communication. The real problem of corporate communication is that those in organizational spaces have to engage in this process by applying useful and efficient communication techniques.

03. As with day-to-day communication, organizational communication can improve and streamline its daily use through a range of means that must be known to all actors involved in this process: whether we are talking about managers or about audiences internal, intermediate or external to the organization.

04. We propose, in pursuing our approach, to describe some ways to improve the efficiency of corporate communication.

Knowing the act of communication

This direction of communication starts from the premise that the meaning transmitted is not sufficiently understood by the person to whom the message is addressed. For this, it is necessary for the transmitter to try to find out whether what he wanted to transmit was received exactly, that is to say, that the communication flow is closely monitored.

Regularity of information course

Within organizations, communication takes place both organically, based on formal and spontaneous flows, depending on the events or problems that may arise in everyday activity. This random part of the communication can lead to a communication overload. Thus, it is necessary to pay special attention to the process, in order to regulate information flows, in terms of quality, quantity and frequency of information. The regularity of the information process must take into account the fact that only important information of exceptional nature will circulate on the upstream hierarchy.

Feedback

The response of the receiver to the emitter's message, called feedback, is an important element of communication, in particular, its pragmatic aspect, namely, the effects of communication on the behavior of individuals and groups. Absence of feedback leads to ineffective communication, and this disruption immediately results in less effective leadership. In an organization, stimulation and follow-up of feedback should be done systematically, turning into a qualitative feature of the communication system. While face-to-face communication allows direct feedback, broadband and hierarchical channel communications introduce distortions in feedback. The same inefficiency of feedback can also be noticed when using an autocratic leadership style that inhibits the free communicative behavior of individuals.

Empathy

If in the general dictionaries of the Romanian language, empathy is defined as "a form of knowledge of another, especially of the social ego or something close to intuition; an interpretation of the ego of others by our own self "(DN), at the level of organizational communication, empathy is known as a receptor-oriented behavior. Such an attitude requires that the communicator be placed in the place of the receiver, but also the anticipation of the way in which they will be received, understood by the latter of the transmitted messages. Empathy has the singular role of decoding, that is, the removal of individual barriers that the recipient can encounter. Empathetic ability reduces a large part of communication deficiencies and allows the person who transmits to encode the meanings in the appropriate languages, at the same time organizing a way of communicating openly, so that the organizational barriers are minimal.

Effective listening

Empathetic communication determines empathetic listening. Of the four dimensions on which the communication process is built: reading, writing, speaking, listening, very few people have developed listening education as a sign of respect for the interlocutor. To make communication more effective, individuals need to be concerned not only with the message, but also with the listening, understanding. Effective listening turns into a way of improving the communication act, because, besides respecting the speaker, it allows the decoding of messages, provides information on the transmitting person, allows the acquisition of information, new patterns of behavior. The ability to listen effectively can develop through a series of behaviors, such as: the attention given to the speaker, the interest in participating in the discussion, the manifestation of patience, the asking of relevant questions, the tempering of the critical manifestations. All these attitudes demonstrate that the receiver is interested in listening and that he wants to be an active participant in the act of communication.

Repetition

Tackling sometimes in daily communication, repetition is one of the ways managers often use to improve the organizational communication process. This importance derives from an extremely simple fact: in agglomeration of the information flow in corporations, it sometimes happens that a message or a fragment of a message is not fully understood. That is why filling this defective part of organizational communication through a similar message becomes beneficial for the communicative act. In many situations, repetition permits not only the quantitative improvement of transmission but also the widening of understanding of meaning, due to different ways of conveying the same subject.

Effective timing communication

Daily, every individual is assaulted by countless messages received through different channels. Many of them will not be fully decoded and well understood. Complex process, communication is made up of a variety of messages, transmitted through various channels, creating an influx of information that risks not having the expected result. In such situations, achieving optimal communication performance can be done by planning time for communication. In situations of organizational crisis or when radical decisions are made about the existence of companies, the time allocated to the transmission of ideas, opinions, and dialogue partners must be properly managed.

Simplifying language

Of the many barriers that the act of communication has to overcome, some of the most difficult are complex languages. Drawing special features, depending on the scope of application, the language used at the corporate level can be transformed into a complex semiotic system with some autonomy. It derives from the general background of language, but its use and take-over presuppose specialized education. These complex languages should not only involve communication between specialists in the field, but must be addressed to any individual caught in that organizational space. For, in such situations, messages may not be fully retained, but only fragmentary, they cannot be decoded. The concern to simplify and adapt the language to the receiver's capability is one of the most important factors in the performance of the communication process.

Encouraging mutual trust

Trust has become a defining existential element in the contemporary world, an area of interdependencies and societal complexities. Encouraging mutual trust hides a huge capital that managers can exploit to gain an impressive force in achieving corporate goals. Of course, trust has played an important role in any public relations approach, leading to a more effective act. From the perspective of organizational communication, mutual trust becomes a value judgment that removes a series of impediments, such as: credibility of the source, psychological pressures, lack of time. If there is a mutual trust between the communicators, the climate built for communication will become a favorable one, and some more difficult behaviors can get positive connotations.

Using informal communication channels

In addition to the formal communication channels, it develops, a whole informal communication system, which complements the first one. Without following formal structures and lines of authority, informal communication means become true networks that managers should take into account. As long as the information transmitted through these means does not load the daily flow, they are a form of flexible, direct communication with a high message transmission speed.

05. Presenting these ways to improve corporate communication performance is not exhaustive. From the wide sphere of elements that compose, direct, fluidize, or enrich organizational communication, we stop, in this approach, on those who, we believe, offer a clearer perception of the process itself. For, as is known, communication in general, but also its particular manifestation, the organizational one is a dynamic, easily identifiable act between two defined entities, a process that can be designed and coordinated.

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HEALTH JOURNALISM - HEALTH COMMUNICATION STRATEGY

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Abstract

Health is an important topic for the media. Every press consumer is concerned about his health and those close to him, and more than 60 million people work in the healthcare industry, which is a business worth more than $ 5 billion a year. Health communication is extremely important for both physicians and patients

In the paper talk about how we communicate effectively in health and what is the role of the health journalist.

Keywords: journalist, health, communication, strategy

Introduction

Health communication can take many forms, both written and verbal, traditional and new media outlets. While you might be excited to get started with your new program, you must first develop a sound strategic plan. All strategic communication planning involves some variation on these steps. Knowledge dissemination among healthcare stakeholders has been greatly facilitated thanks to the remarkable progress of information and communication technology.

Health communication is the study and use of communication strategies to inform and influence decisions and actions to improve health. The Health communication and social marketing practices at CDC draw on the work of scholars and practitioners in a wide range of sciences and disciplines. Having a science-based strategic communication process helps us address public health challenges. The process includes using multiple behavioral and social learning theories and models, then identifying steps to influence audience attitudes and behavior.

Health communication is necessary but not enough to generate the impacts on associated societal and political elements which impact every aspect of human life and well-being [6,7]. The challenges encountered by healthcare institutions are multifaceted and extraordinarily complicated which necessitates an integrated public health by integrating cross-disciplinary expertise, coordination, and policymaking. To this end, national governments have to focus on developing policy capacity by incorporating health journalism and stakeholder communications across various sectors of health research.

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institutions are multifaceted and extraordinarily complicated which necessitates an integrated public health by integrating cross-disciplinary expertise, coordination, and policymaking. To this end, national governments have to focus on developing policy capacity by incorporating health journalism and stakeholder communications across various sectors of health research.

Health communications professionals include:

Health communications in the public health sector encompasses marketing, public relations, advertising, and journalism, so the professionals that work in this capacity include journalists, writers, editors, communications directors, and public health information officers, among others.

Their work includes being aware of new public policies, changes to public health efforts, and any other changes that affect a population's health status. They must then decide which information is shared with the public and when; how the information is to be disseminated; and how to relay the news to the proper audience.

The major responsibilities of these health communications professionals include:

- Analyzing public policy at its highest level through constant awareness of policy changes and trends
- Understanding when a specific segment of the population is affected by a particular public health policy and making appropriate decisions about how to best inform and approach the intended audience
- Designing printed materials that educate populations about health issues
- Issuing press releases about public health emergencies or about issues in public health
- Analyzing current marketing and advertising programs and initiatives and determining how communication efforts can be modified to produce better results
- Measuring the overall outcome of communications efforts

Health communication includes some essential aspects in the medical system: doctor-patient communication, communication between professionals, communication with the outside, which is often done through mass media and online communication that is gaining more ground lately and health education. and health promotion.

Communication, the key to trusting the doctor

Declarative, often the authorities, the representatives of the professional associations and even the doctors support the doctor-patient communication as being an essential element of the health system. Words have great power in doctor-patient communication, to increase adherence to treatment, reduce mistakes and even save lives. Communication is inextricably linked to the quality of the medical act and the safety of patients. Basically, unfortunately, most of the time, there is not enough time for communication or there is no emphasis on communicating with the patient.

Countless studies from Australia to the US, from the UK to Brazil show the link between communication and adherence to treatment. A fact so simple and so logical: the patient must understand what his treatment entails, how to proceed in detail and, especially, what consequences there are if he does not take his treatment. Once the patient has understood exactly what to do, it appears in his mind that his doctor is a good one. From here until the appearance of his confidence in the doctor is one step.

At the opposite end, a patient who comes home with a "handful" of pills, which he does not know how to take, is a patient at risk of either not taking the right treatment or giving up because it is too complicated for him. And often the patients, especially the chronic ones, are old, with a low level of education and find it difficult to deal with the complexities of a complicated treatment scheme. Of course, when explaining these issues, the doctor should be supported by the assistant, who will explain in detail how to take the treatment or even the psychologist, who will support the patient and his family in more difficult situations. In fact, in a few cases this is the case.

Doctors and patients an alliance for health

In this regard, I will play a model of medical communication marketing project. Doctors and patients an alliance for health, is a topic I think about for the doctors' union medical Promedica.

Studies conducted over the past three decades show that the clinician's own ability to explain, listening and empathizing can have a profound effect on the biological and functional results of health, as well as the satisfaction of the patients but also of the attending physician caring experience. Moreover, the communication between the members of the healthcare team influences the quality work relationships, professional satisfaction, avoidance of malpractice and also has a profound impact on patient safety.

Clinicians and other members of the healthcare team are highly trained great interactions with patients and their caregivers, probably of the order of thousands over the course one year career, depending on the specialization. The medical faculties in Romania did not grant, over time, too much attention is paid to the training of physicians regarding the physician relationship. patient, training in the field of communication being almost non-existent.

Lack of training of health personnel regarding communication, but also poor education about the health of the Romanians, the material conditions offered by the state hospitals, the lack of information correct and coherent about the realities of a system often labeled as near collapse, not determined to design a pilot project in the counties in the south of the country, to have as an aim to improve the relationship between doctors and patients.

For this reason, it is designed to address both physicians and patients alike, so that it spreads collaboration of physicians to divide physicians' unions with the medical care needed for care affirmative this initiative.

The healthcare system will be able to help, beyond the limited financial resources (even at the limit the decency and dignity of the medical professions), by appealing to human resources, the attention being focused this time not on "technological" competences, but on communication optimal between the doctor (the therapeutic team) and the patient.

The project aims to bring together training courses and then in groups of work, doctors and representatives of patient associations, so that at the end of the program he can provide a model for achieving a proper therapeutic communication relationship.

General objective and specific objectives

Increased level of communication of physicians as a result of acquiring and practicing skills necessary in establishing a good therapeutic relationship and an optimal collaboration relationship within the framework to the medical team, as a strategy for resolving disputes in the health system.

The most skilled doctor, the most perfect technician, the most knowledgeable practitioner will not make one quality medical act in the absence of this non-medical ingredient - communication. Even in the era

Robotics and speed Practical medicine remains an art of communication. A communication generated by suffering and which gives rise to a special form of positive complicity between the patient and the doctor.

Malpractice cases are increasingly common. Hundreds of doctors are sent annually to the front judges, for mischief. Over 90% of those who file complaints complain, in fact, the lack of communication between doctors and patients, as well as caregivers.

Therefore, effective doctor-patient communication will be able to greatly influence:

1. The personal and professional satisfaction of the doctor;
2. Avoidance of conflicts and cases of malpractice;
3. The degree of patient satisfaction regarding the treatment and the way of care
4. Increased adherence to treatment;
5. Reducing the costs of care.

Specific objectives of the project are:

- Information on the importance of doctor-patient communication, doctor-management hospital, doctor - medical team;
- Development of communication skills through proposed training courses project participants (physicians and patient representatives);
- Educating the population on important aspects of health and disease, the description of the states and the expression of the emotions but especially of the expectations on them of the medical act;

- Reiterating the rights and obligations of the doctor and the patient from the perspective of the doctor-patient relationship, seen as a contractual, mutual relationship also accepted the method of communication within this report;
- Supporting a NEW LAW OF MALPRAXIS in the interests of both doctors and al patients, by formulating clear and coherent proposals that tend to improve existing legal provisions; models of doctor-patient inelection will be proposed in the conflict situation, will be described intervention and resolution procedures based on friendly communication and accurate information on the medical act and competences specific to the doctor.

The intervention program

- communication training modules - modular communication course supported by experts College of Physicians; dispute resolution training supported by experts in solving disputes and psychologists;
- Information campaign about the importance of communication and the rules of effective communication in within the health system - meetings, debates, lectures, articles, posts in the online environmentline. They will be attracted to modular programs of educating the resident doctors, but also doctors specialists who will support small groups and communities, including patient associations with corneal diseases, regular meetings through which information about access will be disseminated medical services by population and health education (rural focus);
- In the work shops carried out in the project, the necessary information will be collected building some models of doctor-patient interaction (eg: LEARN model – guide practice of algorithmizing the doctor-patient relationship)

Expected results

- Increasing the level of communication and strengthening the doctor-patient relationship;
- Decreasing the number of cases of malpractice, reducing the number of disputes in which they are employ the two main actors: doctor and patient (+ owners);
- Creating a communication guide to be proposed to patient associations, associations professionals of doctors, managers of public and private health institutions;
- Preparation of a set of proposals aimed at improving the national regulations regarding medical malpractice;
- Video materials - useful in promoting optimal behavior in relation to health situations and disease.

Concluding remarks

Despite having made great leaps in science and technological terms, global healthcare industry of today is faced with host of policy infrastructure and management related conundrums. The persistent challenges in healthcare knowledge management stems from the oversight of the complexities system which necessitates contextualization of the underlying factors in a wider national development agenda. Healthcare is a continuum of structures and principles enshrined in a normative and operative framework aiming to interact in harmony, and attainment of which hinges on the mutual adaptation with other areas of the knowledge economy.

Mutual collaboration for wealth and knowledge creation and management within the healthcare industry can be greatly facilitated by the active involvement of health journalism which is still a largely unexplored domain in the context of developing countries. In addition, health journalism has a lot to contribute in bridging the gap between global north and south in terms of cooperation in healthcare research and exchange of information and expertise which are fundamental to the advancement of knowledge economy.

HOW SOCIAL VALUES APPEAR IN LITERARY COMMUNICATION

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Abstract

The present study aims to highlight how the social values, identities, characters appear in the literary communication. The method used is thematic and comparative. The object of the investigation is the work of the prosecutor Jean Băileșteanu. First, through a hermeneutic reading grid, scenes, epic events, complex social situations and existential formulas of imaginary beings are examined. Then, extensive comparisons are made. Finally, it is concluded that in the approach of analysis, Jean Băileşteanu breaks down the equivocal picture of the world and stops on the souls of people (especially peasants), on the essential characteristic elements and on their existential style. At the same time, it examines the qualitative properties of the phenomenal subjectivity of the current Romanian. Thus, it detects the existence of parade as a momentary derivative of the excessive pride of the Romanian, a way of being feuding and living in appearance.

Keywords: social values, identity, character,existential style

1. Introduction

The current Oltenia literature has some great writers. Their double make up the remarkable writers. Then their square are notable and deserving writers. Keeping the measure of meanings: the risk in literary criticism lies in flying over the peaks. However, we have to say things by name. However pressing the assessment may be, one of the two great writers of the Oltenian literature is Jean Băileşteanu.

We find that in the epic you can be a storyteller or builder of worlds. The storyteller is the one who with charm transforms the lived reality into a world on the edge of the imaginary. He makes the emphasis on telling a lived story not appear dissonant. The storyteller is the author of stories, he is the presenter of some realities in relation to which he has an existential resonance. The builder of worlds is a creator of realities. The diegesis built by it is rather imagined. The axiom is that language does not allow a purely imaginary world. There is a realism of fantastic literature (see Marin Beşteliu). There is a realism to the attempt of the fictional as a fictional (see J. L. Borges). We even observe a realism of the SF, see I. Asimov.

As a whole, the Romanian epic is impregnated by the biographical. The biographical has a predominance in relation to the imaginary. Great storytellers are Ion Creangă and Mihail Sadoveanu. Real world builders are Liviu Rebreanu and Marin Preda. In the Romanian literature there is no J. L. Borges, a purely imaginary world builder. The Romanian writer is more or less biographical.

2. Events and stories lived

Jean Băileşteanu is a great storyteller. The convention under which he writes is that the events reported are mostly stories lived directly or indirectly. On this coordinate, Jean Băileşteanu is a Sadoveanu of southern Oltenia. On a second coordinate: in the background of his epic, there is always a philosophy, a wisdom of life. Typologically speaking, the existential philosophy of Jean Băileșteanu's heroes is one in the line of Albert Camus. Fundamentally, Jean Băileșteanu is a storyteller who thinks about existence. Through related stories they meditate on the meaning of the world (Ionescu, 2013; Bușu, Stan & Teodorescu, 2017; Bușu, Stan & Andrei, 2018; Maritz, 2019). The stories presented themselves give meaning to life. The narrative ego and the authorship ego live through the hero in the epic scene. The primary mission of the narrator is to force the characters to make time to live. The second mission is to integrate them into the history that requires them to live the life they have.

Staying so close to existence, living on personal "history", the storyteller Jean Băileșteanu can be called a historian. His stories have an existential background and, at times, they can be brought into the reality from which the inspiration started. The story is a story with chronic elements.

3. The elements of a local mythology

With sensitivity, with balance, with an accentuated existential-moral consciousness, Jean Băileşteanu chronicles events that sometimes rise to the altitude of a local, regional mythology (Bogdan, Ofrim & Mesina, 2015; Teodorescu, Calin & Busu, 2016; Mesina, 2019). Is mythology of Desnăţuiului valley. This figure of historian is also identified in the volume "Last resurrection" (Iaşi, Tipo Moldova Publishing House, 2013), which anthologizes novels, sketches and stories published over the years.

The most pronounced mythological inflection is presented by the novel "On Desnăţui". Here, a young man asks the Lord "the allowance to live." His gesture is appreciated. He is told that "without hope you cannot set your life" and he is allowed to go out into the world in order to go and find out "where this river flows" (Desnătuiul). In achieving this goal, the young man experiences shame and fear, experiences joy and sadness, goes through the condition of a stranger among the people of a village in Desnăţui. These are kind of evidence in "the knowledge that, he says resigned, he must get." He falls in love with a girl and finds that "the more you throw yourself into knowledge, the less you know." Finally, he marries the girl and they have many children. The young man's decision leads to the holy founding of the village of Desnăţui.

The most valuable novel of the volume and one of the most valuable in Romanian literature is “On the way home”. It is a long monologue at midnight on rain. I would say we are dealing with a hamletian monologue in front of the bottle of pumice. Drunk out of a locked prison, like everyone else before midnight, Father went to the house. Analyzing the possibility of the wife not allowing him to enter the house and the possibility of breaking the door, he does not find an acceptable solution. He concludes that the situation of uncertainty is the result of the fact that things were not as he had thought in the past. Thus comes the idea that if he does not go home, he has nowhere to stay, that is, he is a homeless man. Dissatisfaction with his wife generates a second dissatisfaction: that is, “why should I close my offices so early and go home early?” Neither at home, nor in the prison can he drink more. Surprised, he discovers that he is at the gate of his lifelong friend, Iordache Plotoneru: “fate, she orders them all,” she says. He knocks and nobody answers. In front of the gate begins a balance of his own life: he has not succeeded in life, he has no children, he suspects that his wife deceived him even with his friend Iordache Plotoneru, he does not trust anyone, he has many annoyances that “nobody knows”. The essential, he says, is that “I am glad I live ... Life is beautiful!”

It turns out he can't find his place among people, he's alone. In addition, it turns out that he does not have a friend and all run away from him, because “you can not hold your mouth and tell the truth.” In his system of values, along with truth comes freedom: “Freedom is good, it is the most valuable”. Thoughts bring him to the realization that his true friend was the horse: everyone else sold him. His reasoning shows him that he is “at the crossroads” and does not know where to start: “God, I do not know where he started”. The father is a man who has problems and struggles to solve them. His belief is that “life must be done by you, not expected from others.” His memorable conclusion is the following: “I was born in empty skin ..., what I eat, what I drink and what I wear! What do you want more?! What more does a man need ?! I'm happy, Iordache! I am very happy! ... All my life I have won! “. In the end, as in the novel The Kafka Process, there are three individuals who “drew from him like the dead sheep”, while he kept repeating “I am happy!”, “How happy I am!”.

As it is known, the Camusian man considers that in order to be strong you must be alone and that being in an absurd situation, from which you cannot escape, you have only the courage and rebellion to consider yourself happy (see the essay “Myth” to Sisif “). Dad is a Camusian hero.

Also interesting is the novel that gives the title of the volume. In “The Last Resurrection” we are told the story of Paul Zărnescu. A fresh country priest, he does the job and allows the burial of a suicide bomber in the cemetery by hanging. It is claimed by the singer. On Easter Eve, the decision to repopulate is communicated to the city. He goes to the house where he will serve for the “last resurrection”. With him in the car, people talk and he also talks to them. Three ideas emerge from the discussions: a) that “everything is equal in life” and therefore “right in life is to deceive no one”, b) that “God forgives them all ... And maybe it's a sin and not to have something to forgive you “and c) that the woman if” you have words, you slander her! You have no words, you better sit in your bank because, for nothing, you just laugh. “ On the way, Paul Zărnescu reflects on the job, the fact that he has a funeral. He finds that he is powerless and defeated. He knows himself conscientiously, accepts the punishment, but cannot leave the village without the resurrection service. The car breaks down and starts at the village on a motorcycle. Together with the motorcyclist, he finds his end in a place marked in local mythology near the cross of Mo. Filip, the well.

Camusian is also Stan Chiorul from “The Heat of the Heat”. He was hit by Lica, took the Writer to a wedding and lost his eye. Then Lica became the lover of his wife. Now, after 20 years of thinking, he has come to the conclusion that he has no other way, he must kill Lica: “it is my way, another I have not”, as he says, Lica “lived in my place”. He talks to Lica, tells her he'll kill him and even tries to do it. A shepherd tells him that if he wanted to enter the “tooth for tooth” rule he would have had to resort to revenge 20 years ago. The wife acknowledges his guilt, but argues that Lica's mistress arrived because she saw him without honor. Stan was of the opinion that if he had forgiven Lica for so many years, he would have been right. Now it turned out he was wrong. They all tell her and she feels lonely and helpless. Camus says that to be strong you have to be alone. When you are powerless and lonely, life is absurd (Negrea, 2016; Negrea, 2018; Motoi, 2018; Motoi, 2019). Stan Chiorul's life makes no sense anymore: he commits suicide.

The stories “Chimia cu Calvera” and “Pupul Bălan” are also interesting. They take on a different tone of life and mark terminals in the imaginary life of a student. There are also stories such as: “Petre's wedding”, “Breath of the forest”, “Căința” and “Fear”.

4. Existential formules and characters

Jean Băileşteanu heroes think: they are crushed, they are troubled by thoughts. Their actions are based on strong feelings and strongly anchored in well thought out ideas, even if sometimes wrong. Under each feeling lies a thought, an idea.

The volume “The Last Resurrection” shows us a great prose writer, a great storyteller, having the stylistic gentleness of Sadoveanu and the ideological acuity of Camus: sure, keeping the proportions.

The remarkable gift of a storyteller by Jean Băileşteanu is made visible, and in the attempts to which anyone is subjected, he dares to write his message in an ambiguous literary format such as the journal. “Life as a ... parade” (Craiova, Autograf MJM Publishing House, 2010, vol. II), writing which in its own right defines itself as “Diary of a writer under dictatorship”, brings together two conventions of literary discourse. The first is that a writer can speak to us directly: through interviews, statements, endorsements, press conferences, positions. This is a situation in the field of everyday reality (Colhon, M., & Bădică, C. (2018; Jain, Nandi, Gupta & Tayal, 2019) and is based on the idea that here the writer is human and nothing more. The second convention holds as a specific situation the address made by the writer through his works. Two stocks are mobilized in the journal. They are expressed within one and the same discourse through a socially and fictionally modulated existential message. The word diarist ("journal" -ist) has a double resonance and a conjugate effect: in life and in literature. The figure of the creative spirit is individualized by the seriousness - the authenticity that derives from the existence in the order of the real and by the relativity of the opinions induced by the framing in literature. The journalist is a being with a double existence, expressed in a double language and acting in two planes (in life and in literature). On the other hand, this broadcast status gives the reader the opportunity to scroll through the text in a double key. The journal reader is a happy reader, for his propensity to think "differently" than the one with which he "talks" is authorized by the author himself. The journal allows him to believe twice as much as he wants to believe.

Through the journal, the writer addresses us as a human being, without being able to censor himself as a writer. "Life and literature, it is shown (p. 172), are closely linked to each other." Jean Băileşteanu does not write an accidental journal, but an author's journal. He realizes with lucid conscience that any journal "is part of the work", that for the critic concerned the journal "is essential", that resorting to a certain type of journal "is the author's way of being, of temperament, of character, of sensitivity "(p. 81) and that, finally, the journal is" the expression of maturity (...) and wisdom of an author with a rich life experience "(p. 6). As in prose, Jean Băileşteanu starts on the journal's path following one and the same rule: "When you love books, of course, you want to be around them. Finally, you want to have your books "(p. 26). As he confesses, "over time" he read "many such journals" (p. 81); the journals of Marin Preda, Cesare Pavese, Ion D. Sârbu and Albert Camus are mentioned.

The diaristic format has, generally speaking, a long tradition that has determined the structure of a theoretical idea that focuses on several principles (Basic, 2018a; Basic, 2018b; Björk, Danielsson & Basic, 2019). First, the rule of chronology, called by Eugen Simion ("Critical Fragments II", 1998, p. 75), "the clause of the calendar (the Blanchot law)". Then, the simultaneity of the discourse and the lived, as well as the fragmentary nature, is highlighted. On the other hand, there is the position of the Swiss Jean Rousset who argues that this format does not allow the writer an "amateur" conduct and that the one who writes a journal "stops in the art." Complementary, E. Simion (himself author of "journals") points out that "in this type of writing" we are neither completely spontaneous nor innocent" and emphasizes: "The condition of the journalist is to defy the codes of discourse (Matei, 2014; Kalkavan & Ersin, 2019; O'Regan, 2019), but, in secret, it merely invents a discourse based on the freedoms of writing. " In the poetry of this literary form, E. Simion notes as specific that "irrespective of environment and age, journalists pass systematically (...) through the disgust of life" - taedeum vitae.

The disgust of life, which we can customize in spleen (Baudelaire), nausea (J.P. Sartre) or Romanian "lehamite" („disgust"), we meet Jean Băileşteanu in the form of refusal of motherhood, hypocrisy, both in life and in art (Li, Lv, Wang, Liang, Li & Li, 2019; Dey & Pal, 2019). "The hypocrisy in literature, he points out, was transmitted from life" (p. 102). The image under which the vow is revealed is "life as a ... parade", existence "under the sign ... of the parade". Hypocrisy covers a well-known existential situation "poor, da 'fudui" (p. 118). Its characteristic elements are the lack of naturalness and the absence of ridicule, the stakes on appearances and money. Hypocritical social practices are parade efforts, parade clothing, lying. The characteristic spring of such a phenomenon is "lack of dignity" (p. 128). The parade behavior is generated by the reality that "there is no longer honor, there is no dignity" (p. 278). He lives in an "eternal falsehood and in a continuous imagination" (p. 23).

Life as a parade is not everyone's life. The cult of appearance and money belongs only to some (Davian Vlad, 2017; Teleman, 2017; Ajumobi, 2018; Cavusoglu, 2019). In general, it is noted that there are two traits "that differentiate one man from another: physical appearance and character" (p. 156). It is clear, I would say, that identity has a surface component and a depth component (see also Hodalska, Ghita & Dixon, 2016; Dixon 2017). Fundamental is the character. Its essential elements are: "the ideal of life" (p. 14), "the truth" (p. 16), "how far we have come to know" (p. 30), honesty ("the lock is for the honest man", p. 40), faith, justice, love of people (p. 85), acceptance of chance, luck and bad luck (p. 112), humor ("garbage", p. 124), independence (p. 127), dignity , solid work, freedom of thought, responsibility for the deed (p. 261). "Character, shows Aristotle in" Poetics "(Academy Publishing House, 1965, p. 61), gives us the qualities, but we are happy or not by actions, by what we do."

In relation to this grid, it is emphasized that the Romanian is proud (Voinea, 2015; Rosca, 2018; Negrea, 2019; Voinea, 2019; Rosca & Partenie, 2019), stands for maneuvers and manipulations, gives elbows (p. 10), has no strength of character, is resigned (p. 23), poor, but the fud (p. 118) and "spends his time gossiping" (p. 178).

The choices and actions of the writer Jean Băileşteanu delimit a profile in which he enters: the ignorance of the feeling of hatred and envy (p. 12), the attachment to the book and the writing, the interrogation about the meaning of the world and the meaning of the man (p. 28 and p. 91) , the belief in the idea that "the writer is a conscience" (p. 33), the attachment to honesty and justice, the love for peasants (p. 83), the obsession with the idea of destiny (p. 112), "the mistake of believing that the world he is like him "(p. 121), life according to reason (" I cannot live the way I think", p. 151), the belief that life and literature are closely linked (p. 172), love for parents, brother, children and friends. The journal evokes its great "Craiovian meetings" (p. 266) with Metropolitan Nestor

Vornicescu, Ion D. Sârbu, Florea Firan, Tudor Nedelcea, Ioan Rusu Sirianu, Ilarie Hinoveanu, V.G. Paleologist, Valentin Dascălu et al. It also relates scenes, happenings and life pages. He speaks of the writer's loneliness (p. 88), his struggle with illusions (p. 82), the drug of writing (p. 72) and the lack of free time (which is to say, p. 77), about the need for inspiration. , about the lack of "writer's job" and work. The ideal is the writer who represents an awareness of his time and place. In the background, it is interesting to note his hobby of writing with a pen and black ink. As a consciousness of his time, beyond "life as a ... parade", the writer notices that at the present time "it is precisely what we lack (...) the naturalness, balance and fear of ridicule" (p. 118). The repeated finding is that despite the mistakes and delayed mentality "life goes on" (p. 160, p. 239). Moreover, the major hope is that "we will eventually get into a normal one" (p. 229), so "not to despair" (p. 243).

Overall, the book is a journal of existential characters and styles. The creative method is based on observation and develops under the aspect of two procedures (analysis and moral attitude). As such, the figure of the creative spirit presents itself in two stages: the analyst and the moralist.

5. Conclusion

The moralist Jean Băileşteanu uses moral and psychological classifications and, within the framework of social reflection, makes visible a wise and balanced philosophy of existence. On this coordinate, the preference for the values of discretion, common sense, moderation, balance and understanding is shown. The meditative gaze is detached, delicate and full of hope. The analyst-moralist creator neither preaches dictatorial morals, nor does he preach it. About the others, he thinks so. The most demanding is with himself: he keeps himself in the last lines and strictly manages his obsessions and stubbornness. He even recognizes a dictatorship of discipline and fairness: "Yes, I was dictator only with my own life" (p. 167). It is a correct position to understand ourselves and human nature. Written neatly, in a style that adheres to the pleasure of reading, but not subject to aesthetics, but with ideas, the book is also a success both in terms of attitude and in the way opened by the hope of leaving the parade to normal.

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THE RELIGIOUS PRESS MAGAZINE IN 2007: THE ORTHODOX FAITH

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Abstract:
The work ***The religious press magazine in 2007: The Orthodox faith*** is an application in the journalism field. The direction of the sentence which we argues: In the magazine "The Orthodox faith" are promoted: the teaching of the orthodox Christian faith figures (saints, martyrs), people of culture, sacred spaces and editorial appearances. Each issue of the magazine of culture, attitude and spirituality of the Bishopric of Alexandria and Teleormanului has a motto around which are written and organized the items. Note that the permanent headings: life of the Church, attitudes, culture and duhovnicie, Sinaxar. In addition, in some editions of the magazine appear: Vary and The Servants of the Church.

In conclusion, the magazine "The Orthodox Faith" is an editorial appearance appreciated the readers. It promotes the teaching of the Orthodox faith, events in the life of the Church, cultural personalities, editorial appearances and spaces in which the "sacred" shall be disclosed in "profan".

Keywords: culture, journalism, religious magazine, the Orthodox faith

1. The ortodox Faith- short introduction

The "Orthodox Faith" is a monthly magazine of culture, attitude and spirituality of the Bishopric of Alexandria and Teleorman published by S.C. GEEA S.R.L. Bacau. The editorial team has as directors: Ioan Enache, pr. Romeo Achivei, Cornel Galben, Prof. Dr. Vasile Vlasov and Romulus Dan Rusnea. The president of the Editorial Board is PS. Galaction, the Bishop of Alexandria and Teleorman, and the members are: the pope of Turnu Măgurele, Father Dr. Marian Ciulei, cultural counselor Father Adrian Petruț Drăghici and the counselor on heritage issues Archimandrite Clement Popescu. The photojournalist of the magazine is Prof. Dan Pintilie.

2. In midle of the Religious press magazin

The articles that compose each issue of the journal "Orthodox Faith" are grouped around several topics, of which we will capitalize in the present research:

a. The teaching of orthodox faith;
b. Culture and spirituality;
c. Church servants: personalities, martyrs and saints;

d. Spiritual itineraries.

a. The teaching of orthodox faith

In August 8, 2007, an article dedicated to the Virgin Mary is published, with the title

The "fullness of the love of the Virgin Mary" in which Saint Siluan Athonite highlights some aspects of the life of the Virgin Mary and her personal connection with it. In this sense, we note the confession of a personal experience of the saint during his prayer in front of the icon of the Passover: “One day while I was a young brother under obedience, I pray before the icon of the Virgin Mary and the prayer of Jesus entered my heart and began to speak for itself. One day I was listening to a reading from the prophet Isaiah in the church, and at the words: "Wash and cleanse yourself (Is. 1:16), my thought came to me: "Perhaps the Mother of God has ever sinned, even only with the thought ». And, amazing thing, in my heart, suddenly with prayer a voice said to me: "The Mother of the Lord has never sinned, not even with the thought." Thus, the Holy Spirit has testified in my heart of her cleansing "Knowing her with the help of the Holy Spirit, Saint Siluan entrusts us that “her love embraces the whole moon (...) is merciful to all and shews all" (p. 5).

In the December 2007 issue, the "Pastoral to the Birth of the Lord" reproduced by His Holiness Galaction on the occasion of the Feast is reproduced. From its contents we note:

The birth of the Lord is an occasion of joy every year because through the incarnation of the Son it shows the "love of God toward man" by which man is given "the way to go in the hope of salvation" (p. 4). God "became the son of man to make men sons of God" (p. 4). In this regard, Sf. Simeon New Theologian states: "Returning to the kingdom of heaven, rather, giving it to us to have it within us, so that we not only have the hope of entering it, but having it from now on" *(The 225 theological and practical ends).* However, through the incarnation of the Lord, human nature is restored, and the whole creation: "Creation is healed in Christ, reuniting it in Him with the Father (...) putting an end to the disorders that ruled in it because of sin" (p. 4). This restoration of human creation and nature means the reconnection to the divine energies of uncreated Grace. Popular wisdom confessed this in carols. Note for example:

"Heaven closed/ Today and opened/ And the ancestors again/ Through Holy Virgin/ All renewed" (p. 4).

b. Culture and spirituality

In article 10 of the magazine, in the article: "The goodness of deity" Petronela Belatris Florea brings to our attention the book of Fr. From its contents we note that kindness is:

- "a state in which Christianity should permanently endure: It is a value to be intelligent, it is a value to be realized, to have a beautiful appearance, to have a good situation. It's a value to be a people leader. There are many values in this world, but as far as goodness is concerned, there is nothing" (p. 6)

- "a state of uninterrupted vigilance, an expression of love for God and neighbor. You owe it to love, you must multiply your love" (p. 6)
- it means abstinence from selfishness, selfishness, envy, wickedness, rewarding evil with good, praying for us all.
- union that ensures the communion of people with God.
- to suffer with your fellow man, not to rejoice in the affliction of a man, to give him advice, not to lean on his account, to pray for the enemies, to be able to sacrifice for faith. (p.6).

Becoming *better* means:

- to acquire: the fruits of the Holy Spirit (love, patience, hope, faith, gentleness, restraint of passions, justice, wisdom) and a spiritual life - "a permanent inner state and an exercise that trains the human being by participating in the body and soul. at church services, fasting, praying as often as we can, and constantly praying to God" (p.6).
- to have a conception of Christian life" (p.6).
- "we feel that Heaven is going with us, that is, to become people of joy, praying for each other, working on faith and running away from passions (...) following the path of perfection: what you do, you do." (p. 6).

Because we have a purpose on earth, we need to be kind to one another, to support one another, to love one another and to pray for one another. In this sense, Father Arsenie Boca said that the living guide of the authentic living in Christ is: "Oxygen, glycogen, sleep, keep your hormones and have a conception of Christian life" (p. 6).

The end of the article concerns the "new heaven in us" revealed with such sensitivity by the poet Zorica Lațcu:

"You have stumbled into my soul, You, the unbeliever/ And my soul, behold, You have made it again./ In my soul You live yourself/ With the Most Holy Mother, with the heavenly cities/ In the new heaven of the soul you will be forever glorified!" (Zorica Lațcu, "Cer nou"- "New heaven")

In the article "Parents and problems of children" Violeta Savu familiarizes us with different ones types of children's education as evidenced by the collection of texts: "Spiritual parents and children" selection by Gheorghe Spiliotis. This is intended to be a "miniature bible for children's education".

- St. John the Golden Mouth opts for severity and recommends "harshness when gentleness is not followed by results." In the vision of Mother Gavrilia the education of the children must be "without corporal punishment" because "peace and love are lost with brutality" (p. 7). Regarding this aspect, the author of the article mentions: "and other authors recommend that parents educate their children through their personal example, maintaining a climate of love, kindness and mutual respect in the family. The most beautiful characters are formed in those Christian families where the father and mother show love for each other and implicitly for children. " (p.7).

- The Hieronymite Christ urges parents not to give exaggerated praise to their children because children "will trust too much in themselves, and their souls will become" marble ". Regarding failure, Mother Magdalene "advises that a child should not be discouraged" (...) because "failure can mean a lesson in patience" (p. 7).
- St. Nectarians emphasizes the power of a mother to bring God into the heart of the child: "Only the mother with a glance, a kiss, her sweet voice and her delicate delusions can immediately raise the heart of her child towards the good inclination" (p. 7). And all this saint explains to us why the intellectual education is necessary to intermingle with the religious one: "Without faith, the child will only be a very educated man, with an open heart, an atheist. Without knowledge in science, literature and art, it will easily fall into superstition" (p. 7). Regarding the lack of wisdom of the parents, the author of the article points out that, most of the times, instead of putting the children of St. Cross at the neck, they cling to them with red hands to keep them from "evil" and "evil".
- As for the removal of young people from God and their living in cohabitation, Mother Magdalene recommends that, instead of rebuke, they "be strengthened in the faith", "let their authentic love" (p. 7).

Regarding the full Love between two young people, it is stated that it is "a reflection of the love of God" that "appears in our life when the soul is ready to receive it" (p. 7).

c. Church servants: personalities, martyrs and saints

The personality of the Patriarch Teocist is drawn by Andrei Vartic in the article: "Theoctist, the builder of God and the Romanian nation." From the article we note:

- Data on the biography of the patriarch: "he was born into a family of Botosani peasants (...) and as a child entered the monastery". He was elected patriarch in 1986 when the communist mentality was deeply rooted and the times were troubled for the church. He was a "good man, gentle and attentive (...) imposing and simple intelligent, loved by simple people and loving by simple people, firmly in defense of the foundations of orthodoxy, the unity of the Romanian Orthodox church and that of the Romanian people" (p. 11) .
- - Data on the defense work of the ancestral faith and the monastic settlements: a the destruction of the monastic centers in Putna, Hurezi, Neamț, Voronet, Nicula and the "complex of the Hill of the Patriarchy" (p. 11) stopped; supported the canonization of St. Romanians, including Constantin Brâncoveanu's, the appearance of the Bible in the translation of Metropolitan Bartolomeu Anania and the constructions of Metropolitan Antonie Plămădeală in Ardeal, was actively involved in "saving Bessarabia, its clergy and its people" (p. 11).

In the article "The icon of the contemporary monk" Petronela Belatris

Florea highlights "the mysteries sanctification and of the ascension to divinity", as shown in the book" Father Iustin Pârvu and the riches of a life dedicated to Christ "written by the Hieronymite Teognost (p. 1). From the pages of the book are revealed the love of Father Iustin to the Romanian people, therefore, Dan Puric called him: "« the blood group of this nation» ". In addition to the gift of love, the father was also a good guardian. As for the Romanian people, he stated: «Let us not believe that a nation is delivered through muscles and big mouths. But the nation obtains health by purifying passions, by displeased souls»" (p. 6).

In the spiritual ascent, the priest Iustin Pârvu recommends two things to us:

a. "Love by works"

b. "Patriotism without slogans, and respect for perennial values".

In his vision, the role of monasticism is "to deepen divine meanings and to make through the power of prayer an inward weapon for our fellowmen" (p. 6). By personal example Iustin Pârvu teaches us "the lesson of love, the only virtue that remains beyond life (...). The earthly connection and the heavenly life is precisely this force of love totally inaccessible to the human mind" (p. 6). Regarding freedom, Father Justin states that: "full freedom of conscience" means "to be a moral free man, despised because God speaks to us in consciousness" (p. 6).

As for the contemporary man, the monk Justin considers that the "renewal of life" is achieved through: "inner spiritual motivation, through love of God and others, patience and wisdom in the fight against the passions in us for an effective moral recovery" (p. 6)..

Another life model given to Christ and his fellows is the physician Maria Chirila. Mircea Andronic in the article "Worthy Christian Fighter Dr. Maria Chirila" realizes a review of the humanity of this human soul who built Churches and human souls. She was a "woman without fear. He was helping everyone. He fought hard to help the medical world, patients (...). She was always careful with herself, not to upset anyone, she felt sorry for those who spoke "(p. 15). At the Holy Mass, before the funeral, Pr. Prof. dr. Vasile Mihoc stated that "the hasty departure from this world of someone actually shows fulfillment" (p. 15). Among the achievements of the Chirila family, we mention: "Naturalia" Chapel, Hospis, Cristiana Hospital, association, publishing house, Nera monastery, Bistrița monastery, Vatra Dornei work, and many more. Thus, regarding the parable of life of this woman-doctor, the author states: "The facts of a man remain and bear fruit. And the fruits speak in history. Mercy is like seed: you sow much, you reap much; and vice versa." (p. 15).

d. Spiritual itineraries

In the article "Rocks of the Spirit from Râmeț" Ana-Maria Cuțulab describes a visit to the Râmeț monastery in Ardeal. In this monastic space, it impresses the painting of the great church that has on the exterior facade represented saints, "wise men and philosophers of antiquity: Plato and Aristotle without an aura" in the writings of which the coming of Christ in the world is found. Inside the church there is for worship the icon of the "Pantanasa" Mother of Cancer, a cancer healer, a copy donated by the Holy Vatoped Monastery from the Holy Mount Athos and the scrap with the holy relics of Saint Hierarch Ghelasie and of the Hariton and Neophyte clergy.

In the beginning the living were hermits living in the surrounding caves. The name "hermit" means hermits, that is, hermits. The name of Saint Jerome Ghelasie is linked to the old church. Healing water springs from the foot of the Holy Mass. And one of the miracles of the Holy One is also related to water: "The pious man prayed, made the sign of the Holy Cross three times with his staff, and, hitting him with the ground, came out for the monks who were mowing. the hay. The fauna of Hopagi is called "Fântâna Vlădichii" until today.

The monastery has known, over time, many buildings and residences. The Orthodox Church of Transylvania experienced many oppressions until 1918. The Râmeț Monastery has a good period until 1959 when the communist regime defines it. The nuns open a weaving workshop in Aiud. In their survival efforts, they are supported by Father Dometie. Metropolitan Antonie Plămădeală said he was "a great spiritual, dead too early" (p. 16).

3. Conclusion

The short selection of articles aims to highlight the writing quality of the presented materials. Each issue of the journal promotes the teaching of the Orthodox faith, events in the life of the Church, cultural personalities, editorial appearances and spaces in which the "sacred" shall be disclosed in "profane".

This study is carried out following a rigorous selection of published materials, without exhausting the topics and without presenting each consecutive issue. He is an incursion into the writing universe of the promoters of ideas and realities of orthodoxy.

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THE IDEA IN LITERARY COMMUNICATION

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Abstract
The present study investigates how the idea permeates literary communication. The starting thesis is that poetry, prose, theater, philosophy are centered on an idea that articulates, imagines, argues with specific means. This thesis is illustrated by applying the subsequent theory (the idea is the basis of the art) on a volume of liturgical relevance for Romanian literature.

Keywords: literary idea, poetic idea, philosophical idea, epic idea

1. Literature as a message without an author

Franz Kafka has a sketch ("Imperial Message", 2017) in which he imagines us as waiting for a soil from the Emperor; the soil receives the message from the deathbed and starts through thousands and thousands of interior palaces that take years and years, thousands; he and he would arrive and if we were after hundreds of years, he would bring us the happy / unhappy message of a dead man. Literature is a message without an author, in the sense that the author is taken from his own work: only the idea remains.

"Art does not have a particular object of philosophy," says one author, its object being only ideas, but in a darker way "and adds that, somehow, ideas appear, poetry is" the empty form of intellectual activity ". Another author argues that "Poetry has an object at the beginning, other than itself: it expresses something, an emotion, an idea, a spirituality. It ends by expressing itself, becoming its own object ". The two authors who help us turn our attention to the poetic idea are the closest to us critics from the fundamental tetrad of Romanian literary criticism, G. Călinescu (Călinescu, G. (1971). Universul poeziei. Ed. Minerva) and Nicolae Manolescu (Manolescu, M. (1968). Metamorfozele poeziei. București: Editura pentru literatură).

2. The clear idea in poetry

Nicoale Coande always writes, as far as we know, a poem with a clear idea, on this line the volume "The memory of a dead man is my memory" (Bistrița, Max Blecher Publishing House, 2019). True poetry, in general, has a clear lyrical idea.

The nuclear idea of Nicoale Coande's book is that we are all very dead and that from here, from the midst of darkness, the illumination, the illumination, the reception of a new heart and soul begins.

The poetic situation (Boureanu, 2010; Ivan, 2013; Lutaaya, 2019) that bases the lyrical idea of this volume is: “I decided: I am dead and I am not going to change / The order in the papers” (“A little fried”); “We are all very dead” (“From time to time in the province we do our analysis”). The lirc ego died. Therefore, his memory is the memory of a dead man. Directly speaking, memory is an exercise of forgetfulness. It should be noted here that the volume is driven by a dedication: “To Cristian Simionescu, who showed me how the Marathon goes”. The poet from Iasi (author of the “Marathon” - 1985), left in November 2018, marked N. Coande in the order of the real through his analgesic friendship. The invocation-dedication removes Cristin Simionescu from oblivion; here it is here in the new memory: death resets memory.

This book is a reverie of forgetfulness and renewal: “It strikes midnight in my mind I lie on a tired bed /(...)/ slip in dream” (“Patrol”); “I wake up from sleep long after midnight” (“Galapagos”); “I woke up and realized that I am not in paradise / No lady / (...) / I am out of the game - and the game is played without me” (“The Game”); “I woke up” (“PIV”); “Watch the Awakening!” (“My Life in Chinese”).

Sometimes the spirit needs a shock to be able to perfect itself and move on. We find this desire to renew and strengthen many poets. At Marin Sorescu, for example, the renewal comes from the scarecrow: “We would have liked to see a man hanged, to be scared” (“Hangman” from “La Lilieci”). Scarecrow is catharsis.

At Nicoale Coande the renewal is on the surface a dream of death:

a) either as forgetting [“It is hard to be forgotten but this I have been trying for some time / (...) / the desire / Some poor dreamer” (“The luminous”), “the women I loved / sometime / they deleted from their memory “(“ Single malt “); “I can leave when I want the world to feel nothing” (“Skin and time”); “The others suddenly left me /(...)/ I write the poem entrusted that I am still there” (“I am still there”)];

b) either as a pause of reality [“What do I really want? / To be forgotten and then found” (“The Light”)].

There remains a feeling of “pretended posterity” (“Prefaced posterity”).

In this volume, the poet N. Coande depicts the imaginary experience of being dead when you step on the air, but for now you are still alive. Folklore has given us the possibility of such a thought in which a lyrical energy capital is now invested: “What I wouldn't give to die tonight / Three days to come again”. It is a somehow natural ghost and rarely is anyone not to have it rolled.

At one point in life as in the imaginary, it seems that the natural course of the world has problems, it seems that time slows down and stops; it's kind of bad to sit on the plains. Rimbaud also says in the poem “Night of Hell” in the volume (“Lighting”): “Ah, look at you! The clock of life has finally stopped. I'm no longer in the world. Ecstasy, nightmare, sleep in a nest of flames “. Dante also plays the game of Hell. At Rimbaud, the lyrical self makes a trip to Hell, but it is not imagined as dead to others, it is a kind of death on its own and on its own. N. Coande is the first to imagine the lyrical situation of the dead self, the ghost of the dead self for the rest.

N. Coande's book is ultimately a reverie of death as oblivion. It seems like forgetting is a greater pain than just passing it on. In this dream “everything is so bright, a pleasant fog”: “It must be beautiful after you leave / Some people stay with your mind / They strive to fine tune themselves” (“Clinamen”). “Clad by the small doubts of life” (“Latin porn”), the lyrical self multiplied by each congener chooses to be nobody: “I am nobody” (“Nobody”). The man, the lyrical self, is “out of the game and the game is played before” (“The Game”), “For contemporaries (...) poetry is a Latin porn” (“Latin porn”).

The world of the lyrical self has decayed, its values have become of negative tone: envy, hatred, lack of benchmarks: “Poor poets have enough to say anything in their poems / useless” (“Commercial Prose”). This world has nothing holy and in order to be purified it must disappear, die: “the world has no meaning” (“Commercial Prose”). “Here we were born: the age comes with us from the earth”, and we are content to be indifferent, as if we had already died; This is how the “New Literary Order is explained by phonemes”, and “The Parallel State haunts the minds of office poets” (“Superlatives”). The true poets are content with the quiet of defeat, with “this taste of defeat that makes me so good” (“Taste”).

Moreover, the world has reached the end of its powers of self-correction, destroyed all honest energies, defeated them. Her harmony must be reconditioned, recaptured. The solution is for it to die through each individual that composes it. On a more applied analysis, it is observed that death is not travel to the other world, but rather the passage through the space of sleep, dream, dream, dream.

Of course our world is by no means the best of all possible worlds: “The Universe is of note 9” (“Coande Effect”), but in order to evolve you must forget what it is and regenerate. The individual must find new energies within himself and the world will gain a new breath (Negrea, 2017; Gioroceanu, 2017; Banța, 2018; Ionescu, 2019). The catharsis of the reverie of death aims for the fragmented lyrical self to pass to the “new promised heart” (“Clinamen”), to “a new little fried soul” (“A little fried”), to a new literary order: “Let me go with the man it is lost / But maybe there is something else to do “(“ Leave me “).

For the already dead self, all things are exhausted; It shows in its imaginary future the future, new aspects, induced by the state of death irradiated by the lyrical situation. And girlfriends sometimes die. Some leave a stain behind, a pressing rule of the first game; says a poem by Augusttefan Augustin Doinaș: “I was told that you died, baby, / (...) / - So recently? ... I continued to smoke / over a game lost by chess, / But you Do you know that / if you put things back on, the second game / game may be more valuable to you than the first one ... “(“ Chess Player “).

Life is a game, and death is also a game(Lazar, 2016; Tudor, Clitan & Grilo, 2018; Guzmán Sánchez, 2018; Frunza, 2019). In the first game, the lover will die one day and that is why we must write in advance the poems that will keep her: “For the dark days when she and her voice will be missing./ A mythological spell behind her will crush us” (“ A mythological spell is left over the world “); “I can boast: a woman loved to sleep (discreetly) / with the gods. (...) / I am the one who resurrected nine times but did not return / from the Disease “(“ The nose, the cat, its square “); “Therefore, / what you want, / time or meat / (...) / You cannot choose time and meat / (...) / time / If we wake it, we lose. If we do not descend into the darkness / where he sleeps, we are not born / What do you choose? (“What do you choose?); “If I am deprived of love, is my poetry / sharper / sharper?” (“My immortal summer”); “You cannot understand the soul of a city / if you do not / Love there ./(...)/ My meat does not remember anymore” (“A coffee in Montparnasse”).

The dead lyrical ego of N. Coande is dead less to himself, but especially to the others: “It must be beautiful after you leave / Some people stay with your thought / (...) / The first love when you don't understand anything / (...) / .. she prefers the winner / Only your heart stays with you always / The merciful soul also participates in the sadness / But everything is so beautiful, a pleasant fog / (...) / so bad / (. ..) / But you travel / To your new promised heart “(“ Clinamen “); “Old age is not for the frightened /(...)/ I have had a few women in my life and / None will be near me at old age” (“Rain”).

The “trumpet of the sun” is the same “from childhood”, but the age of now has “a new little fried soul” (“Little fried”). Death works for a renewal of the heart: the departed is promised a new heart to face the eternity of death.

The lyrical scene of the volume clutches two planes. In the foreground of poetic discourse (Abrudan, 2011; Negrea, 2016; Negrea & Voina, 2017; Grad, 2017), the productive thinking generates the convention of the dead lyric ego and articulates the isotope of death (which is the main semantic figure of the book). In the second plane, the lyrical self comes alive and is set up by his alter ego, sharp, harsh, uncompromising, the Harum-Scarum ghost: “You are the guilty little human doll: Harum-Scarum / Playing through the drawers silent of your mind “(“ Harum-Scarum “). (As configured by A. J. Greimas and completed by J. Moeschler, the isotopy is structured as a coherent and cohesive core of thematically, temporally, referentially concatenated meanings.) The defeated returns with a new heart, with a new soul. He returns under the ghost of Harum-Scarum. The volume is divided into three sections. The first two (“A mythological spell is left over the world” and “The nail world”) destroy the world and reshape it through the dead self and ghost of Harum-Scarum. The third sets through the ghosts of the poets a sui generis history of the Romanian lyrics from Blaga, Arghezi, Bacovia and Barbu to Es. Pop, Baghiu, Nimigean, Acosmei and Komartin: “I did not write this false poem / My ghost wrote it / A gentle docetist” “Ghost”).

3. Conclusion

"The memory of a dead man is my memory" is a book centered on an idea; it is a volume in the tone of the world in which it occurs. The identity of the creation overlaps with the manifestations of the environment in which it appears. A delicate and serene resignation in relation to people's attention, forgetfulness and passage of time dominates the volume. In the second plane, it radiates a non-reconciliation with everything and everything, like a forgiveness without merit, on the one hand, colored by the nostalgia of childhood, and, on the other, roused by a delicate and beneficial anxiety, specific to the states of dark calm. A diffuse struggle lies in the midst of the tension that generates the lyrical discourse. The being suffers with the palm of the mouth and gritting teeth.

But the speech is not a comforting or healing one. The poems retain serious evocations and sweet memories from a life of the soul, bitter notations and graceful reflections or with gentle echoes, revived impressions in a moment of inspiration and poetic recovery of past experiences. The universe of the volume is filled with atrocious pain and suffering transfigured, with erotic joys removed with the feeling that it is too late. I would say, in short, that the lyrics temporarily represent the twilight of each option. Yes, the lyrical idea makes visible the inner curves of N. Coande's lyric and an energizing sign of the Romanian lyric given by "a poet who will leave the earth as he found it" ("Types").

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THE RELATIONSHIP BETWEEN THE LEVEL OF SOCIAL CONFORMITY AND THE LEVEL OF SELF-ESTEEM, DEPENDING ON THE GENDER DIFFERENCES

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Abstract

In this study I want to demonstrate that exist a relationship between social conformity and self-esteem, and whether the level of social conformity differs according to gender. As a method, I will use two types of questionnaires (a questionnaire that addresses the level of social conformity and the Rosenberg scale that addresses the level of self-esteem). The study will be conducted on a sample of 100 subjects (50 women and 50 men respectively). I want to demonstrate that there is no significant difference between the level of social conformity of men and women and at the same time, there is no significant correlation between the level of self-esteem and the level of social conformity.

Keywords: social conformity, self-esteem, gender differences

Introduction

Consciousness of one's existence, implicitly of one's own person, influences the way of perception, self-identity when confronted with the world as the author of the paper states. Elements of social psychology "strongly influence the perception of the external environment as well as that of one's own, where certain deficiencies affect the performances in certain activities"(Mitrofan, L. 2004).

Drawing a parallel between the persons who form and follow their own wishes, reaching the stage of fulfillment and those who show a certain level of rigidity in following the road in life, it is shown that in the first case, self-esteem is not affected compared to the second case where the validation of expectations and the achievement of standards and other elements characterize a self-esteem with deficiencies. "To be confident, it means, to consider that you are able to act in an appropriate manner in important situations"(Lelord,C. Andre, 1999). Self-esteem is about trusting our own ability to think, the ability to face the fundamental challenges of life, and trusting our right and possibility to be happy, to the feeling that we have the right to assert our needs and desires, to give ourselves We fulfill our values and enjoy the results of our efforts(Albu 2002). Some researchers say that self-esteem can vary considerably depending on the circumstances and interlocutors, so you can talk about more self-esteem that may have different values independent of one another: a person may have a high self-esteem at the place of work, may have a lower self-esteem in the sentimental life (Andre & Lelord, 1999).

Conformism is a form of social influence, which consists of attitudinal or behavioral changes, determined by the voluntary taking over of the position held by the majority of the members of the membership group (Chelcea, 2003). In order to meet their security and affiliation needs, individuals agree to give up some of their freedom and adopt certain rules and rules specific to the environment in which they live, a situation reflected in the level of conformity manifested by the individual. When individuals interact with the other members of the group, the pressure towards uniformity is generated, and each member tends to behave according to the general model proposed by the other members of the group.

Conformism can be considered a change in public behavior or an idea of one's own as a result of real or imagined group pressure (Kiesler & Kiesler beside Feldman 1985). The pressure of the group on the person has a 75% effect in Solomon Asch's experiment, causing the subjects to conform to the group they belonged to, data that can be extended to daily social situations.

A study conducted in 1997 by George A. Akerlof and published in "The Econometric Society" speaks to us about status and compliance and describes the generality regarding the understanding of social decisions supported by the idea of implementing a social parent. In this case, there was also talk about the physical distance or closeness between individuals and it was shown that there is a higher level of interaction and social predisposition in the case of a closure while people who are socially distant interact less. In this case, the social position that can be interpreted as a social class was scored and played a dominant role (George A. Akerlof, 1997).

Another study concerning the team spirit suggestively called "From the herd spirit to the gang spirit while waiting for the team spirit" (prof. PhD student Nicolae George Drăgulescu), conducted in Romania, debates the problem of cultural obstacles, a problem less addressed when talking about conformism or self-esteem among young people. In the present case, it is shown that there is a negative effect commonly encountered in comparison with situations that may have a similar influence, such as social status, because it generates resistance to change, in this case speaking about the Romanian standards in the organizations and companies in Romania. inside the country where youth groups work and where you can see the conformity at the group level.

Through the concepts described, which are part of the spectrum of social psychology and sociology, we can conclude that the variable that determines conformism is strictly related to the pressure exerted by the group of which it is part. The cases in which different people have chosen not to conform to the group should not be overlooked either. These situations in which the subjects did not approach the same behavior as the others show that in the equation of conformation to the group the variable pressure of the group disappears or is insignificant for explaining the phenomenon. Self-esteem is a variable that influences the behavior of a person regardless of the situation in which it is placed so there is the possibility that in the phenomenon of conformity, self-esteem plays a significant role.

Objectives and assumptions

Objectives

1. Establishing the existence of a relationship between social conformity and self-esteem;

2. If the level of social conformity differs according to gender.

Hypotheses

1. The level of social conformity is higher in females than in males.

2. A person with low self-esteem will have an increased tendency towards conformity.

Methods

Participants

There will be randomly selected 100 subjects (50 female and 50 male), aged 20-25, students at the Faculty of Sociology and Education Sciences. They will have received information about the purpose of the research and the fact that all the answers offered will remain confidential.

Instruments

To carry out the study I will use two types of questionnaires: the Self-esteem Scale (Rosenberg Scale) and a questionnaire specially designed to highlight the level of social conformity of the subjects. Both questionnaires are of the pencil-paper type.

ROSENBERG SCALE REFERS TO THE LEVEL OF SELF-ESTEEM

Statements		The agreement expressed			
		Total agreement	Partial agreement	Total disagreement	Partial disagreement
1	I am generally satisfied with myself	4	3	2	1
2	Sometimes I think I'm not good at anything	1	2	3	4
3	I think I have some qualities	4	3	2	1
4	I am capable of doing things as well as most of the people around me	4	3	2	1

5	I feel I have no reason to be proud of myself	1	2	3	4
6	I'm sure sometimes I'm useless	1	2	3	4
7	I consider myself to be a reliable person at least the same as the others	4	3	2	1
8	I wish I could have more respect for myself	1	2	3	4
9	After everything that happened to me, I think I'm unlucky	1	2	3	4
10	I always have a positive attitude towards myself	4	3	2	1

The scale was made public by the Rosenberg family voluntarily, for educational purposes.

THE QUESTIONNAIRE MEASURES THE LEVEL OF SOCIAL CONFORMITY

Select the one that suits you, according to the following specifications:

1- Total disagreement
2- Neutral
3- Agreement
4- Total agreement

1. I am willing to do whatever my friends ask.
   1 2 3 4 5
2. Generally do what I am told.
   1 2 3 4 5
3. Usually listen to my parents.
   1 2 3 4 5
4. I try to fulfill the wishes of the group of which I belong, even if it is a sacrifice to me.
   1 2 3 4 5
5. I accept the majority decision.
   1 2 3 4 5
6. If I see people around me doing something, I feel the need to do the same.

1 2 3 4 5

7. Rather, I violate the rules than I do.

   1 2 3 4 5

8. Even if I don't agree with an idea, if everyone else is, I tend to agree with them.

   1 2 3 4 5

9. I prefer to approve of others, then I try to present my point view.

   1 2 3 4 5

10. Most of the time I do not contradict, although I am convinced that I am right.

    1 2 3 4 5

11. I usually support my views even though I know I'm not right.

    1 2 3 4 5

12. I consider myself a competitive person.

    1 2 3 4 5

13. I am sensitive to the needs and interests of others.

    1 2 3 4 5

14. I am afraid of the rejection and critical evaluation of those around.

    1 2 3 4 5

15. For me it is very important that others consider me a pleasant person.

    1 2 3 4 5

Experimental design

The dependent variable: the level of social conformity

Independent variable: gender: female, male and self-esteem

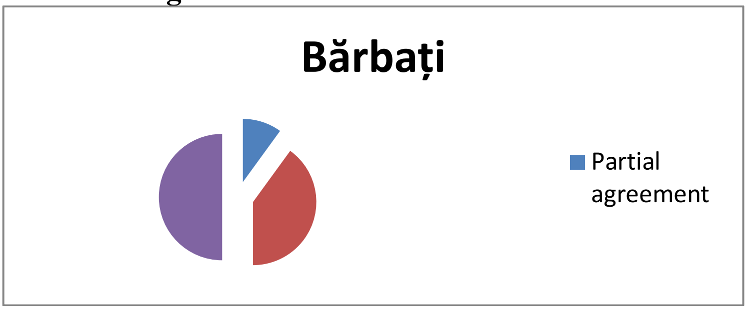
The experimental groups were independent.

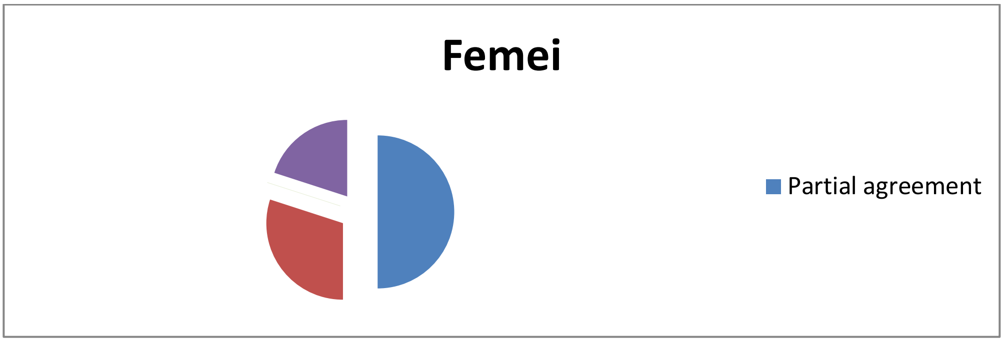
Procedure

The two questionnaires will be used in the same tests. Subjects will be invited to a room to eliminate disruptive factors as much as possible; then they will receive a clear and concise instruction on how they will have to answer each of the questionnaires, as well as an example of an item for each of the two questionnaires to be presented to eliminate any doubts about the way. to answer. The first questionnaire given to the study participants will be Scala Rosenberg, who are invited to respond as honestly as possible; After completing the scale, the subjects will receive the second questionnaire, and this time they will be asked to respond as sincerely as possible. Subjects will be assured of the confidentiality of the data provided.

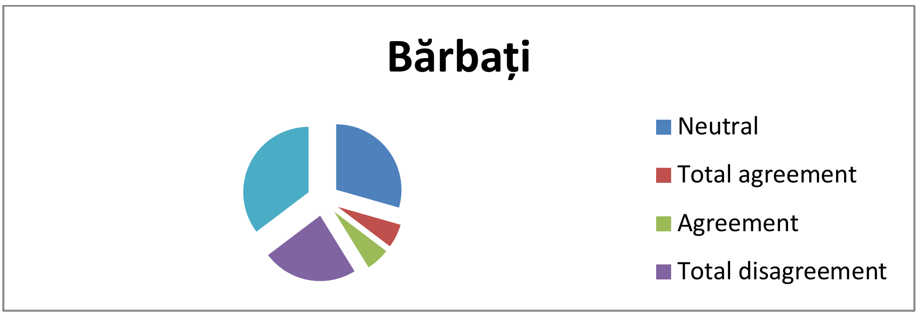
Rezultate

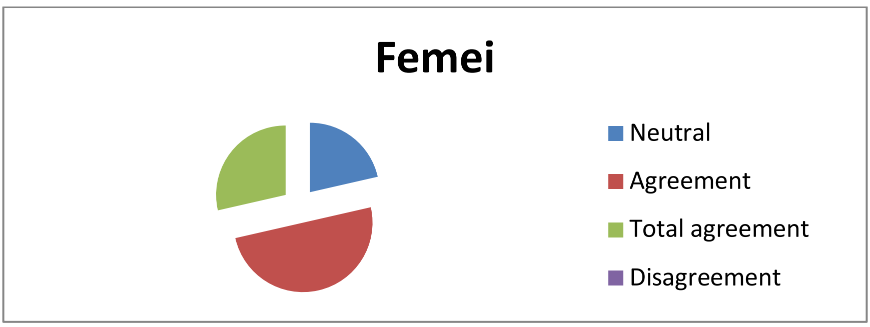
Scala Rosenberg





Chestionar - Grad Conformism





Conclusions

The purpose of this research is to study gender differences in compliance. Given that this study was conducted on students, both girls and boys between the ages of 20 and 25, these results provided me with an indicative result, considering that more subjects are needed and the introduction of new variables for a more accurate result.

As a result of my own research I came to the conclusion that men show resistance to social conformity, while women due to the need for attention from others (from the group), have a high predisposition towards social conformism. As the results of the two tests clearly showed, the hypothesis was confirmed that "The level of social conformity is higher in female than in male".

Regarding the second jargon "A person with low self-esteem, will have an increased tendency towards conformity" is confirmed considering the above variables, but after analyzing the results, I discovered that the level of self-esteem varies and depending on the age of the subjects. Thus, taking into account the results obtained from the two tests, I noticed that people with a lower life experience have a lower self-esteem level, being attracted by social conformity and identification with certain groups.

Researchers Keith Beauregard and David Dunning argue that people form certain ways in which they perceive the outside and define it through a constant style, through repetition, in social features and determine them to be included in a certain social category. When a trait is positive, people tend to reinforce it through repeated modeling, so that feedback is as much as possible in line with their needs and values, and when a trait is negative, they try to mask it, by hiding attitudes not to be discovered by others(Negrea, 2019; Voinea, 2019).

Through these behaviors, young people aim to minimize the risk of rejection in the relationship, so as to increase the feeling of belonging to a certain social structure, which gives them security and security, thus becoming sensitive to the tendency towards conformism.

Future directions

Following the results I will try to find a way to get the most accurate results, applying the questionnaires on a larger range of subjects of different ages and in different fields, introducing a new hypothesis regarding the tendency towards social conformity depending on the age of the subjects.

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FINANCIAL AUDIT IN THE CONTEXT OF THE EUROPEAN FUNDS CHECKING

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Abstract

The financial audit is a mandatory operation in the case of non-reimbursable funds, considering the intentions to strengthen the relations between the Community and Romania. At the same time, this process is the one that reveals the characteristics of a domain, but also the degree of fulfillment of the obligations assumed and the problems that have arisen in the absorption process.

Keywords: financial audit, European funds, improve the absorbtion

Introduction

The purpose of the financial audit of the Operational Programs is to improve the absorption rate of the Community funds, as well as the orientation towards a qualitative absorption, above the quantitative one (Boulescu et al., 2001; Budugan et al., 2007; Brabete et al., 2013; Arunrangsiwed, 2018).

The financial audit of the projects constitutes a contractual obligation, according to the financing contract, concluded with the MA / OI, which belongs to the beneficiaries. It is realized, according to the following regulations, in force:

- EC Regulation no. 1083/2006, regarding the general provisions of the ERDF, ESF and FC;
- EC Regulation no. 1828/2006, which refers to the general provisions of the ERDF, ESF, FC;
- The common methodology for evaluating the management and control systems of European states, issued by the European Commission;
- Regulations regarding the checks carried out by the states members for operations co-financed by FS and FC;
- Regulation no. 1080/2006- for the ERDF;
- Regulation no. 1081/2006- for the ESF.

In the context of the European integration of the Romanian state, it was considered necessary to apply internal public audit procedures, both for pre-accession and post-accession financial instruments, but also for setting up an

Audit Authority, next to the Court of Accounts, to allow the allocation of some experts, especially, for the field of European funds *(Government Decision no. 1183/2014 on the nomination of the authorities involved in the management and control system of the European structural and investment funds 2014-2020).*

There are some differences regarding the actual audit missions, governed by ISRS 4000 "Commitments on agreed procedures" and by the IFAC Code of Ethics (International Federation of Accountants) and the missions of carrying out the agreed procedures for verifying the expenses related to European projects, which are not exactly an audit mission and which, as reference frame ISRS 4400 "Missions for carrying out the agreed procedures regarding financial information" *(ISRS Rules).*

In fact, in Romania, the audit of the European funds is a performance one, which consists in analyzing and evaluating the compliance, the degree of correspondence and the reality of the financing contract between the beneficiary and the MA / OI, but also the financial statements *(Pitulice M., Pitulice C., Audit of projects financed from European funds - legislative delimitations and professional reasoning in the Financial Audit Magazine, no. 6/2009).* In this case, apart from the fact that the beneficiary has as a contractual obligation, the assurance of the audit of the project, the audit carried out must have as a result, the reporting of the observations made and not the provision of insurance.

In the case of the audit mission of the procedures agreed for the verification of expenses *(Boulescu Mircea, Financial Audit: National Normative Standards, pages 75-83):*

- It is issued by the independent auditor, a report regarding the compliance with the financing contract provisions, between the beneficiary and the MA / IO (called, in the specialized literature, Report of actual, factual findings);
- All the espenses included in CR are checked, from the reality, legality and eligibility point of view;
- The issued audit reports, addressed to AM, which, would understand, based on the made observations, the material transactions and events;
- In addition to a thorough inspection of the implementation documents projects, this audit mission, may also consist in the discussions carried out by the auditor, with the management team and with the legal representative of the beneficiary, in order to verify the chronological accuracy of the recorded events.

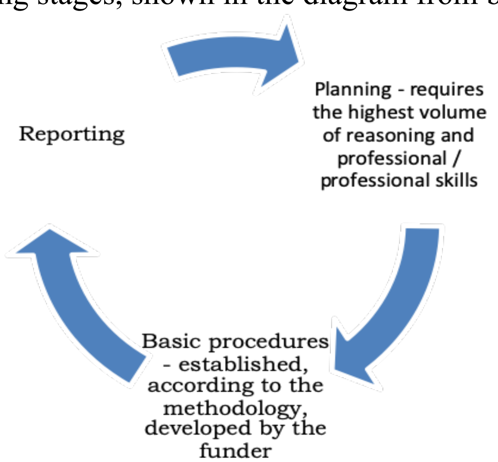
Within the audit mission related to the agreed procedures (P.C.) and the statutory audit mission (A.S.), there are, compulsory, a number of similarities and differences, presented in the following table:

Table 1.1.- Similarities and differences between the statutory audit and the mission of agreed procedures, in the case of European funds

SIMILARITIES	DIFFERENCES
Both types of missions are performed by independent financial auditors, members of the CAFR	In the case of A.S., the Report of the independent auditor and his opinion is issued, and at P.C., the Report of the factual findings is issued
Both procedures are of an audit type	A.S. presents a high assurance from the auditor, while, in case of P.C., the auditor does not provide insurance
In both cases, the general framework of ISRS and IFAC is applied, regarding the description of the elements and objectives of the insurance and related services commitments.	In case of A.S. the professional reasoning in establishing the tests is applied as a procedure, which explains the opinion, while at P.C. it is found as a procedure, the application of professional competences, and the procedures are detailed and agreed in the list of procedures
The financial auditors respect the principles of the IFAC Code of Ethics	Users of A.S. Reports are not restricted, while in case of P.C., the reports are restricted only to the parties who agree the procedures
The auditors comply with the standards imposed by IFAC, even though, they are not identical for the 2 types of missions - A.S. and P.C.	In case of A.S., the standards for historical missions are applied, while in P.C., ISRS 4400 is applied.

Source: Author's interpretation, based on data provided by CAFR

The audit mission based on P.C., must contain, the same as the A.S. mission, the following stages, shown in the diagram from below- *Diagram 2.1.:*



Source: Author's interpretation, based on data provided by CAFR

Diagram 1.1.- The audit missions stages

However, in carrying out the audit missions, financial auditors encountered, in the field of European funds, a number of difficulties, divided into 2 categories listed, which will be presented later, in the table from below:

- Organizational difficulties;
- Financial and accounting difficulties.

Table 1.2. Difficulties encountered by financial auditors in the audit missions in the field of European funds

Category of difficulties	**Specifications**
Organizational difficulties	Non-compliance by the beneficiary of the project or its partners with the provisions of the partnership agreement and financing contract, which results in a difficult implementation of the projects or even their non-completion. Solution: the partners also become a contractual party and communicate directly with the MA.
	Forecasting cash flows and repayment requests, which leads to financial problems for the beneficiary. Solution: Maintain a minimum reserve of financial availability and respect the initial forecasts, regarding the submission of reimbursement applications.
	Failure to follow the recommendations regarding the use of bank accounts dedicated to the project. Solution: respecting the destination of the bank accounts dedicated to the project.
Financial and accounting difficulties	The strategic difficulties encountered in practice refer to the accounting policies for projects. Among them, we can talk about: - Elaboration of an inadequate accounting policies manual, by the beneficiary, or lack of it; - Failure to comply with the principle of commitments accounting; - The method of recording in the accounting of the subsidies from the funds grants. Solution: Compliance with the accounting of commitments, by the beneficiary and partners, alongside with a good communication between them, as well as with the elaboration of some well-developed accounting policies manuals.
	Practical difficulties in the financial-accounting field were encountered when auditing European projects that are jointly implemented by the beneficiary and partners, and they were materialized by:

	- different accounting systems, used by the partners; - the way of establishing the period for reporting expenses, from the request for reimbursement; Solution: the existence of a person or a compartment, at the level of the beneficiary and partners, of internal control.

Source: Author's interpretation, based on data provided by CAFR

For the second chapter, of the Research Report, it was considered appropriate, to achieve a harmonization of theoretical concepts, with specialized practice in the field, using both qualitative and quantitative methods.

Qualitative research was carried out through the following methods:

- Centralization of the opinions from the specialized literature;
- Centralization of the data provided by the Audit Reports, provided by the Court of Accounts of the European Commission, but also of Romania's;
- Analysis of statistics, regarding audit, at the state level.

As quantitative research methods, interviewing, oral questioning and observation of the sample created for this purpose were used. The sample has a number of 30 persons, detailed as follows: expenditure certification experts, from the OI level, for each Operational Program, as well as representatives of the audit departments of the Operational Programs. In this case, it was applied the observation of the decisions and solutions offered by the audit experts, as a result of the problems, within some projects under implementation (Călin & Nedelcu, 2006; Chersan, 2013; Răilesnu et al., 2011; Cavusoglu, 2019).

The questions addressed to them were structured so that the proposed hypotheses could be tested:

- ➢ Hypothesis H1: The irregularities found are in inverse ratio proportionality, with the experience of the auditors in the field of European funds and directly proportional to the volume and typology of the funds attracted.
- ➢ Hypothesis H2: System audit and operational audit constitute key conditions, to identify priority axes with problems, at the state level, so that improvements can be made, according to the recommendations done.
- ➢ Hypothesis H3: The issued Audit reports are addressed, in particular, to the European Commission, in order to identify the areas in which the investments proved to be unprofitable, for the purpose of budget reallocation.
- ➢ Hypothesis H4: The object of the audit in the field of European funds is represented by the bodies involved in the organization and management of Community funds.
- ➢ Hypothesis H5: The information provided by the audit process can lead to developing solutions that increase the level of absorption and implicitly, the degree of regional development, at the state level.

Some of the questions applied, during the interview, of the oral questioning of the subjects, but also of their observation, were diversified, the most important ones, consisting of the questions in *Addendum 2.1*.

To the questions asked, the answers were formulated, which will be found, in detail, in the presented table, as an annex - *Addendum 2.1.*, for their centralization. To these, in the table, were drawn up by the author some conclusions, too, based on the opinions analyzed.

As a result of the answers offered by the respondents to the oral questioning, the following ideas were found:

- The H1 hypothesis is partially confirmed, as the volume the funds attracted by Romania are bigger, the more the irregularities discovered are more numerous and diversified, although the experience in the field of the specialists increases. This fact can be explained by the following mention: the errors made are not discovered at a small time interval and therefore, sometimes they can not be an example for the following mistakes. Moreover, sometimes, the irregularity is limited to the finding, not to the application of financial corrections, when the beneficiary does not have financial resources;
- Hypothesis H2 is confirmed, because the system audit and the operational audit constitutes the basic pillars, of identifying the overall image of the Operational Programs, for counting their strengths, but also for formulating recommendations for the problems that have arisen;
- Hypothesis H3 is also partially confirmed, because, the Audit Reports are addressed to both the MA / OI / ACP, to provide an overview of the contracted and reimbursed European funds, as well as the European Commission, to identify possible financing opportunities and non-competitive areas, so that it can be realized budget reallocation;
- Hypothesis H4 is only partially confirmed, in the manner that refers to the object of the audit, in the field of European funds, is constituted in addition to the bodies involved in the management and implementation of the projects - AM / OI / ACP and the Operational Program as a whole, which can be an element of performance or an indicator of the poor coordination of the allocated amounts;
- Hypothesis H5 is fully confirmed, since, in fact, the increase of the absorption rate at the state level is also the purpose of elaborating the Audit Reports.

All these hypotheses will be demonstrated, in addition to the research realised and from the centralized information within the framework of this chapter, data captured both from the theoretical point of view and from the practical perspective of the audit activity, in the field of European funds.

Market of the audit services in the field of European projects in Romania

In Romania, it began to gain increasing importance, the audit of European projects, with its accession to the EU, in 2007, when the European budget allocation took place, regarding the post-accession funds. Thus, since then, the market for audit services for this field, is growing steadily, but this increase is a moderate one, our state experiencing, in many situations, lack of experts adaptable to the types of problems that have arisen, in the context of globalization. *(Hațegan, C-D, Study regarding the financial audit activity for verification the European projects in Romania).*

The market for the audit services of European projects, is currently dominated by the "BIG 4", which constitutes the 4 leading companies, in the field of audit and consulting on European funds. "BIG 4" includes: PwC, ERNST & YOUNG, KPMG, DELOITTE.

In Romania "BIG 4" adds up to no less than 2,000 employees and earnings exceeding $ 150 million per year. Globally, "BIG 4" has over 700,000 employees and annual revenues of over $ 100 billion.

The market for audit services is considered to be the engine of any sustainable business, furthermore, as long as that business is supported by the EU non-refundable. Thus, it is aimed at anticipating risks and recessions, in order to be able to successfully identify growth and development opportunities, according to the senior opinion of KPMG partner, in Romania.

Also, when auditing European projects, only certified members of the CAFR can participate starting from 2014 (CAFR concluded in 2014 a collaboration protocol with the MFE in this regard), which necessarily have the A rating, after the evaluations performed by the Department of Monitoring and Professional Competence. Moreover, they must have attended courses organized by the MFE and CAFR and also hold a certificate of graduation.

It is taken into account, in order to highlight the evolution of the services market, in Romania, those contracts for the provision of audit services, awarded through SEAP (www.e-licitatie.ro), but also the following elements:

- The Operational Programs, in relation with the services provided;
- The number of the contracts for providing audit services concluded in 2011-2012 (the latter available data);
- The assigned value of the contracts;
- Structure of the auditors.

Between 2011-2012, the number of the contracts for providing audit services, assigned through SEAP, was 460, and the number of financial auditors related to them, was 93. A number of 38 auditors, had only 1 contract awarded, while, the most important provider, had a number of 54 contracts awarded.

According to the Operational Programs, which correspond to the audit, the contracting situation, for the years 2011-2012, is presented, as follows:

Table 1.3. Number of contracts for providing audit services, awarded in 2011-2012, through SEAP

The Operational Program audited	Total number of contracts	
	Awarded in 2011	**Awarded in 2012**
POR	123	64
POSDRU	143	9
PODCA	19	5
POSCCE	16	7
POS TRANSPORT	0	1
POS ENVIRONMENT	24	31
CROSS BORDER RO- BG	11	6
CROSS BORDER RO-HU	1	0
TOTAL: 460	**299**	**161**

Source: Author's interpretation, based on data provided by www.e-licitatie.ro

TablE 1.4. The situation of the contracts awarded, by categories of auditors (large, multinational audit firms, other audit firms or individuals)

The auditor's dimension	Number of the awarded contracts for services
Large audit entities	20
Other categories- multinational, natural and legal persons, firms etc.	440
TOTAL	**460**

Source: Author's interpretation, based on data provided by www.e-licitatie.ro

Table 1.5. The situation and number of the contracts for providing audit serices, in relation with the contracts awarded each auditor- 2011-2012

Number of contracts awarded	Number of auditors
1	38
2	16
3	7
4	6
5	4
6	6
7	2
8	2

10	1
11	2
13	2
14	1
17	1
19	1
22	1
28	1
47	1
54	1
TOTAL: 460	**93**

Source: Author's interpretation, based on data provided www.e-licitatie.ro

It can be observed, therefore, that the market for audit services has, in general, a very high level of concentration of contracts for the provision of audit services, within the "BIG 4" type auditors, but, during 2011-2012, they do not represent, as the number of contracts awarded and as a percentage of the total value of the contracts awarded, most of the services market in Romania.

So, for the analyzed period, for which, public data are available, it is possible to highlight a low degree of concentration of the "BIG 4" group, the market being seized by the small companies, which have a small number of contracts, so that, they can not not form a monopoly or cartel, on the market of the audit services of European funds in Romania.

Audit, obligation or necessity? Content and characteristics of system audit and operational audit

The audit is, in fact, a review of the accounts, but also of the financial statements, in order to provide an objective opinion on their regularity and sincerity. The only type of audit, for which there are regulations in force, is the statutory audit, stipulated by the European Directive VIII. The financial audit, which is used even in the field of European funds, is a more complex notion, which involves besides analyzing the financial statements of the beneficiaries of projects and discussions with their implementation team, in order to reveal the correctness of recording the events unfolded. *(Court of Accounts from Romania, Audit Authority, Audit Manual for Structural and Cohesion – programming period 2014-2020, pag. 76-80).*

Within the Operational Programs, we are dealing, in particular, with a performance audit, which identifies investment opportunities and vulnerabilities from non-reimbursable external funds.

The object of the performance audit is represented by: AM / OI, ACP (Paying Certification Authority, under the MFP) and PA (Payment Authorities) *(Court of Accounts from Romania, Audit Authority, Audit Manual for Structural and Cohesion – programming period 2007-2013).*

The audit is an obligation, but also a necessity, depending on the perspective from which it is viewed:

- It is an obligation for the MA / OI / ACP / beneficiary of the financing contract, these being constrained by the contractual provisions to carry out the auditing of the projects;
- It is a necessity for the European Commission, which wants to highlight the competitive and non-competitive priority areas;

At the same time, the audit is considered to be a necessity when, when talking about the audit carried out by the European Commission, for the areas with a high degree of risk, this is done to identify the categories of risks present, in order to formulate recommendations, to reduce the effects produced by them. The risk is, moreover, a contractual obligation of the beneficiaries of projects and is executed either periodically, when auditing the reimbursement requests submitted (Interim audit reports), or when completing a project (Final audit report).

As an annex- *Annex 2.2.*, is presented the form of the Audit Report, used in working with European funds, including the Report of factual findings (Isfanescu et al., 1999; Marin, 2005; Gîrnina et al., 2012).

The audit, including the one carried out in the field of European funds, is classified, according to the specialized literature, in 2 important categories:

- Of system (management);
- Operational.

The operational audit evaluates all the actions, carried out during the project audit, according to the EC Regulation no. 1083/2006. Thus, through the operational audit, all the expenses, transmitted to the European Commission, through a carefully selected sample, are evaluated. In addition, the operational audit is performed on the spot, to the beneficiaries in the sample, on the basis of the original documents and, if applicable, the verification is also carried out at the MA. Operational audit is a type of audit, created on the basis of the internal audit plan, which needs prior knowledge of the following variables:

- The purpose of the audit, but also the audited field;
- The method for risk analysis, in order to get the sample;
- The sample value, as well as the list of the people from the sample;
- Organising way, and the documentation of the audit;
- The process for reporting the conclusions.

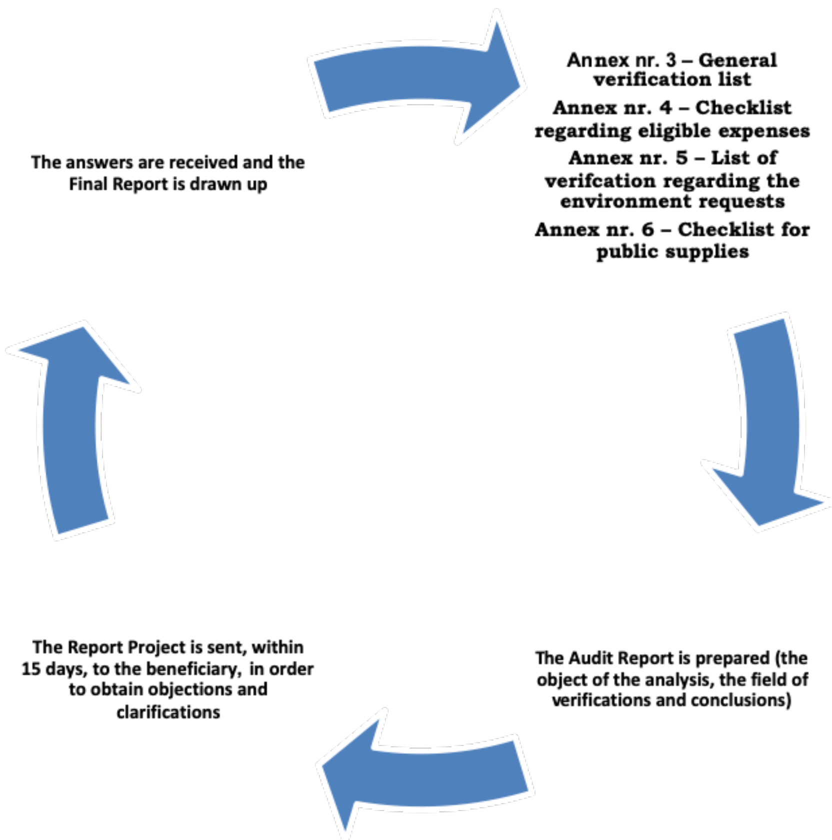
The operational audit has as its basic task the verification the eligibility and correctness of the expenses, but also the respect of various conditions, such as:

- The compliance of the Project with the selection criteria, within the framework of PO;
- Compliance with the requirements of the financing decision;
- Maintaining the funds destination and the set objectives;
- The beneficiary's expenses are in accordance with the national and

European regulations in force, but also with the accounting records and their supporting documents;

- The EU contribution has been paid, according to the Regulation 1083/2006;
- Verification of keeping the audit trail;
- Compliance with Community Law, in all areas;
- Control of the necessary information and publicity, on grant funds;
- Monitoring the reporting and real progress of the projects.

The audits (Dobroţeanu & Dobroţeanu, 2002; Dănescu & Spătăcean, 2011; Mihai et al., 2011) within the operational audit are concluded by the answers given to the questions from the checklists and are recorded, during their execution, within 4 annexes, but also a few steps, presented in *Scheme 2.2. (Decision No.130 of the Plenary of the Court of Accounts from Romania for approving the Regulation regarding the organization and conduct of the specific activities of the Court of Accounts, as well as the valorization of the documents resulting from these activities):*



Source: Author's interpretation, base don data provided by the Court of Accounts from Romania

Diagram 1.2. The annexes used in the operational audit

The system audit evaluates the degree of compliance with the provisions of the EC Regulation no. 1083/2006, and for this purpose the regulations of the European Commission are used. Characteristic of the system audit, is the Management and Control System (SMC), created for each Operational Program *(Rubio, N., Le contrôle des fonds européens de cohesion. Évolutions, enjeux et perspectives, pag. 32-44).*

The Management and Control System contains:

- AM (bodies created for managing the Operational Programs);
- OI, subordinated to AM;
- ACP (organizational structure, under the management of MFP, fact that certifies the Payment Requests and the expenses, before sending them to the European Commission and at the same time, transfers the non-reimbursable funds to the Payment Units);
- AA (Audit Authority).

The institutions that manage the non-reimbursable funds have their own internal audit department, which performs both operational audit and system audit, these being additionally carried out by the Audit Authority, specially created for this purpose.

The Audit Authority is the body, created according to Law 200/2005, for the completion of Law 94/1992, which verifies the efficient functioning of the management and control system (SMC) of each Operational Program. It is subordinated to the Court of Accounts from Romania and performs the operations related, to a large extent, to the system audit.

Also, the Audit Authority is the one that, together with the OI, has a direct contact with the final beneficiary of the European funds, as it also carries out visits to interview the implementation team.

As its tasks, the Audit Authority (Ghita, 2008; Ionascu et al., 2010) carries out the following activities:

- It checks, based on a representative sample, the expenses declared by the authorities and thus, they carry out the evaluation of the projects, based on these samples (this represents, in fact, the operational audit);
- It performs annual reporting of information about compliance of operations with European regulations;
- It elaborates closing statements, Audit Reports, for each Operational Program;
- It supervises compliance with the recommendations made through Audit Reports;
- It ensures the audits, for the correct and efficient functioning of the management and control system of each Operational Program (this represents, the system audit).

In order to perform a system audit, several detailed steps must be completed as follows:

- Defining the requirements considered to be key, from the regulations European in force - 7 key requirements for MA and OI and 4 key requirements for ACP;
- Establishing evaluation criteria for each key requirement;
- Elaboration of relevant conclusions, regarding the functioning of the system, for each analyzed MA and OP.

The key requirements and the evaluation criteria, used in the system audit of the Operational Programs, are summarized in Table-*Annex 2.3*, presented as an annex to the present Research Report.

CONCLUSION

In conclusion, it can be observed that, in the field of European funds, a harmonious combination of system audit takes place with the operational audit, each of them having a well defined role. Moreover, we can talk about statutory and financial audit missions and performance audits, which is more a necessity of the current context imposed by the phenomenon of European integration, which extended the scope of the areas for which post-accession funds are granted.

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FROM ENVIRONMENTAL TERMINOLOGY: NATURAL CALAMITIES

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Abstract

This study aims to analyze terms grouped around a generic name that designates an essential concept in environmental terminology, namely natural calamities.. The lexical family, the lexical field, the syntagms and phrases, the semantic relations created around the term *calamity* demonstrate that the term is a common one, easily perceived within a certain sociolinguistic context, considering the two compartments of language, the common vocabulary and the specialized vocabulary.

Keywords: terminology, natural calamities, concept, etymology, onomasiology.

Introducere

O consecință firească a modernizării societății noastre este dezvoltarea continuă a tuturor ariilor științifice, pentru a putea ține pasul cu inovațiile internaționale. Un număr mare de noțiuni noi au apărut în limba românã, ceea ce a condus la creșterea interesului pentru studiul terminologiei. Această îmbogățire permanentă a lexicului românesc este susținutã de flexibilitatea și ospitalitatea ce caracterizează acest compartiment al limbii, de altfel, cel mai supus schimbărilor. Terminologia mediului, privită ca ansamblu de termeni proprii științei, suscită din ce în ce mai mult interesul cercetătorilor, fapt susținut de schimbările produse la nivel global din ultimii ani.

Studiul terminologiei apare ca necesar datorită dezvoltării tuturor ramurilor științei și specializării acestora și ca urmare a apariției a nenumărate noțiuni noi. Din acest punct de vedere, ne alăturăm opiniei lui E. Pavel și C. Rucăreanu că, terminologia este o știință dinamică, în continuă dezvoltare și perfecționare[1].

Conceptul de mediu este definit mai amplu și mai detaliat într-o lucrare de specialitate: ,,Totalitatea elementelor componente, vii și nevii, a factorilor (agenților) ecologici de natură fizică, chimică, biologică, socială sau antropogenă dintr-un loc (spațiu, habitat, biotop), cu care un organism (sistem de organisme) se află în contact, este influențat (direct sau indirect) de aceștia și, la rândul său, interacționeazăcu ei (factorii de mediu), formându-și calitățile adaptive necesare.(...)”[2]. Definiția științifică a mediului relevă așadar complexitatea termenului și a domeniului studiat.

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[1] Pavel, Eugeniu, Rucăreanu, Costin, *Introducere în terminologie*, p. 16.
[2] EE 2010:244

Analiza terminologiei mediului prezintă interes lingvistic și se poate face din multiple perspective (semantică, morfologică, stilistico-funcțională, etimologică). Înseși conceptele despre mediu constituie elemente de cercetare pentru specialiști și pentru lingviști. Informațiile din diferite arii științifice, geografie, chimie, biologie, tehnologie se corelează, pentru a forma un tot unitar, ceea ce noi numim generic *mediu.*Lexemul *mediu* este cunoscut de către o masă amplă de vorbitori, datorită uzului frecvent de-a lungul timpului. Familia lexicală, câmpul lexical și numărul însemnat de sintagme creat în jurul acestui termen denotă că terminologia mediului este în plin proces de dezvoltare și de utilizare.

Termenii care alcătuiesc categoria semantică a mediului se disting prin diversitate, fiind rezultatul fructuos al unor procedee lexicale, semantice, gramaticale și/sau figurative. Procedura de numire este pe deplin motivată, în concordanță cu evoluția societății la nivel global. Alături de alte categorii de cuvinte, lexemele aparținând terminologiei mediului, contribuie la diversificarea vocabularului limbii române, oferind o bogată și diversificată bază de cercetare.

Analiza corpusului

În lucrarea de față ne-am îndreptat atenția asupra termenilor din familia lexicală a calamităților naturale, termeni care la rândul lor se remarcă printr-o deosebită diversitate, oferind amplă bază de cercetare. Pentru analiză, am selectat un corpus însemnat de termeni ecologici, concretizați în unități simple și sintagme din presa românească on-line. În cadrul analizei, am pornit de la modul în care sunt definiți termenii în dicționarul de uz general (DEX), marcarea lor diastratică în DEX, elementele de etimologie și onomasiologie, spre a ajunge apoi să observăm încărcătura metaforică pe care acești termeni o însușesc, cu identitate sau diferență de sens.

Definiții

Termenii selectați în vederea analizei fac parte din vastul areal semantic al calamităților naturale, termenul *calamitate* fiind moștenit din latinescul *calamitas, -atis*, definit drept „nenorocire mare, dezastru provocat de obicei de un fenomen natural, care lovește o colectivitate" (DEX: 345). La rândul lor, acești termeni sunt unități simple și sintagme. Unitățile simple sunt desemnate prin:

a) Substantive comune: *ciclon*, s.n.<fr. cyclone, „vânt puternic, cu deplasarea aerului în spirală, însoțit de ploi torențiale și de descărcări electrice, specific regiunilor tropicale" (DEX:367), *cutremur*, s.n., „mișcare puternică și bruscă, verticală, orizontală sau de torsiune a scoarței Pământului, provocată fie de dislocări subterane, de erupții vulcanice etc., fie de forțele mareice, ciocnirea unor meteoriți cu Pământul"(DEX:392), secetă, s.f.< lat. siccita, „insuficiență a umidității solului și a atmosferei față de valorile minimale necesare creșterii și dezvoltării normale a plantelor (cultivate)”(DEX:1087), *taifun*, s.n<germ. taifun, „ vânt foarte puternic, cu furtună și cu vârtejuri, care ia naștere în partea de apus a Oceanului Pacific și se manifestă mai ales în estul Asiei și în estul Americii de Nord” (DEX:1135), *tornadă*, s.f.<fr.tornade, „furtună violentă (în formă de vârtej), care afectează regiuni întinse; vârtej de vânt devastator cu o arie restrânsă, adesea însoțit de ploi torențiale” (DEX:1178), *inundație*, s.f.<lat. inundation, -onis, „acoperire a unei porțiuni de uscat cu o mare cantitate de apă, provenită din ploi, revărsarea apelor”(DEX: 678), *uragan*, s.n.<fr. ouragan, „vînt puternic cu acțiuni distrugătoare, uneori însoțit de ploi torențiale”(DEX:666), *hurican*, s.n.<fr.hurricane, „furtună violentă care bântuie în insulele Antile” (DEX:), *furtună*, s.f.<ngr.furtuna, „perturbare atmosferică violentă, care generează vânturi puternice și precipitații, adesea în rafale, însoțite de descărcări electrice” (DEX:534); După cum se poate observa, în cadrul acestor unități simple, termenul generic *calamitate* este substituit de alți termeni din aceeași sferă semantică. Astfel de nume sunt frecvente în uz. De exemplu: „Un *ciclon* periculos care pătrunde în ţara noastră luni noapte aduce fenomene violente. Meteorologii au extins numărul de judeţe ce vor fi afecte la 27 şi au anunţat că vremea rea se va manifesta în toate regiunile.”(https://adevarul.ro/,20.05.2019, *Alertă meteo: un ciclon lovește România*); „Un fenomen neobişnuit pentru România, care a luat forma unei *tornade* uriaşe, i-a îngrozit pe şoferii aflaţi în zona localităţii Drajna, în apropiere de Autostrada Soarelui.”(https://stirileprotv.ro/,30.04.2019, *O tornadă uriașă s-a format în județul Călărași*); „*Furtuna* abătută în această seară asupra Capitalei a produs deja pagube şi era cât pe ce să să facă și victime.”(https://adevarul.ro/, 20.05.2019, *Furtună puternică în Bucureşti*); „ În această dimineață, o țară asiatică a fost lovită de cel mai puternic *taifun* produs în zonă în ultimii 25 de ani.”(https://www.capital.ro,/ 04.09.2018, *Dezastru: Țara care a fost devastată de cel mai puternic taifun din ultimii 25 de ani*); „Fermierii afectați de *secetă* vor putea beneficia în avans de plățile directe și pentru dezvoltare rurală, iar pentru a-și putea hrăni animalele li se va acorda o mai mare flexibilitate în utilizarea terenurilor care în mod normal nu sunt destinate producției.”(https://ec.europa.eu/romania/news/, 09.08.2018, *Sprijin suplimentar pentru fermierii afectați de secetă)*; „ S-a înregistrat un *cutremur* puternic în România în această dimineață, la ora 08:25. La scurt timp de la producerea seismului, oficialii de la Institutul Național de Cercetare-Dezvoltare pentru Fizica Pământului (INFP) au dezvăluit care a fost magnitudinea sa. Mai mult, undele seismice s-au resimțit în unele zone din București.”(https://www.cancan.ro/, 12.04.2019, *Cutremur puternic în România*); „Este prăpăd pe insula Creta din cauza *inundaţiilor* şi a alunecărilor de teren în urma ploilor torenţiale care au început încă de vineri.”(https://www.digi24.ro/, 07.04.2019*, Inundații devastatoare în Creta*);

Sintagmele au o structură diferită:

a) Sintagme bimembre: substantiv (numele generic *calamitate* este substituit de nume din aceeași sferă semantică) + determinant: *erupții vulcanice*. De exemplu:„Vulcanul Kilauea de pe Insula Mare (Big Island) din Hawaii a erupt joi, forţând locuitorii din zonă să îşi părăsească casele, informează Reuters şi AFP.”(https://stirileprotv.ro/, 04.05.2018, *Vulcanul Kilauea din Hawaii a erupt violent, iar lava a ajuns pe stradă*)

b) Sintagme trimembre: substantiv (numele generic *calamitate* este substituit de nume din aceeași sferă semantică) + prepziție + determinant: *alunecări de teren.* De exemplu:„ *Alunecările de teren* afectează 27 de localități din județul Prahova, punând în pericol locuințe și drumuri județene sau de interes local.” (**Error! Hyperlink reference not valid.** 27.12.2018, *Alunecările pun în pericol zeci de localități*).

Sensuri

În ultimii ani, ca o consecință firească a utilizării masive a terminologiei mediului de către multe grupuri sociale, are loc un proces vast de determinologizare a termenilor din sfera semantică a calamităților naturale, mulți dintre aceștia trecând dincolo de limbajul specializat.Trăind într-o perioadă când orice informație este mediatizată, elementele terminologiilor sunt larg difuzate, iar noi, cititorii, avem acces involuntar la ele. Astăzi, un număr considerabil de termeni din limbajele specializate au pătruns în limba comună și s-au adaptat atât de profund în lexicul comun, încât nu mai apar drept termenii specializați din dicționare. Această determinologizare sau întrebuițare a termenilor specializați în limbajul uzual, cotidian este numită de Robert Galisson *banalizare lexicală*[3]. În concepția terminologului român, A. Bidu Vrânceanu, determinologizarea este un proces gradabil: „transferul termenului în texte și contexte de largă circulație antrenează un proces de determinologizare a sensului specializat în grade diferite”[4].

Pe baza informațiilor expuse mai sus, vom încerca să analizăm un număr de termeni din sfera semantică a calamităților naturale în contexte diferite și vom urmări procesul de „migrare” semantică și adăugare de conotații noi. Pentru aceasta, am recurs la exemple din diferite domenii, preluate din presă și sursele on-line.De exemplu, termenul *furtună* din enunțul „Capitala se află sub avertizare cod portocaliu de furtună până la ora 20.30, potrivit unei avertizări emise de meteorologi.”(https://adevarul.ro/, 20.05.2019, Cod portocaliu de furtună în

[3] Galisson, R. Recherche de lexicologie descriptive. Banalisation lexicale. Paris, Nathan, 1978, 432p.

[4] Bidu-Vranceanu, A. Lexicul specializat în miscare. De la dictionare la texte.s.l.: Editura Universitatii din Bucuresti, 2007, 266 p.

Bucureşti) migrează din sfera calamităților naturale în limba comună, cu sensul figurat „tulburare sufletească", „revoltă", ambele sensuri fiind înregistrate in DEX:534 .De asemenea, tot în limbajul uzual, termenul menționat primește chiar și încărcătatură metaforică, „mulțime de... (o furtună de aplauze)"(DEX: 534). În limbajul literar, mai cu seamă în textul baladei *Pașa Hassan*, unde, sub influența procedeului stilistic al metaforei, termenul *furtună* exprimă comportamentul impunător, înspăimântător al personajului principal al textului, Mihai Viteazul: „Dar iată-l! E vodă, ghiaurul Mihai;/ Aleargă năvală nebună(…)/ El vine spre pașă, e groază și vai,/ Că vine *furtună*" (George Coşbuc, *Pașa Hassan*). Autorul lucrării filtează poetic o forță stihială, *furtuna*, care capătă o conotație impresionantă, menită să trezească puternice emoții in sufletul cititorului și să contureze totodată portretul unei ființe umane care se remarcă printr-o putere de caracter nebănuită. Termenul *uragan* din enunțul „ Puternicul uragan Irma - care este cam cât Franţa de mare - a lovit în noaptea de marţi spre miercuri Insula Barbuda."(https://www.digi24.ro/, 06.09.2017, *Irma, un uragan istoric*) poate fi identificat în limba comună cu sensul figurat de „dezlănțuire bruscă de pasiuni" (DEX: 1280).

Formarea cuvintelor

În ceea ce privește formarea cuvintelor, mare parte a termenilor sunt formați prin compunere și derivare, derivarea fiind mijlocul de îmbogaţire a vocabularului cu grad mai ridicat de productivitate în ceea ce priveşte termenii din sfera semantică a calamităților.În funcție de tipul compunerii, identificăm termeni formați prin:

a. subordonare atributivă*: erupții vulcanice, alunecări de teren.*

Derivarea este reprezentată prin sufixe, majoritatea termenilor fiind de fapt substantive obținute prin procedeul derivării progresive sau regresive din verbe.

a.sufixe: -re: alunecare, -ie: erupție

Elemente de psiho-lingvistică

Din punct de vedere socio-lingvistic, un aspect care stârnește curiozitatea locuitorilor globului este acela al numirii si al denumirilor uraganelor. Astfel, ,,Tradiţia numirii furtunilor tropicale din Atlantic este veche de câteva sute de ani, când popoarele din Caraibe numeau furtunile după sfântul sărbătorit în acea zi de calendarul catolic. Aceasta a continuat până la cel de-Al Doilea Război Mondial, când meteorologii au început să folosească nume feminine pentru furtuni."(https://www.antena3.ro)

Din 1953, serviciul de meteorologie din Statele Unite a adoptat oficial ideea numirii furtunilor tropicale care prezintă rafale de vânt constante cu viteze de peste 60 de kilometri la oră, escaladate la nivelul de uragan când vântul depăşeşte 120 km/h.

Tot atunci s-a stabilit un alfabet fonetic, format din 21 de litere (alfabetul american, mai puţin literele Q, U, X, Y şi Z), care să reprezinte iniţialele pentru numele feminine. După protestele şi mişcările feministe din anii '60 şi '70, procedura s-a schimbat pentru a include şi nume de bărbaţi.

„Astfel, numele primei furtuni tropicale a anului începe cu litera A, a doua cu litera cu B şi tot aşa până la finalul alfabetului. În anii cu număr impar, prima furtună are nume de bărbat, a doua de femeie, iar în anii cu număr par, prima furtună primeşte nume feminin, urmată de un altul masculin.” (**Error! Hyperlink reference not valid.**).

Concluzii

Lucrarea de față a avut drept scop reliefarea trăsăturilor lexico-semantice ale termenilor din sfera semantică a calamităților naturale, termeni pe care îi regăsim în uzul comun actual.După cum se poate observa, pe baza exemplelor oferite, termenii au multiple întrebuințări, primind multiple conotații, odată ce părăsesc domeniul terminologic specializat și pătrund în limbajul comun. Numărul însemnat de sintagme creat în cadrul terminologiei mediului denotă că aceasta este în plin proces de dezvoltare și de utilizare, constituirea acestui sistem terminologic apelând la toate procedeele de îmbogățire a vocabularului. Radiografierea terminologiei calamităților naturale permite evidenţierea şi observarea mai multor lexeme care intră atât în limbajul specializat, cât şi în limbajul comun.

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THE CONDITIONS FOR DEVELOPING THE EMIGRATION TREND IN THE ROMANIAN VILLAGE

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Abstract

The theme of the article is the development of the emigration tendency in the Romanian village generated by the socio-economic conditions of the inhabitants of the rural environment in the period 1990-2010. In our approach we started from a sociological research conducted in the South Muntenia Region between September and November 2010 on the topic "Socio-economic Aspects of the Female Labor Force in Agriculture" on a sample of 1,056 of women in the area aged between 18 and 65, which reveals key aspects of mood, income, social and health protection, qualification, information and migration as an option for raising living standards.

The study aimed to outline a general vision of the female labor force in rural areas, going to the detailed analysis of the labor force employed in agriculture, some questions regarding the attitude toward leaving for work in agriculture in other EU countries.

Keywords: migration; Romanian village; emigration tendencies; influences.

I. METHODOLOGY

Research is a sociological survey conducted by the public opinion polling technique through a sociological questionnaire that was applied to the female population occupied in agriculture in the South Muntenia Region aged between 18 and 60, structured on residential areas and on demographic and demographic variables Basic. Managers were applied on a face-to-face basis to selected multi-country homes / households by applying predefined statistical steps differentiated according to local densities. The proposed sample was 1,090 people, 1,090 people were interrogated and the filtered sample was 1,056 people, the sample type being probabilistic, multi-layered, by age, depending on the county and the size of the locality. Sampling levels consisted of 145 sampling points in 120 localities in all 7 counties of the South Muntenia Region (Teleorman, Giurgiu, Calarasi, Ialomita, Dambovita, Prahova, Arges). The sampling was random at the starting point, the selection of households was made by statistical step, and the selection of people - by age.The sample was built according to INSSE data for South Muntenia Region regarding the size of the locality as number of inhabitants and agricultural area, age, size of the household.

The values presented are expressed as a percentage and are the results directly from the field (no weighting).

II. RESULTS

By age group, the highest share among women aged 18 to 60 who work in agriculture is in the 51-60 age group (58.71%), followed at a long distance by the age group of 41- 50 years (22.92%) and the last places are the age groups 31-40 years (9.19%), 21-30 years (6.63%) and 18-20 years (2, 56%). Almost three quarters (74.62%) completed their studies at the level of the general school, and 7.01% also had a vocational school. In 67,80%, women claim that they do not even afford the necessary, and 31,16% - they only afford the necessary amount. Nearly 50% say they have less than 1 ha, and 39.3% - between 1 ha and 3 ha, 5.78% - between 3 and 5 ha, 3.79% - between 5 and 10 ha and 1.23 % - between 10 and 20 ha. 83.52% work with their family on their entire land area, 6.34 said they work less than half of the land owned, and the rest lease it, and 6.06% said that works less than a quarter, and the rest is left unworked.

Sociological research carried out in the period September - November 2010 on "Socio-economic aspects regarding the female employment situation in agriculture" was carried out in order to know the problems of women with ages in which they can be in the workplace and revealed the following essential aspects.

II.1. MOOD

The mood of the investigated women who then worked in agriculture was dominated by disorientation, lack of information, uncertainty, lack of confidence in the future, dissatisfaction with the conditions in which they worked and lived. More than three-quarters of the respondents (75.76%) thought that their life had changed in the last year, 18.18% responded that they did the same, and none said they were doing better, and 6.06% cannot appreciate respond. A higher percentage of 40.47% of those who think they do the same can be found in the age group of 18-20 years, for whom, due to their youth, the passage of a year is not as important as in the older ages submitted. The highest percentage of women who consider that they "do worse" (92.15%) are found in the age group of 41-50 years who basically support agriculture and have assumed this condition.

Interviewed women see agriculture as an occupation that, in the conditions they are working, cannot even afford them the strictly necessary , which is why only 4.73% of them would agree that their offspring should work in agriculture. They appreciate that this occupation is without benefits and requires too much effort that does not bring any income or, at best, very low incomes, leading to the poor economic development of the peasant farms and to the lack of women in social protection systems;

Due to the lack of information, education, but also because of the uncertainty and crisis situation in the country and in the world, almost half of them do not know what they would like for their children, especially as they themselves face the lack of places labor market (42.12% of them claiming they have no place to work). To the question, "What should be done for women to do better in rural areas?", 56.78% said that factories should also be opened in villages where women can also be employed.

The state of dissatisfaction is largely due to the fact that the agricultural work they practice is difficult and very difficult for over 80% of women, and 89.58% of them state that the difficulty lies in the fact that everything must be done manually and it is "hard to dig and work with your hand".

Women who also have the work experience provided in the CAP consider 66.44% that labor in agriculture was easier when they worked at the CAP, because there were agricultural machinery.

In addition to working in the field, women are also involved in supporting the household, caring for children and the elderly, raising livestock and carrying out specific works for the vegetable garden.

In housekeeping activities, women benefit from the help of other family members, but most support comes from other women in the family.

II.2. INFORMAL ACTIVITY WITHOUT SOCIAL PROTECTION

Women working in agriculture almost entirely (98.86%) are engaged in informal work without being employed by an individual employment contract or other form of employment, which places them outside the parameters laid down by legislation in the field of work, with negative effects on the present and future existence of these people, because on the one hand they did not provide income, and on the other hand they are not covered by a social protection scheme, given that the system of protection social situation in Romania is strongly linked to the labor market.

Women who said they work as employed (only 1.14%) at various farms in the area are framed with a minimum wage in the economy.

II.3 AGRICULTURE AND INSURANCE OF PENSION

By enrolling in the general tendency of the aging population in Romania, and among the women employed in agriculture there is a very strong presence of this phenomenon, which will increase in the next 10-30 years, when the birth rate has decreased, and fewer young people are heading to this sector. Because they cannot provide the necessary from their work, women are looking for a form of social protection, most of which focus on retiring on sickness and / or finding a job in economy sectors.

For women working in agriculture, there are multiple risks and vulnerabilities that will increase in the coming period due to the increasing aging trend of this category. The Romanian state will have to find solutions and adapt its employment and social protection policies in the future, not only from the perspective of the aging population but also of those who have never been employed, as is the case of women in agriculture, because they will not have any income when they can no longer work.

Among the interviewed women, by age bracket, the highest share is held by 51-60 years (58.71%), followed by the 41-50 year old (22.92%) , while the last places, with shares below 10%, are the age groups 31-40 (9,19%), 21-30 years (6,63%) and 18-20 years (2,56 years) %).

If women aged over 55 can now get retired because they have worked in the former CAPs, the situation will become very difficult for women in the 18- to 40- when they reach the inactive (retirement) period. Because they have never worked under a contract of employment or other form of employment and have not paid their social security contributions, when they can no longer work to earn their living, they will not have the right retirement in the public system, the main form of providing a monthly income.

Almost half of the interviewed women said they were retired, 32.38% never had a contract of employment and did not pay insurance contributions under an insurance contract, and 11.02% said they hoped that the years had worked at the CAP (agricultural production cooperatives) to be reckoned with for retirement, because it was their only period of work in which they worked "in legal forms". Very few (1.53%) paid the social security contribution directly to the pension funds, but because the amount to be paid exceeded their financial possibilities they gave up.

Asked why they do not pay social security contributions directly to pension insurance pension houses in view of obtaining a public pension in the period when they will no longer be able to work in agriculture, women who have no pension and are not neither employed nor 46.18% responded that they had no money to afford to pay, but the others were confused about the question, because they did not even hear about this possibility.

II.4 HEALTH

Because they do not have health insurance and because they are not aware of the importance of periodical consultation of the doctor / dentist, most of them go to the doctor only in emergency situations, a phenomenon with negative consequences on the health status, because very many can not do anything for them.

More than 65% of interviewed women go to the family doctor only in an emergency and 81.34% go to the dentist only in case of emergency.

68.18% have health insurance, because most of them have the quality of retirement or co-insured. The remaining 31.82% are not insured because they do not have an individual employment contract nor can they afford to insure themselves on the basis of an insurance contract concluded directly with the health insurance companies. By age group, the fewest women with health insurance are those in the 18-20 age group (11.11%), 31-40 years (35.05%) and 41-50 years (36.36%), because they are co-insured.

But everyone would like to have insurance, because 68.51% of those without insurance had health problems and almost all had to pay for the medical services they were given. 95.74% of the women surveyed are listed on the list of a family doctor from whom they have learned that they can be insured directly at health insurance. 92.51% of those who did not have health insurance had to pay for medical services when they went to the doctor for consultation / analysis / treatment. Of the 72.73% of those who are not insured, they know that they can be insured at the health care homes of the family doctor.

II.5. QUALIFICATIONS, OPTIONS:

Because most of the interviewed women are graduates only from general school, the number of those who could do a skilled job in a field is very small. Although they want to have a job to get a monthly salary, the lack of jobs and the low level of training do not allow them, and the majority is aware of this.

Asked what they would do if they were able to work with a work contract, more than half of the non-retired women and not employed (54.56%) responded that they would be interested or very interested in engaging, the rest considering that they are no longer old and have no qualifications to engage somewhere. Women interested in finding a job know, to a large extent, that they have a number of rights if they have an individual employment contract. Over 60% of those who would like to engage say they would go to a different field than agriculture and only 16.41% say they would engage in agriculture and 23.53% because they do not have a qualification , are undetermined.

In terms of qualification, only 18.68% of respondents claim they could do something other than work in the field, but 51.79% of them claim they would not give up on farming if they were engaged in another field. The areas in which they claim to work are light industry, food industry, public catering and trade. Over 53% did not try to find a job, because they "do not work with a work card" or "have no place to get involved".

Their age and obligations to their family make it the most (77.09%) to say they did not think of leaving to work abroad, but those who have thought about it or even have they were mostly found in the younger age groups. Thus, those in the group of 18-20 years would leave in the proportion of 48.15%, those in the group 21-30 - 30%, those in the group 31-40 - 53.61%, the ones in the group 41-50 - 36.89%, while those in the group 51-60 - only 4.68%.

Those who would leave or have gone abroad would work or worked 55.04% in fields other than agriculture, but 44.96% said they would work in agriculture in another country, because there in this field it is better paid and work is easier with machines.

II.6. INFORMATION LEVEL

In addition to the low level of training, rural women working in agriculture also show a very low level of information about the opportunities they would have to increase their chances of finding a job.

Of the interviewed women, only 16% know that they have the opportunity to do vocational training / retraining courses. The best-informed about this are women in the age groups 18-20 years (85,19%) and 31-40 years (81,45%).

Only four women (0.38%) said they attended a re-training course and 14 (1.33%) attended a job fellowship where 12.03% of women would be interested in followed a re-training course, and the rest, due to age, said they would not be interested in such a course because it is too late for them. The most interested in participating in a re-qualification course are those in the 18-20 age group (40.74%), 21-30 years (74.29%) and 31-40 years (57.79%).

III. CONCLUSIONS CONCERNING THE CREATION OF THE EMIGRATION TREND

Going to work abroad or immigrating to another country was an option for less than a quarter of women under the age of 60, due to the fact that they had no alternative in rural areas to ensure decent living. As a rule, the information about this possibility has left them out of discussions with close people who have had this experience (relatives, neighbors, friends), and the trend of using their workforce for better earnings in other countries has been created in time.

Of the women surveyed, 51.79% said they would not give up farming altogether if they were engaged in another field, and other areas where they could work were light industry, food industry, food and commerce. Their age and obligations to their family make it the most (77.09%) to say they did not think of leaving to work abroad, but those who have thought about it or even have they were mostly found in the younger age groups. Those in the age group of 18-20 years said, in a proportion of 48.15%, that they would leave, those in the group 21-30 - 30%, those in the group 31-40 - 53.61%, those in the group 41-50 - 36.89%, while those in the group 51-60 - only 4.68%. Those who would leave or have gone abroad would work or worked 55.04% in fields other than agriculture, but 44.96% said they would work in agriculture elsewhere, because there, in this domain, it pays better and work is easier with machines.

Related to the dimensions of migration, labor migration to other states of rural women is a temporary migration of the active population in order to increase the standard of living of the family. According to NIS, at present, the external migration of the active labor force represents a sociodemographic risk to Romania's national security, together with the decrease of the population and demographic aging, and in the absence of active, concrete measures to reduce the migration flow externally, this social phenomenon will have socio-economic and demographic impacts in the medium and long term.

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THE RELATIONSHIP BETWEEN SPECIALIZED VOCABULARY AND TERMINOLOGY

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Abstract
In this article we aim to approach some theoretical aspects of specialized vocabulary terms, terminology and the relationship between them. We will present a brief background, definitions provided by both foreign and Romanian linguists, as well as the typology of terminology, in parallel with specialized vocabulary definitions. Further on, we will highlight the relationship between specialized vocabulary and terminology, developing on the basis of common literary language.

Cuvinte cheie: *terminology, specialized vocabulary, term, relationship, meaning*

Cuvântul *terminologie* este un termen internaţional având ca etimon lat. *terminus* („limită", „delimitare", „graniţă") şi gr. *logos* („ştiinţă"). Majoritatea limbilor europene (fr. *terminologie*, engl. *terminology*, rus. *terminologija*) folosesc acest cuvânt pentru a denumi ştiinţa care se ocupă de studierea termenilor sau pentru a desemna totalitatea termenilor din diverse domenii ale ştiinţei sau tehnicii.

Lingvistul francez Alain Rey s-a ocupat cu mare atenție de studiul terminologiei. Afirmă că termenul *terminologie* apare, pentru prima dată, în secolul al XIX-lea şi semnifică, la început, doar totalitatea termenilor aparţinând unui domeniu, amintind de prima definiţie a *terminologiei* care a fost propusă de cercetătorul englez William Whewell în lucrarea sa *History oh the Inductive Sciences* [1837], în care *terminologia* are valoare de ansamblu de termeni dintr-un anumit domeniu: „*système des termes employés dans la description des objets de l'histoire naturelle.*"[5]

În paralel, a observat că în Franța, cuvântul *terminologie* este definit, pentru prima dată, în dicţionarul lui Bouillet, *Dictionnaire des sciences, des lettres et des arts* [1864, a 7-a ediţie] şi semnifică, de asemenea, un ansamblu de termeni dintr-un domeniu: „ensemble des termes techniques d'une science ou d'un art et des idées qu'ils représentent."[6] Observăm că, în ambele definiții este utilizat *termen* și nu *cuvânt* ceea ce semnifică faptul că autorii făceau deja distincția *cuvânt – termen*, implicit *lingvistică*/*lexicologie – terminologie*.

[5] Alain Rey, *La terminologie: noms et notions*, Paris, Presses Universitaires de France, col. *Que sais-je*?, 1979, p. 7.
[6] *Ibidem*, p. 7

În următoarele rânduri, ne propunem să analizăm definiţiile terminologiei propuse de lingviştii români şi străini, în ordinea cronologică a publicațiilor.

Canarache și Maneca considerau că „prin termeni tehnici sau ştiinţifici înţelegem cuvintele sau combinaţiile de cuvinte care denumesc noţiuni dintr-un anumit domeniu de specialitate. Termenii dintr-o ramură a ştiinţei sau a tehnicii formează la un loc terminologia domeniului respectiv.”[7]

Constant Maneca a surprins că terminologia reprezintă: „Totalitatea termenilor care denumesc noţiuni din ştiinţă şi tehnică în general; aici intră prin urmare toate cuvintele specifice vocabularului special al agricultorilor, al păstorilor, al meseriaşilor de tot felul şi al oamenilor de ştiinţă. În felul acesta, putem vorbi în egală măsură de termeni tehnici de cizmărie, de stupărit, de termeni tehnici în teoria literaturii, în fizică, în ştiinţele naturii etc. În general, fiecare ramură de activitate omenească, fiecare disciplină îşi are terminologia ei specială.”[8]

Marcu asociază terminologia cu un ansamblu lexical: „Terminologia ştiinţifică este un ansamblu lexical care denumeşte noţiunile speciale din domeniul ştiinţei şi al tehnicii.”[9] Din folosirea sintagmei *noțiuni speciale* deducem că autorul avea în vedere lexicul specializat al științei / tehnicii pe care îl diferențiază de lexicul comun. Constatăm o anticipare a delimitării lexicului comun de lexicul specializat.

În definirea *terminologiei*, lingvistul şi profesorul francez Helmult Felber afirmă că lexemul *terminologie* cuprinde trei noţiuni, şi anume: „ansamblul termenilor care reprezintă sistemul de noţiuni aparţinând unui domeniu de cunoştinţe; publicaţia în care sistemul de noţiuni aparţinând unui domeniu de cunoştinţe este reprezentat de termeni; ştiinţa terminologiei, adică domeniul de cunoştinţe interdisciplinar şi transdisciplinar care se ocupă de noţiuni şi de reprezentarea lor (termeni, simboluri etc.).”[10]

Ion Coteanu afirma că prin „terminologie înţelegem totalitatea de cuvinte speciale de care se servesc ştiinţele, arta, cercetarea şi profesiunile, în general, dar şi un cercetător sau un grup de cercetători.”[11]

Maria Teresa Cabré pune în discuție „gradul de specializare al unor texte sau discursuri în funcție de domeniu. Evident, fiind vorba despre biochimie, robotică sau mecanică, textul va fi mai codificat, mai „închis” și gradul de specializare (codificare) va fi cu atât mai mare cu cât interlocutorul va fi din interiorul domeniului, astefl reducându-se și doza de lexic comun în favoarea

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[7] Canarache, A., Maneca, C., *În jurul problemei vocabularului științific și tehnic*, *Limba română*, IV, nr. 6, 1955, p. 16.
[8] Constant Maneca, *Terminologia științifică și tehnică în Dicționarul general al limbii române*, București, nr. 1, 1955, p. 33-44.
[9] Marcu Florin, *Bazele elaborării și însușirii terminologiei științifice, Limba Română*, București, nr. 5, 1974, p. 393.
[10] Helmult Felber, *Manuel pratique de terminologie*, Paris, Editura Unesco, 1987, p. 1.
[11] Coteanu Ion, *Terminologia tehnico-științifică. Aspecte, probleme. , Limba Română*, București, nr. 2, 1990, p. 95.

celui specializat. Dacă însă este vorba de domenii cum ar fi sportul, activitățile recreative, produsele de panificație sau moda, deși dispun de un vocabular strict specializat, acestea sunt mai deschise, fiind destinate marelui public.”[12]

Guțu susținea că „terminologia este un ansamblu de termeni corelat cu o sferă de activitate profesională, termenii fiind legaţi unul de altul la nivel noţional, lexico-semantic, gramatical şi al formării cuvintelor.”[13]

Unii cercetători atrag atenția asupra faptului că „limbajele specializate nu sunt omogene: regimul terminologic al textelor variază în funcție de gen și discurs. De exemplu, semantica textelor tehnice și a celor științifice nu este identică. Mai mult, chiar în interiorul aceluiași domeniu tehnic sau științific genurile diferă.”[14]

La fel ca şi Teresa Cabré, lingvista română Mariana Ploae-Hanganu ajunge la concluzia că „terminologia are trei sensuri, însă autoarea română consideră terminologia nu doar un ansamblu de principii, ci o ştiinţă pluridisciplinară: mulţimea termenilor unui domeniu de cunoaştere sau ai unei discipline; totalitatea metodelor de inventariere şi clasificare a termenilor, de creare pe cale neologică, de normalizare, răspândire şi difuzare a acestor termeni; ştiinţă al cărei obiect este de natură lingvistică, dar în mod fundamental este pluridisciplinară.”[15]

Lingvista catalană Teresa Cabré consideră că prin „terminologie se pot înţelege cel puţin trei concepte diferite: totalitatea termenilor unui anumit domeniu de specialitate; ansamblul regulilor şi directivelor care se utilizează în activitatea terminologică; totalitatea principiilor şi a fundamentelor conceptuale care reglementează studiul termenilor.”[16]

Terminologia, în sens general, este definită ca „acel câmp al investigaţiei ştiinţifice interdisciplinare al cărui obiect de studiu sunt cuvintele specializate ce apar într-o limbă naturală şi care aparţin unui domeniu specific al uzajului.”[17]

În ce privește raportul terminologie –limbaje specializate, se afirmă pe bună dreptate, că „terminologia este materia limbajelor specializate, și nu doar a textelor specializate, iar textul specializat este în aceeași măsură și *utilizator*, și *furnizor* de terminologie.”[18]

Olga Cazan ajunge la concluzia că: „definiţia propusă de ISO („Ansamblu

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[12] Cabré M. T. , *Terminologie ou terminologies? Spécialité linguistique ou domaine interdisciplinaire?* In Meta, XX, 1991, p. 59.

[13] Guțu Slavian, *Considerații cu privire la principiile terminologiei tehnico-științifice, Revista de lingvistică și știință literară*, Chișinău, nr. 1, 1992, p. 33.

[14] Rastier F. , *Le terme: entre ontologie et linguistique*, http://www.revuetexto.net.inedits/Rastier/Rastier_Terme.html, 1995.

[15] Ploae-Hanganu, Mariana, *Specificul terminologiei ca ştiinţă în raport cu celelalte ştiinţe ale limbajului*, LR, XLIV, nr. 9-12, 1995, p. 530

[16] Cabré M. T. , *La terminologie. Théorie, méthode et applications*, Paris: Armand Collin, 1998, p. 68

[17] Cabré, M. T., *Terminology, Theory, Methods and Applications*, Amsterdam/Philadelphia, John Benjamins Publishing Company, 1999, p. 32

[18] Lerat P. *Texte spécialisé et terminologie,* 2009, http://www.intralinea.org/specials/article/1732

de desemnări aparţinând unei limbi de specialitate") este cea mai reuşită şi, în acelaşi timp, cea mai simplă. Ideea pe care o putem extrage din toate aceste definiţii este următoarea: nu există terminologie fără domeniu şi nici domeniu fără terminologie. Este interesant de menţionat că terminologia poate desemna, de asemenea, un ansamblu de termeni întrebuinţaţi de un specialist sau un grup de specialişti."[19] Autoarea face diferenţă între totalitatea termenilor dintr-un domeniu şi publicaţia în care apar. În schimb, nu recunoaşte terminologia drept o activitate.

În limba română, în lucrările lexicografice, situaţia este puţin diferită. În *Dicţionarul explicativ al limbii române,* este menţionat doar sensul său primar: „Totalitatea termenilor de specialitate folosiţi într-o disciplină sau într-o ramură de activitate."[20] În *Noul dicţionar explicativ al limbii române*, pe lângă sensul primar al terminologiei, este înregistrată următoarea accepţie: „Compartiment al lexicologiei care se ocupă cu studiul termenilor"[21]. Prin urmare, autorii dicţionarului consideră terminologia o ramură a lexicologiei şi nu o disciplină sau o ştiinţă interdisciplinară având propriile principii, diferite de cele ale lexicologiei. Sensul terminologiei ca ştiinţă este menţionat, în română, doar în *Dicţionarul de ştiinţe ale limbii*: „terminologia mai este utilizată cu sensul unei ştiinţe interdisciplinare preocupată de problemele generale ale terminologiei, care analizează logica cunoştinţelor, ierarhia conceptelor, codajul lingvistic şi non-lingvistic, precum şi problemele creaţiei de cuvinte necesare ştiinţelor/tehnicii."[22] Este interesant de subliniat că, în ultimul dicţionar, autorii pun semnul egalităţii între limbajul specializat şi terminologie: „ Limbă (limbaj) specializat(ă) sau un subsistem lingvistic care utilizează o terminologie şi alte mijloace lingvistice sau nelingvistice, pentru a realiza o comunicare de specialitate non-ambiguă, cu funcţia majoră de a transmite cunoştinţe într-un domeniu particular de activitate profesională". Nu suntem de acord cu ultima definiţie, deoarece considerăm că terminologia nu constituie o limbă de specialitate, ci un ansamblu de termeni care aparţine unui limbaj specializat.

Limbajul ştiinţific şi terminologia au apărut şi s-au dezvoltat pe baza limbii literare comune, ceea ce este firesc deoarece acestea se construiesc pe structura fonologică a limbii literare. Destinată comunicării specializate, *terminologia*, ca subansamblu al vocabularului limbii literare, reprezintă nucleul stilului ştiinţific. De-a lungul timpului, în special în a doua jumătate a secolului al XX-lea, *terminologia* s-a afirmat ca ştiinţă manifestându-se prin două

[19]Olga Cazan, *Terminologia - un termen polisemantic*, Revista de lingvistică și știință literară, nr. 5-6, 2009, p.85.

[20] *Dicţionarul explicativ al limbii român*e, ediţia a II-a, Bucureşti, Academia Română, Institutul de Lingvistică „Iorgu Iordan", Editura Univers Enciclopedic, 2016, p. 1235.

[21] *Noul dicţionar explicativ al limbii române*, Bucureşti, Editura Litera Internaţional, 2002.

[22] Angela Bidu-Vrănceanu, Cristina Călăraşu, Liliana Ionescu-Ruxădoiu, Mihaela Mancaş, Gabriela Pană Dindelegan, *Dicţionar de ştiinţe ale limbii*, ed. a II-a, Editura Nemira, Bucureşti, 2005.

elocvente teorii în definirea conceptelor de bază cu care operează: *terminologia internă* şi *terminologia externă*. Lexicul utilizat pentru transmiterea informaţiilor ştiinţifice într-un anumit domeniu de activitate şi folosit pentru comunicare de către specialiştii acestuia se constituie în aşa numita *terminologie internă* (cf. Bidu-Vrănceanu 2007: 20), pentru comunicarea strict specializată, prescriptivă, normativă, regăsită în textele specifice domeniului respectiv. *Terminologia internă* este implementată şi susţinută de E. Wüster, fondatorul *Teoriei generale a terminologiei* (*The General Theory of Terminology*) şi se raportează la activitatea Cercului de la Viena, dar şi a celorlalte şcoli, rusă, cehă. Această teorie are ca obiectiv principal „asigurarea unei comunicări precise, univoce într-un anumit domeniu ştiinţific, fapt reflectat în activitatea de standardizare conceptuală şi denominativă a termenilor."[23] Adepţii acestei teorii concep *termenul* în opoziţie cu cuvântul, vizând două dimensiuni distincte: cea pur conceptuală, specifică termenului, şi cea lexicologică caracteristică cuvântului. O astfel de abordare a *terminologiei* şi a noţiunii de termen conduce spre o ruptură artificială, care se creează între cele două entităţi luate în discuţie.

„Termenii se diferenţiază de cuvinte prin caracteristicile lor constitutive cum sunt: apartenenţa la un anumit domeniu al ştiinţei, exactitatea sensului sau monosemantismul, independenţa contextuală, caracterul convenţional, neutralitatea stilistică. Aceste opinii au fost formulate de cercetători care notează diferenţele majore dintre termen şi cuvânt cu privire la semnificaţie, formă sau funcţie (Cf. Béjoint/ Thoiron 2000, L'Homme 2000, Depecker 2000, Slodzian 2000)."[24] Cea de-a doua abordare a *terminologiei* se face din perspectivă lingvistică, teorie cunoscută ca *terminologie externă*, ai cărei adepţi ne declarăm şi noi în lucrarea de faţă. Abordarea acestei perspective a atras atenţia lingviştilor asupra existenţei unor punţi de mare afinitate între termen şi cuvânt, a unor segmente de interferenţă funcţional-semantică evidentă. Pe lângă o terminologie propriu-zisă, obiectul de interes al specialiştilor dintr-un anumit domeniu, se poate delimita o terminologie externă sau socioterminologie, care urmăreşte „utilizarea adecvată a sensului specializat şi folosit de vorbitorul obişnuit datorită extinderii multor termeni specializaţi în limba comună, în etapa actuală."[25]. Obiectivul primordial pe care se construieşte teoria acestui tip de terminologie este, aşa cum ne arată Angela Bidu-Vrănceanu „înregistrarea, explicarea, descrierea termenilor specializaţi din diverse domenii, în sine sau în relaţia cu limba comună"[26].

Din punctul nostru de vedere, cele două abordări ale *terminologiei* sunt complementare şi ne declarăm adepţii teoriei porţilor, a intrărilor multiple emisă de M. T. Cabré, conform căreia termenul poate fi interpretat din două direcţii

[23] Bidu-Vrănceanu, Angela, *Lexicul specializat în mişcare. De la dicţionare la texte*, Bucureşti, Editura Universităţii din Bucureşti, 2007, p. 19-20.
[24] Staicu, Nicoleta Simona*, Linguistic concepts in terminology. Medical terms in context în Journal of Romanian literary studies*, Universitatea de Medicină, Timișoara, nr. 8/2016, p. 241.
[25] Bidu-Vrănceanu, Angela, *Idem*, 2007, p. 23.
[26] *Ibidem*, p. 31

diferite: „This model (the theory of doors) attempts to represent the plural, but not simultaneous, access to the object; and in such a way that, whether starting from the concept or the term or the situations, the central object, the terminological unit, is directly addressed.”[27] Autoarea admite ipoteza conform căreia „terminologia poate fi analizată din două perspective: pe de o parte din cea a nespecialiştilor, care folosesc termeni pentru comunicarea curentă (directă sau prin mijloace intermediare) şi, pe de altă parte, din perspectiva specialiştilor dintr-un domeniu care utilizează termeni pentru fixarea informaţiilor ştiinţifice şi realizează comunicarea specializată.”[28]

Din studiul realizat mai sus, putem afirma că terminologia este un termen polisemantic. Majoritatea lingviştilor îi atribuie, de regulă, trei accepţii: 1) ansamblu de termeni proprii unui domeniu de specialitate; 2) activitate terminologică, 3) metodologie de studiu. Alături de sensul primar, unii autori menţionează, de asemenea, produsul activităţii terminologice (de ex.: terminologia juridică cu sensul de dicţionar juridic).

A treia semnificaţie constituie un subiect controversat. Absolut toţi lingviştii şi terminologii recunosc existenţa unei metode de studiu a termenilor, adică o serie de principii şi fundamente care reglementează studiul terminologiilor (primul sens). Însă, foarte puţini autori se avântă să afirme că terminologia este o ramură a lingvisticii sau, chiar mai mult, o ştiinţă interdisciplinară, având propriul obiect de studiu (termenul) şi o serie de principii proprii.

Ceea ce diferențiază lexicul specializat de terminologie este *standardizarea*, *„*activitate specifică desfăşurată de un organism recunoscut şi potrivit unor principii stabilite, prin care se elaborează standarde sau alte documente de standardizare.”[29] Wüster[30] este primul care a intuit și a susținut necesitatea standardizării limbajelor de specialitate, necesitate văzută ca un proces de normalizare a limbajelor de specialitate. Standardizarea limbajelor de specialitate a fost una dintre direcțiile de dezvoltare ale Școlii de la Viena.

Activitatea de standardizare este organizată la nivel internațional (Comisia Electrotehnică Internațională - CEI, Asociația Internațională de Standardizare – ISA și Organizația Internațională de Standardizare - ISO), European (CEN - Comitetul European de Standardizare, CENELEC - Comitetul European de Standardizare în Electrotehnică și ETSI - Institutul European de Standardizare în Telecomunicații) și național (Asociația de Standardizare din România - ASRO).

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[27] Cabré, M. T., *Theories of terminology. Their description, prescription and explanation* în *Terminology* vol. 9, nr. 2, John Benjamins Publishing Company, 2003, p. 186.

[28] Cabré, Maria Teresa, *La terminologie-théorie, méthode et applications*, Ottawa, Presses Universitaires d'Ottawa, 1998, p. 32.

[29] https://www.asro.ro/?page_id=2, accesat în 23.05.2018.

[30] Wüster a preluat secretariatul Comitetului tehnic 37 „Terminologie” din cadrul ISO, în 1952, a cărei activitate a coordonat-o în direcția principiilor postulate de către Institutul Austriac de Normalizare.

Prin înființarea organizațiilor de standardizare și, mai ales, prin activitatea lor, scopul inițial al standardizării terminologiei a fost atins, și anume: normalizarea vocabularelor de specialitate, fiind clar trasată acum diferența dintre cele două domenii: lexicul specializat și terminologie.

SIGLE

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DŞL = Dicţionar de ştiinţe ale limbii, Angela Bidu-Vrănceanu, Cristina Călăraşu, Liliana Ionescu-Ruxădoiu, Mihaela Mancaş, Gabriela Pană Dindelegan, ed. a II-a, Editura Nemira, Bucureşti, 2005.

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A THEORETICAL EXCURSUS INTO TERMINOLOGY

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Abstract
The evolution of human civilization has led to the emergence and development of various economic activities and, implicitly, of various scientific fields that have determined the use of terms specific to each field of activity. If, at first, specialized language - terminology - was exclusively used by specialists in various technical or scientific areas, terminology became a point of interest for linguists, too, in the 19th century. Considered a practical activity by some linguists and a science by others, four stages were identified on the "route" of terminology: the first stage - marked by the postulates of Wüster and Lotte, the second stage - marked by the emergence of computer science which became a very important auxiliary for linguists, the third stage - marked by language planning seen as the finality of terminology and the emergence of socioterminology, the fourth stage - marked by the relocation of terminology among sciences. The stages of the development of terminology reflect the perspectives of its approach by linguists over time: first approached from a normative perspective, then from a descriptive-linguistic perspective, perspectives that led to the emergence of the normative theory of terminology (internal terminology) and the descriptive-linguistic theory (external terminology). This evolution of terminology has influenced the definitions of terminology, the identification/ delineation of its objectives, the working methods, the status of terms, the types of semantic relations existing between the terms, semantic relations identifiable in specialized, semi-specialized and non-specialized linguistic contexts.

Keywords: terminology, internal terminology, external terminology, term, meaning

Consecință a apariției și dezvoltării diferitelor ramuri ale economiei și, implicit, a diverselor discipline tehnice și științifice, terminologia și-a câștigat adepți din rândul lingviștilor abia în secolul al XIX-lea, perioadă din care datează și prima încercare de definire a terminologiei.

Gerhard Budin îl identifică pe William Whewell ca fiind primul care a utilizat termenul *terminologie* și primul care a încercat o definire a terminologiei:

„le terme *terminology* fut employé pour la première fois par W. Whewell dans *History of the Inductive Sciences* (1837)." (Budin, 2007 : 12)

În definiția sa, W. Whewell consideră terminologia un „sistem de termeni", iar termenilor le atribuie rolul de a „descrie obiectele":

„système des termes employés dans la description des objets de l'histoire naturelle" (Apud Cazan, 2009: 84)

Câțiva ani mai târziu, în 1864, în lucrarea „Dictionnaire des sciences, des lettres et des art", Bouillet dezvoltă definiția data terminologiei de către Whewell, utilizând noțiunile „termeni tehnici ai unei științe sau arte":

„ensemble des termes techniques d'une science ou d'un art et des idées qu'ils représentent" (Apud Cazan, 2009: 84)

Atât Whewell, cât și Bouillet utilizează noțiunea de *termen* și nu de *cuvânt*, demonstrând faptul că autorii delimitau deja *termenul* de *cuvânt.*

„Nașterea" terminologiei este datată în anii '30 ai secolului al XX-lea prin lucrarea de doctorat a lui Eugen Wüster:

„Specialiștii consideră capitală, pentru nașterea terminologiei, lucrarea de doctorat a profesorului austriac Eugen Wüster, *Internationale Sprechnormung in der Technik, besonders in der Elektrotechnik*, publicată în 1931." (Pavel și Rucăreanu, 2001: 17)

În lucrarea sa de doctorat, Wüster a trasat principiile necesare cercetării terminologice și metodologia de lucru cu termenii:

„Dans sa thèse de doctorat, Wüster explique les raison qui justifient la systématisation des méthodes de travail en terminologie, il établit les principes qui doivent présider aux travaux sur les termes et esquisse les grandes lignes d' une méthodologie du traitement des données terminologiques. (Cabré, 1998: 27)

Apariția tezei de doctorat a lui Wüster marchează începutul primei etape din dezvoltarea terminologiei. M.T. Cabré a preluat clasificarea lui Auger și a delimitat „patru etape fundamentale în dezvoltarea terminologiei moderne":

„Suivant un axe chronologique, nous pouvons distinguer quatre étapes fondamentales dans le développement de la terminologie moderne:

a) les origines (de 1930 à 1960);
b) la structuration (de 1960 à 1975);
c) l'éclatement (de 1975 à 1985);
d) de larges horizons (depuis 1985)." (Cabré, 1998: 27)

Prima etapă – a originilor terminologiei – poartă amprenta lui Wüster și Lotte, primul – reprezentant al Școlii de la Viena, al doilea – reprezentant al Școlii de la Moscova. În această etapă s-au pus bazele terminologiei orientată spre lingvistică și se conturează necesitatea standardizării termenilor și conceptelor.

A doua etapă, etapa de structurare – etapa terminologiei orientată spre traducere – este marcată de „dezvoltarea informaticii și a tehnicilor de documentare" (Cabré, 1998: 28), de apariția primelor bănci de date. Idealul de standardizare începe să prindă contur prin înființarea Organizației Internaționale de Standardizare

A treia etapă, a maturizării, este etapa planificării lingvistice, a amenajării lingvistice, exemple elocvente fiind Québec-ul și Catalania, care au inițiat și implementat programe de impunere a limbii lor materne (limba franceză, respectiv limba catalană) în toate compartimentele societății.

În a patra etapă – care continuă și în prezent – terminologia este considerată știință, metodologia de cercetare este orientată spre perspectiva diacronică și cea sincronică, termenul nu mai este „rupt" de context. Dezvoltarea informaticii își aduce aportul și în cadrul terminologiei prin facilitarea mediilor de comunicare în timp real între lingviști din colțuri diferite ale lumii, prin crearea și posibilitatea utilizării băncilor electronice de date terminologice.

Etapele dezvoltării terminologiei s-au reflectat și în pozițiile lingviștilor referitoare la statutul terminologiei care a fost considerată, pe rând, o ramură a lingvisticii, o activitate practică și, începând cu anii '90 ai secolului al XX-lea, o știință.

Controversele legate de statutul terminologie de-a lungul evoluției sale au fost redate, sintetic, de către Sageder (apud Anghelina, 2018: 20) din perspectiva scopului utilizării, a utilizatorilor și a finalității (rezultatului):

TERMINOLOGIA Disciplină științifică	TERMINOLOGIA Activitate practică
↓	↓
UTILIZARE	UTILIZARE
↓	↓
Dezvoltarea unui cadru teoretic în care să se poată descrie dinamica terminologiei	1. În comunicarea din domeniile specializate 2. În comunicarea cu ajutorul intermediarilor 3. În crearea de glosare și dicționare specifice domeniilor specializate
↓	↓
FOLOSITĂ DE 1. Lingviști 2. Cognitiviști 3. Sociolingviști	FOLOSITĂ DE 1. Specialiști dintr-un anumit domeniu 2. Intermediari (traducători, interpreți, semispecialiști) 3. Lingviști (terminologi, terminografi sau cei preocupați de planificarea lingvistică)
↓	↓
REZULTAT	REZULTAT
↓	↓
Consolidarea pozițiilor teoretice ale terminologiei	Dicționare (standardizate) pentru diferite domenii

Evoluția cercetărilor în domeniul terminologiei au demonstrat că, deși prezentate ca fiind divergente, cele două ipoteze de „așezare” a terminologiei în „hotare proprii”, se completează reciproc. Ivită din necesități practice, terminologia are un caracter practic (care argumentează viziunea de activitate practică), însă intenţionalitatea lingvistică de natură specializată impunea şi activarea unui cadru teoretic specific comunicării între specialiștii unui domeniu științific / tehnic. În toate etapele de dezvoltare ale terminologiei, dezideratul comun a fost și este normalizarea limbajelor de specialitate reflectată și prin crearea de glosare, dicționare, baze de date online cuprinzând termeni specifici diverselor terminologii și cu intenția adresabilității unui public larg, format atât din specialiștii domeniilor științifice / tehnice, cât și din nespecialiști, vorbitori obișnuiți. Caracterul practic al terminologiei, observabil în crearea unor glosare, dicționare, baze de date, ne trimite spre terminografie care este:

„parte a terminologiei, şi anume partea ei practică” (Pitar, 2004).

Ideea complementarității dintre partea practic-aplicativă a terminologiei și partea sa teoretică este susținută și de Mariana Pitar:

„Dacă terminologia studiază modul de formare, comportamentul lingvistic al termenilor, raporturile lor cu semnificatul, terminografia se ocupă cu culegerea, gestionarea şi difuzarea termenilor.” (Pitar, 2004)

Relația terminologie – terminografie a fost explicată în mod asemănător și de către Daniel Gouadec:

„La terminographie est l’ensemble des activités de collecte, traitement, organisation, gestion, diffusion, et exploitations des terminologies et des collections terminologiques vues comme des ensembles construits de données et d’informations.” (Gouadec, 2005: 14)

Constatăm acceptarea, de către lingviști de naționalitate diferită, caracterului teoretic și a părții practic-aplicative a terminologiei.

Dacă în perioada de debut a terminologiei, abordarea a fost din perspectivă normativă, în perioada modernă, terminologia este abordată din perspectivă descriptiv-lingvistică. Abordarea din perspectivă normativă a generat *teoria generală a terminologiei* cunoscută, pe plan național, sub denumirea *terminologia internă* sau a *specialiștilor* (Bidu-Vrănceanu apud Anghelina, 2018: 23) sau *terminologia tradițională, clasică* caracterizată prin orientarea normativă, prescriptivă. *Teoria terminologiei descriptiv-lingvistice* sau *terminologia externă* (Bidu-Vrănceanu apud Anghelina, 2018: 24) s-a ivit ca urmare a abordării terminologiei din perspectivă descriptiv-lingvistică, conform căreia se acceptă interdisciplinaritatea termenului.

Terminologia internă (T1) a fost considerată o „terminologie a specialiștilor”, considerată un „instrument de comunicare necesar” între specialiștii unui domeniu, după cum aprecia Cabré:

„Les usagers directs de la terminologie sont les spécialistes de domaine, pour qui la terminologie este un instrument de communication nécessaire et un élément de conceptualisation important de leur discipline.” (Cabré, 1998: 36)

Fiind considerat un „element de conceptualizare” în cadrul disciplinei științifice / tehnice, termenul – ca unitate de bază a terminologiei – trebuia să fie lipsit de ambiguitate, să denominalizeze un singur concept, nu era acceptată imixtiunea contextului lingvistic în interpretarea termenului. Dezideratul terminologiei interne era monosemia universală, respingerea totală a polisemiei și tratarea ei polisemiei ca omonimie:

„Date fiind rezervele față de polisemie în terminologia internă a specialiștilor se propune tratarea ei ca omonimie”. (Bidu-Vrănceanu, 2007: 113)

Terminologia externă (T2) – terminologia descriptiv-lingvistică – apărută ca reacție la teoria generală a terminologiei postulată de către terminologii wüsterieni, privește termenul în posibila sa migrație lexic comun – lexic specializat și extinde aria utilizatorilor posibili (incluzând și vorbitorul nespecializat), o finalitate constituind-o: „utilizarea adecvată a sensului specializat și folosit de vorbitorul obișnuit datorită extinderii multor termeni specializați în limba comună, în etapa actuală”. (Bidu-Vrănceanu, 2007: 23)

Abordarea termenului din perspectiva posibilei migrații lexic comun – lexic specializat (migrație posibilă și în sens invers) a generat conceptele: *terminologizare, determinologizare, reterminologizare, lexic științific interdisciplinar, termen științific interdisciplinar*. Procesul de migrare a termenilor dinspre lexicul specializat spre lexicul comun, spre vorbitorii obișnuiți, este numit proces de determinologizare:

„Transferul termenului în texte și contexte de largă circulație antrenează un proces de determinologizare a sensului specializat în grade diferite.” (Bidu-Vrănceanu, 2007: 38)

Chiar dacă au fost determinologizați, termenii respectivi pot fi reactivați – reterminologizați – fie în cadrul domeniul de proveniență, fie în cadrul altui domeniu.

Transferul cuvintelor din lexicul comun spre lexicul specializat poartă denumirea de terminologizare:

„Terminologizarea este procedeul prin care un cuvânt din limba comună intră în limba de specialitate, unde este însoțit de modificări semantice, se specializează și devine termen. O dată ce a fost asimilat de noul domeniu, în cadrul transferului semantic, termenul va desemna un nou concept. Prin atribuirea de sensuri specializate cuvintelor deja existente în limbă, se răspunde unor nevoi ale limbii de specialitate și se creează o sursă inepuizabilă de termeni noi.” (Dumitrașcu, 2017: 392)

Prin prisma interdisciplinarității este explicată și polisemia unor termeni, existența termenilor interdisciplinari. Prin analiza contextuală a termenilor, lingviștii au constatat că un termen poate fi utilizat în limbaje de specialitate diferite, fie cu același sens – denominalizând același concept, fie cu sens diferit – denominalizând un concept diferit.

În cadrul terminologiei descriptiv-lingvistice, A. Bidu-Vrănceanu (Bidu-Vrănceanu apud Anghelina, 2018: 25) a identificat două orientări: *terminologia lexicală* și *terminologia textuală sau discursivă*.

Terminologia lexicală are ca scop:

„identificarea sensului specializat al termenilor și analiza în clase paradigmatice riguros delimitate”. (Anghelina, 2018: 25)

Terminologia lexicală privește termenul din perspectiva claselor paradigmatice ca polisemia, hiponimia, sinonimia, antonimia, câmpurile lexico-semantice. Analiza termenului pornește de la dicționare (de uz general și specializate) spre contextele lingvistice identificate în practica ocurenței termenului analizat, avându-se în vedere texte cu grade diferite de specializare.

Spre deosebire de terminologia lexicală, terminologia textuală identifică termenul în texte cu grade diferite de specializare (pornește de la text spre dicționare) și îl corelează cu ocurența sa în dicționare. Progresul rapid al științelor duce la situații în care termeni specializați identificați în contexte comunicaționale specializate nu se regăsesc în dicționare; în astfel de cazuri, definirea / explicarea termenilor se realizează în funcție de context. Din acest punct de vedere – al cercetării dinspre practică spre teorie – terminologia textuală are un punct de interferență cu terminologia internă. Ceea ce deosebește terminologia textuală de terminologia internă este acceptarea analizei termenului în funcție de context, identificarea și acceptarea variațiilor lingvistice ale termenului, a posibilităților de realizare a diferite relații semantice, posibilitatea dezvoltării de metafore terminologice.

Din perspectiva tipurilor de terminologii și a caracteristilor menționate, cercetarea terminologică se realizează prin intermediul metodei analizei sintagmatice și prin metoda analizei paradigmatice. Prin analiza paradigmatică, se pornește de la definiția termenului din dicționare de uz general și din dicționare specializate, se identifică asemănările de sens, se verifică tipurile de relații paradigmatice acceptate de termen (hiponimia, sinonimia, antonimia, câmpuri lexico-semantice). Analiza sintagmatică pornește de la text (specializat, semispecializat, nespecializat) spre termen, fiindu-i atribuite:

„un rol preliminar sub aspectul textelor și un rol de rafinare în ce privește contextele” (Bidu-Vrănceanu, 2007: 27)

Sunt identificate contextele de ocurență reală a termenului, variația sa terminologică, posibilitățile sale combinatorii cu scopul identificării eventualelor extinderi semantice sau deviații semantice. Prin intermediul analizei sintagmatice se încearcă aclimatizarea vorbitorilor obișnuiți cu termenii care denominalizează concepte pe care oamenii obișnuiți sunt obligați, de împrejurările dezvoltării economice și sociale, să le folosească.

Jean-Claude Corbeil a identificat, între orientările terminologiei din Québec, terminologia punctuală și terminologia sistematică (sistemică):

„Au Québec, en 1970, la recherche terminologique était liée aux besoins de la traduction avec l'anglais comme langue de départ, conséquence de la prépondérance de la langue anglaise évoquée plus haut. La recherche se faisait au mot à mot, presque toujours à partir d'un texte et en utilisant les dictionnaires bilingues comme outils de référence. [...] C'est ce qu'on appelle aujourd'hui la terminologie ponctuelle, toujours pratiquée par les traducteurs" (Corbeil, 2007: 96)

Traducerea cuvânt cu cuvânt nu a fost agreată nici de către lingviști, nici de către specialiști ai domeniilor tehnico-științifice. Traducerea „mot à mot" a prezentat multe lacune, multe neajunsuri: necunoașterea termenilor specializați și, implicit, a corespondenților lor în altă limbă, a dus fie la traducerea incorectă a documentelor de specialitate, fie la aglomerarea cu neologisme a limbii-țintă, neologisme care nu erau necesare.

Terminologia înțeleasă ca instrument / auxiliar al traducerii apare menționată, anterior, și la Gouadec:

„On pourrait penser que les disciplines que sont la terminologie et la traductologie entretiennent des relations étroites. Or, il n'en est rien. Les relations entre l'une et l'autre sont totalement déséquilibrées." (Gouadec, 2005: 15)

Gouadec reliefează relația dezechilibrată existentă între terminologie și traductologie deși între cele două discipline ar fi trebuit să fie relații strânse. Această situație a fost generată de traducători care nu au încercat să traducă termenul specializat cu corespondentul său din limba-țintă, ci s-au limitat la traducerea sensului ocurent în documentul dat. Prin astfel de practici, sensul termenului din limba-sursă nu mai era transmis în mod precis, clar, lipsit de ambiguitate în limba-țintă. Necesitatea unei traduceri corecte era cerută de decalajul existent între culturi și limbi; avându-se în vedere că unele țări au cunoscut o dezvoltare industrială și informatică mai rapidă decât altele, și terminologiile de specialitate și-au lărgit spectrul cu noi termeni specializați. Acești termeni nou-apăruți în țările dezvoltate nu se regăseau în țările slab dezvoltate, cum de altfel nu se regăseau nici conceptele denominalizate de aceștia. De aici a apărut necesitatea traducerii noilor termeni, corespunzător fiind de dorit o traducere fiabilă nu realizată în funcție de contextul existent într-un document (de exemplu, o instrucțiune de utilizare a telecomenzii, a telefonului celular, a unui utilaj nou necesar într-o ramură industrială).

Terminologia punctuală, utilizată în Québec în anii '70 ai secolului XX pentru traducerile din engleză în franceză, nu a corespuns intențiilor de francizare din cadrul strategiei de amenajare lingvistică a Oficiului de limbă franceză (l'Office de la langue française – OLF). Ca un contra-răspuns la acest tip de terminologie, a apărut terminologia sistematică reprezentând cercetare terminologică direcționată pe structuralismul semantic al lui Pottier. Terminologia sistematică a fost bine delimitată pe etape de organizare și desfășurare, fiind studiată și aplicată și în prezent în universitățile din Québec.

Idealul terminologiei moderne este de a îmbina munca terminologilor cu a specialiștilor din diferite domenii științifice / tehnice, în acest mod fiind posibilă o fiabilă identificare a termenilor specializați, a termenilor interdisciplinari, o definire cât mai aproape de realitatea domenială dorită a fi reflectată de către termen, o descriere semantică a termenului cât mai aproape de posibilitățile sale combinatorii (semantice și / sau sintactice). Alice Toma este adepta echipelor de cercetare terminologică formate din lingviști și specialiști ai domeniilor științifice / tehnice, evidențiind necesitatea ca:

”lingvistul să îi ofere „normatorului instrumente care să asigure perenitatea în limbă a desemnării conceptului, iar specialistul" să îi permită „lingvistului accesul la taxonomiile conceptuale fără de care descrierea semantică ar rămâne arbitrară, inexactă" (Toma, 2006: 40).

Același ideal îl regăsim și la Corbeil care realizează o descriere a etapelor cercetării proprii terminologiei sistematice în cadrul cărora acordă o importanță deosebită recrutării celor mai buni specialiști din domeniile științifice / tehnice care să ajute la validarea rezultatelor cercetării terminologiilor studiate:

„Recrutement d'experts du domaine disposé à faire partie d'un comité de référence lors de la validation des résultats de la recherche terminologique." (Corbeil, 2007: 99)

Subscriem și noi acestui deziderat al terminologiei moderne, conștienți fiind de faptul că numai un specialist dintr-un anumit domeniu științific / tehnic cunoaște foarte bine termenii utilizați în domeniul său, știe exact ce concept denumește termenul indicat, cunoaște relațiile de ierarhizare existente între conceptele din domeniul său de referință. O conlucrare a lingviștilor cu specialiști din domenii tehnico-științifice nu poate fi decât benefică în descifrarea corectă a terminologiilor diverselor domenii specializate, în analiza corectă a termenilor, a relațiilor lor semantice, a variațiilor lingvistice posibile.

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VALEURS HUMAINES ET CONSTRUCTIONS GENRÉES DANS LES MANUELS SCOLAIRES

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1. Introduction

Les chercheurs ont clairement exposé les différentes fonctions que le manuel scolaire possède, fonctions accumulées au travers d'une longue histoire. La principale d'entre elles est de présenter, sous une forme condensée, des connaissances et des activités d'une manière susceptible de favoriser leur apprentissage par l'élève. Présent dans l'enseignement, le manuel est utilisé par les maîtres et les élèves comme base de connaissances, réservoir de documents ; il constitue un élément important de la vie scolaire.

Vecteur important de la scolarisation, le manuel est conçu comme l'intégration de l'enfant dans le monde scolaire, espace-temps régi par des règles particulières. Il transmet des informations sur les connaissances jugées nécessaires par les auteurs de manuels, il forme l'enfant aux méthodes et au langage scolaires.

Le fait d'aborder le manuel pose un enjeu de type didactique. Son étude remet en jeu la validité de son contenu linguistique, culturel et socioculturel. Le manuel de FLE est envisagé comme le transcripteur d'un ensemble langagier particulier, mais la façon dont le féminin et le masculin sont construits ne dépend pas d'une épistémologie neutre et objective : la conception particulière qu'ont ses concepteur·trice·s du genre (représentations, croyances, pratiques) influence le modèle selon qui émerge dans l'ouvrage. La manière dont ils·elles rendent compte « du » genre émerge comme une réalité non-objective.

Le manuel ne présente pas un contenu objectif de savoir, mais un ensemble modelé par plusieurs subjectivités sociales. Interroger un modèle de l'évidence met en lumière la compétence d'interprétation active dont usent les utilisateur·trice· du manuel pour y distinguer les tensions de pouvoir dues au genre.

Parler de genre amène à parler de ses effets. En analysant la construction des catégories sexuées et leur organisation systémique binaire et hiérarchisée qui construit une domination masculine, un enjeu de mise en garde se dessine contre une catégorisation pensée comme enfermante et oppressive pour l'individu·e, enseignant·e et apprenant·e, utilisateur·trice de manuels, concepteur·trice. Le concept amène une critique ouverte qui annonce la dé-construction d'un système oppressif. Le concept de genre s'inscrit dans une vision évolutive et dynamique de la pensée sociale et didactique.

En effectuant une analyse de manuels de FLE à travers le concept de genre, nous souhaitons expliciter le modèle intrinsèque de normes qu'ils proposent en matière de catégories de sexe. Et, en nous rapprochant des concepteur·trice·s, nous souhaitons questionner l'origine de cette normalisation, en mettant en relation et en tension les intentions initiales et les impératifs (commerciaux, culturels, etc.) qui peuvent participer. En plaçant le manuel dans sa dynamique de création, on le réinscrit dans son contexte socioculturel particulier : une forme de dé-naturalisation du discours didactique est produite. On veut par ce travail à mettre en cause l'évidence de la mise en scène du masculin et du féminin à des fins didactiques-pédagogiques, à travers la performance linguistique et sociale du genre.

Le manuel n'est pas le seul vecteur de l'enseignement-apprentissage. Il existe des pratiques et des ressources qui le contournent, le dépassent ou, plus simplement, s'en passent. Cependant il reste investi d'un certain symbolisme historique : il concrétise le contenu du savoir, condense le savoir-savant. Il est un lien direct entre tou·te·s les acteur·trice·s de l'enseignement-apprentissage : des concepteur·trice·s engagé·e·s par les responsables éditoriaux·ales aux structures d'enseignement qui se les procurent, enseignant·e·s qui les choisissent et les utilisent, apprenant·e·s qui les manipulent. C'est pour cette valeur d'ordre social que nous avons choisi comme objet premier de la recherche. À travers ces acteur·trice·s, il émerge dans un environnement spécifique temporellement, géographiquement, culturellement qui l'imprègne.

D'un point de vue didactique, le manuel porte la marque du courant méthodologique en vue du moment : les ouvrages édités aujourd'hui sont issus des mouvements actuels communicatifs ou actionnels, qui constituent un argument de vente : les manuels sont estampillés comme relevant de telle ou telle méthodologie. Si le marquage méthodologique et didactique relève de l'évidence, le marquage social, lui, relève de l'implicite.

Le marquage social apparait d'une manière générale à travers l'ensemble des caractéristiques thématiques, dans l'air du temps qu'on retrouve didactisées, prises de position langagières ou graphiques, modèles de personnages ou de relations entre les personnages. Ainsi, la maquette et le trait illustratif, en-dehors de toute considération technique, ont changé en quelques décennies : on peut attribuer à un manuel un air vieillot ou daté. Ces changements proviennent d'une adaptation à des époques, dans lesquelles les thèmes à la mode se succèdent, la palette graphique s'enrichit pour répondre à une attente de contenu plus ludique, la francophonie se fait une place importante dans l'imaginaire linguistico-culturel. Ces caractéristiques sont établies par les concepteur·trice·s, qui inscrivent le manuel dans un cadre social particulier dont il est un vecteur.

Ils·Elles y décrivent avant tout ce qu'ils·elles perçoivent et connaissent, et les éléments participant à la description de la langue, de la culture, qu'ils·elles ont choisis comme éligibles. Le manuel se place dans le cadre social spécifique de son lieu, de son époque et de son environnement, et des représentations de ses concepteur·trice·s. À la fois lieu de convergences – attentes, intentions, aspirations – didactiques et sociales, il recoupe simultanément deux dimensions : celle d'un outil d'enseignement-apprentissage, et celle d'un témoin socioculturel. Les deux dimensions sont transversales: les valeurs socioculturelles, en participant au manuel, deviennent des valeurs didactisées.

Cependant, chacun des aspects constitue une manière d'approcher le manuel, qui n'est plus dès lors un objet neutre ou statique, mais leur point de jonction dynamique. Le discours explicite, «celui du concepteur qui formule des consignes, des explications de grammaire ; des présentations des textes (non) littéraires et de leurs auteurs, des commentaires, des notes, etc. », et le discours implicite, qui se manifeste dans «le parcours grammatical, littéraire, civilisationnel choisi pour illustrer un thème et dans la conception proprement-dite du manuel », tous deux :

> *« [n'échappent pas] à l'influence (sinon à la domination) des facteurs sociopolitiques, car le contenu de ces discours illustre la société à un moment donné et le but éducatif est de former l'élève selon un idéal éducatif plus ou moins tributaire aux caractéristiques du moment.» (Condei 2007)*

Porteur de valeurs situées, il est possible d'en faire un objet d'étude visant à faire émerger lesdites valeurs : «comment caractériser la représentation que, dans le discours, l'auteur veut donner du savoir ?» (Beacco et Daro 1984:56). Dans ma recherche, ce sont les valeurs liées au genre comme rapport de pouvoir entre catégories de sexe, qui sont analysées. Le problème général de recherche prend la forme d'une constatation : le manuel s'inscrit dans des valeurs sociales touchant notamment au système de genre.

La question générale de recherche répond à ce constat : puisque les valeurs de genre ne sont pas explicitées, mais sont nécessairement présentes, comment – c'est-à-dire par quels biais, par quels moyens et sous quelles formes – apparaissent-elles dans le manuel ? Un processus est ainsi questionné, dans lequel les liens d'un objet avec le social, à travers sa fonction (descripteur d'une réalité francophone) et ses concepteur·trice·s, sont invisibilisés.

Pour mettre directement en regard créations et créateur·trice·s, garder le lien mutuel entre l'objet et son contexte socioculturel, les deux dimensions sont à étudier selon une dynamique commune. Les deux aspects sont pris comme des variables dépendantes : d'une part, l'approche du contenu pourra mettre au jour l'implicite dans le produit fini ; d'autre part, un travail du côté des concepteur·trice·s exposera le discours entourant le manuel, le degré de conscientisation de la question du genre. La double démarche conserve l'aspect dynamique, socioculturel, social, du manuel, en plaçant côte à côte l'objet et ses instances créatrices.

2. Problème général de recherche

Le manuel s'inscrit dans des valeurs sociales, touchant notamment au système de genre. Or, ces valeurs ne sont pas explicitées dans les ouvrages – au même titre, par exemple, que leur appartenance méthodologique

Question générale de recherche

Quelle est la situation de la mixité scolaire, quel rôle des hommes et des femmes dans les manuels scolaires ? Quelle est la représentation que l'on se forme à propos des femmes ? Et des hommes ?

Problème spécifique de recherche

La prise en compte des valeurs de genre ne peut s'appuyer uniquement sur l'absence de leur explicitation dans les manuels, ou sur l'étude de leur contenu, de manière indépendante.

Question spécifique de recherche/Problématique

Est-ce que les manuels de langue maternelle véhiculent le même type de représentation que ceux de langue étrangère ? Qu'est-ce qu'il y a de « genré » dans ces manuels ?

Hypothèse 1 :

Dans les manuels, le genre opère comme agent de construction de la sexuation, engageant seulement deux catégories de sexe dans un rapport de pouvoir.

À travers cette première hypothèse, on pose que le contenu des manuels répond aux critères de genre suivants : il inscrit des catégories de sexe exclusivement binaires répondant à une logique de relation de domination/ soumission dans un schéma «masculin>féminin», les deux y étant complémentaires.

Le contenu est défini par les personnages et le contenu d'ordre linguistique. Ces deux éléments répondent à deux axes du genre : le genre comme mise en scène sociale, et le genre comme performance linguistique. Le premier axe suppose une analogie entre acteur·trice du contexte socioculturel roumain et personnage de manuels, personnage qui possède de plus une fonction modélisante. Le second s'appuie sur la caractéristique performative du genre à travers la langue du manuel.

Ces deux axes sont les phénomènes du genre retenus. Une analyse conjuguant approche quantifiée et qualitative analysera un corpus constitué par un manuel de FLE (livre de l'élève) édité en Roumanie.

Hypothèse 2 :

Dans sa conception, le manuel de FLE se construit au centre d'un réseau de dynamiques qui construit le modèle de genre.

L'hypothèse pose la relation entretenue par les concepteur·trice·s avec leur ouvrage, ceux·celles-ci étant désigné·e·s comme les premier·e·s créateur·trice·s direct·e·s : édition, via ses membres professionnellement désigné·e·s comme responsables, ou auteur·e·s. Ce pôle création a été décliné en deux parties "édition/auteur·e" distinctes et qui se complètent, afin de restituer la part contradictoire d'autonomie/assujettissement que chacune entretient avec les envies créatives et les obligations économiques, puisque le manuel est certes un outil didactique, mais aussi un produit commercial. Cette double dimension est au coeur de l'hypothèse, qui met l'accent sur le réseau de dynamiques et de tensions qui modulent l'écriture et la production d'un manuel.

Le réseau ainsi défini permettra de comprendre quels facteurs conditionnent la performance du genre dans les manuels. Le corpus prévu est constitué par les entretiens menés auprès des concepteur·trice·s des ouvrages choisis.

3. Manuel de FLE : première approche

On partira d'une définition donnée dans le domaine scolaire, pour mieux mettre en perspective les traits définitoires retenus pour le manuel de FLE.

Richaudeau (1986) propose de parler du manuel scolaire comme d'un « matériel imprimé, structuré, destiné à être utilisé dans un processus d'apprentissage et de formation concerté » (Richaudeau 1986:51). Il se dégage de cette définition trois axes :

-le manuel scolaire se définit par son support : un contenu imprimé ;

-le manuel scolaire se définit par son organisation : il propose une gestion progressive de son contenu en adéquation avec les étapes de l'enseignement-apprentissage

-le manuel scolaire se définit par son objectif : aider à l'enseignement-apprentissage.

Pour les auteur·e·s du *Dictionnaire de didactique du français langue étrangère et seconde*, le manuel est un « ouvrage didactique (livre) qui sert couramment de support à l'enseignement. » (Cuq et al., 2003:161). Dans cette définition, le manuel apparait comme un ouvrage construit dès le départ dans une perspective didactique, ce que la définition de Richaudeau laissait de côté. De plus, la définition rapproche le manuel du livre : le format participe à qualifier le manuel de FLE.

3.1. Transposer la langue, la culture et le genre

Le manuel de FLE est une synthèse de savoirs langagiers, considérés comme autant de parties de la compétence de communication en français que les apprenant·e·s doivent acquérir – et que les enseignant·e·s doivent transmettre. Le manuel étant composé de savoirs didactisés, on interrogera le processus même de didactisation, et sa relation au réel, à la réalité de la langue.

L**e genre ne constitue pas un fait en soi, mais se construit à travers une croyance et une attitude vis-à-vis du fait social de sexuation**. Dès lors, questionner la transposition/l'effacement didactique par le recueil de paroles des concepteur·trice·s équivaut à mettre au jour la normativité du discours des concepteur·trice·s autour du genre.

4. Le discours du manuel sur le genre

La recherche place la pratique des concepteur·trice·s face aux manuels en tant que produits manufacturés et exportés. Il s'agit de confronter deux types de discours : la parole recueillie, celle des concepteur·trice·s, lors d'entretiens de recherche ; et le développement didactique du genre, sa performance dans le manuel, qui relève d'un discours didactique mis au jour à travers une série d'analyses.

Chaque manuel est le reflet du travail de concepteur·trice·s pour organiser leur version de la réalité, de la langue (des langues) et de la culture françaises/francophones à des fins enseignables : « *Chaque manuel reflète les efforts des auteurs pour structurer une réalité autre et leurs options pour la rendre intelligible » (Semal-Lebleu 2010a:11).*

Les choix à opérer par les auteur·e·s dépendent non seulement de leur éthique personnelle, mais s'effectuent également en fonction des contraintes politiques touchant l'enseignement-apprentissage des langues (Semal-Lebleu 2010b:24). Par exemple, ils doivent, dans le cas des manuels sélectionnés, s'inscrire dans le cadre général du C.E.C.R.L. (2001) à partir duquel se construit la programmation. D'autres facteurs participent aussi à modeler le discours du manuel.

Des facteurs politiques interviennent également dans le discours du manuel de FLE. Ainsi, la volonté de sur-représenter le pays de la langue cible, en mettant en exergue les particularités culturelles, réelles ou fantasmées, censées la caractériser.

Des orientations personnelles, celles des concepteur·trice·s, autant que didactiques et politiques participent à créer un contenu de manuel reflétant l'ensemble de ces influences. Le tout forme ce qui sera désigné comme le discours du manuel, l'expression se comprenant à partir du propos de Maurer (2002) :

«Mais l'étude perdrait à s'arrêter à ces discours déclarés. Dire ce qu'on fait (ou ce qu'on prétend faire) est un type de discours, aisément repérable ; mais les activités concrètes proposées aux élèves tissent aussi sûrement un discours didactique, à reconstruire. » (Maurer 2002:55).

Il y a dans le manuel deux types de discours qui se distinguent par leur niveau de lecture. L'ensemble du contenu du manuel (textes, images) est envisagé, pour le premier, selon l'usage d'enseignement et d'apprentissage : c'est une lecture au premier degré du manuel. Pour le second, le contenu est envisagé non sous l'angle de ce qui est dit, mais sous l'angle de ce qui veut se dire. L'interprétation relève un discours sous-jacent à l'ensemble du contenu, qui peut être à portée idéologique. Le discours du manuel recouvre cette dernière interprétation : il désigne le genre comme élément idéologique informel sous-tendant un « discours du manuel » (Verdelhan-Bourgade 2002).

Le genre est compris comme un discours sous-jacent à l'ensemble de contenus du manuel de FLE, que les analyses cherchent à mettre au jour pour en définir la teneur. Le manuel semble être un ensemble de textes et d'images servant l'enseignement-apprentissage dont il serait aisé d'oublier la subjectivité. Or, comme le souligne Auger (2007:283), « *la subjectivité* [est] *apparente* ».

Dans le manuel se croisent différentes voix, singulières, didactiques, idéologiques, politiques, qui sont autant d'influences constitutives d'un ensemble discursif sous-jacent à l'ensemble du contenu. La recherche s'attache à élucider le curriculum caché relatif au genre dans le manuel, le discours autour du genre, tout autant que le « *positionnement discursif des auteurs des manuels* » (Teodorescu 2009:97) à propos du genre.

5. Le genre

Il décrit une imbrication complexe entre une sexuation socialement construite des individu•e•s et ses effets. En écho à ces quelques éléments, Béréni et al. définissent quatre piliers soutenant l'approche des études de genre, ses quatre « dimensions analytiques centrales » (2012:1). Passer par ces aspects parait constituer un moyen efficace pour formaliser une définition du concept qui soit à la fois complète et efficiente. La conceptualisation suivra les pistes données par Béréni et al. (2012 : Introduction) : *« le genre est une construction sociale (1) ; le genre est un processus relationnel (2) ; le genre est un rapport de pouvoir (3) ; le genre est imbriqué dans d'autres rapports de pouvoir (4)* ».

On ne nait pas "femme" (Beauvoir 1949) ; pas plus qu'on ne nait "homme" : on le devient. Le féminin et le masculin sont des construits sociaux qui n'ont pas de relation directe avec le naturel biologique. L'individu•e est détaché•e d'une assignation de sexe par évidence biologique. Par ce biais, c'est la force de l'environnement social et culturel qui est mise en avant pour la formation des sujets "hommes" et "femmes". C'est une construction sociale des catégories qui est énoncée.

Si la sexuation est sociale, cela induit un rapport entre plusieurs groupes. Le genre construit en effet un système de relation ordonnant les "hommes" et les "femmes" dans le social. Le genre comme processus relationnel et rapport de pouvoir

La procédure de sexuation binaire n'est pas la transposition d'une évidence naturelle, mais relève d'un discours avant tout social autour de la distinction de l'humanité en deux catégories dites de sexe. Le genre systémise le rapport entre catégories de sexe, en exposant d'abord comment la catégorisation relève d'un processus relationnel, puis en lui attribuant une capacité de hiérarchisation des individu•e•s.

Le deuxième pilier de Béréni et al. aborde la relation qui s'établit entre les deux groupes "hommes" et "femmes" : *«La deuxième démarche des études sur le genre a été de prôner une approche relationnelle des sexes, car les caractéristiques associées à chaque sexe sont socialement construites dans une relation d'opposition (...).» (Béréni et al., 2012:2)*

Le seul fait que deux catégories de sexe existent ne met pas en avant la relation qui se joue entre elles. Dans le système prescriptif de la masculinité et de la féminité, l'individu•e ne peut être "femme" et "homme" : il doit être au moins l'un des deux, tout en ne pouvant être que l'un•e ou l'autre. Les deux catégories s'excluent mutuellement, car leur construction répond à une exigence de réciprocité. En conséquence, il n'existe pas de "femmes" s'il n'existe pas d'"hommes". Il y a une séparation entre les deux parties, placées ensuite dans un rapport d'opposition directe. Le fonctionnement de ces catégories est non seulement dual, mais dichotomique.

L'établissement de deux groupes distincts entraine un effet d'organisation sociale sous forme d'opposition. Ainsi, leurs caractéristiques sont différenciées et structurent une division qui affecte la dimension aussi bien symbolique que matérielle dans la représentation puis l'attribution de caractéristiques, compétences, etc. Les traits associés aux deux catégories qui s'excluent mutuellement mettent en place une dichotomie opérant sur l'ensemble des plans sociaux :

«Dans les sociétés modernes occidentales, les oppositions suivantes sont structurées par la dichotomie féminin-masculin: faiblesse-force, sensibilité-rationalité, émotion-raison, altruisme-individualisme, don-calcul, tradition-modernité, concret-abstrait, répétition-innovation…» (Béréni et al., 2012:2)

Le genre est non seulement un système de de différenciation, mais également de domination (Béréni et al., 2008:22) axée autour du masculin et du féminin. La sexuation binaire opère comme un diviseur des groupes et place ses sujets dans un rapport de domination/subordination naturalisé. Le genre est un rapport de pouvoir mis en système, c'est-à-dire un concept politique opérant par et sur la structure sociale.

6. Les marques du rapport de pouvoir spécifiées dans les discours des manuels

6.1. Valeurs humaines et constructions genrées

Manuels de FLE
Pour les hommes: prise de décision sécurité
Pour les femmes: adaptabilité, affection

(Analyse des textes proposés pour l'étude aux élèves de VI-ème année. Langue française. EDP. 1998. Scurtu D, Țifrac Stoian, M)

Manuels du roumain
Pour les hommes : respect, l'indépendance financière, pouvoir social, force, domination
Pour les femmes : partage, soutien, héroïsme

(Analyse des œuvres littéraires proposées pour l'étude aux élèves de X-ème année. Langue et littérature roumaines. Corint, 2008. coord. Marin Iancu)

6.2. Le rapport du pouvoir et son expression discursive

Manuels de FLE
Le rapport du pouvoir – des homes- 99 %
Le rapport du pouvoir-des femmes-1 %
Dans le manuel de Langue française. EDP.196. se propose aux étudiants pour étudier, 24 textes appartenant aux écrivains et un texte appartenant à une écrivaine.
Manuels du roumain
Le rapport du pouvoir – des homes: 100 %

Le rapport du pouvoir-des femmes: 0 %
Dans le manuel de Langue et de littérature roumaine. EDP. 1977. coord. Manolescu N., Andronache D., se propose d'étudier 25 écrivains, hommes et aucune femme.

On peut parler ici d'une socialisation scolaire par les programmes qui tendent à suggérer que, comme les autres groupes sociaux dominés, les femmes sont secondaires ou même invisibles dans la vie publique et la culture. Comment dès lors les filles peuvent-elles imaginer qu'elles pourraient apporter une contribution personnelle à un domaine de pratique sociale, politique ou culturelle, prendre leur place parmi les créateurs dans la science ou dans l'art ?

Les femmes sont quasiment absentes des manuels, que ce soit dans les textes de leçons, les documents iconographiques ou les documents textes. Cette sous-représentation concerne autant les personnages historiques (par exemple, les auteures femmes étudiées ne sont que de 5 % dans les manuels de littérature), que les figures anonymes.
Dans les biographies qui figurent à la fin des manuels, il n'y a pas ou très peu de femmes mentionnées. Cela traduit ce que certains appellent l'« androcentrisme », à savoir la « tendance à assimiler l'humanité au sexe masculin ou à considérer ce dernier comme la norme».

7. Effets du genre

Parce qu'il ne propose que deux alternatives, "homme" et "femme", qui s'inscrivent dans un ordre fondamentalement hétérosexuel, le système de genre est enfermant «Le genre, c'est la stylisation répétée des corps, une série d'actes répétés à l'intérieur d'un cadre régulateur plus rigide, des actes qui se figent avec le temps de telle sorte qu'ils finissent par produire l'apparence de la substance, un genre naturel de l'être. » (Butler 2006:109).

Le genre, à l'image d'une représentation théâtrale, est joué, re-joué, et in fine incorporé/in-corporé. Le genre produit une forme d'identité déchiffrable par les autres membres du groupe. Il s'exprime dans les comportements acquis qui conduisent la division sociale des compétences comme la tenue des interactions. Il modèle des rôles sociaux, qui sont proposés prêts à l'emploi pour les "femmes" et les "hommes". Il s'apparente à une mise en scène, une performance sociale : la performance sociale prescriptive du masculin et du féminin, qui produit une fiction sur la différence naturelle des sexes.

8. En guise de conclusion

Le manuel ouvre à des champs de connaissance variés, guide l'apprentissage, permet de se situer dans une progression visible dans un progrès personnel, présente dans un espace somme toute restreint une somme d'informations permanentes.

S'il y a discours spécifique, il faut en déduire qu'un apprentissage de ce discours est utile, sinon nécessaire. Il appartient aux auteurs de manuels de penser l'élève et son apprentissage à travers la conception même de l'ouvrage. L'école n'est pas la vie quotidienne, il est trompeur de le faire croire : c'est une situation particulière, qui a ses règles et son discours, auxquels une formation spécifique doit être menée.

Le manuel en est une traduction. Outil scolaire, il lui reste peut-être à intégrer d'une manière plus forte, autrement que dans les contenus didactiques, la dimension de la scolarisation nécessaire

Déterminer le rôle précis du manuel dans l'enseignement-apprentissage du FLE se confronte à la réalité du terrain. En effet, le FLE se caractérise avant tout par la grande hétérogénéité de ses structures d'enseignement et d'apprentissage, qu'il s'agisse de centres privés ou publics, à larges revenus financiers disponibles ou d'associations non lucratives, d'envergure nationale ou internationale. Les structures varient autant que le public concerné. Attribuer un rôle ou un usage unique au manuel contreviendrait à la multiplicité des situations. Cependant, la place qu'occupe le manuel dans la classe se confirme par son statut de référent de la langue française cible, ainsi que par la relation triangulaire qu'il entretient avec l'enseignant·e, l'apprenant·e et les savoirs à enseigner/à apprendre.

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ESSENTIAL SKILLS AND TECHNIQUES FOR COVERING SPORTS EVENTS ON RADIO

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Abstract
The live coverage of sports events is a very demanding activity and requires certain skills and techniques that can make a difference. The endeavor of trying to make the listeners "see" what is happening based only on the words chosen on the spot is a difficult task that can be fulfilled by the on scene reporter only with rigorous preparations and a permanent concentration on clearly describing the unfolding sports event. The main goal of sports live commentators is to deliver a vivid and accurate depiction of the extremely dynamic and versatile situations that occur during a sports competition. To make listeners feel as if they were actually there. And the accomplishment of this difficult mission is possible only with solid documentation, certain expository linguistic skills and a series of radio techniques that cannot be accumulated overnight. Our paper intends to emphasize the fundamental elements of live sports commentary on radio and to explain how to deal with the various situations that can be encountered during such a variable event, how to offer a clear image to the audience with no visual support whatsoever.

Keywords: radio, sports, commentary, skills, techniques

The sports component of the broadcast programming is now considered one of the priorities of all the radio stations, both public and private, in contrast with what was the zeitgeist a few decades ago in most of the traditional media channels. What happened in the past was nothing else but a paradoxical situation, taking into consideration the interest induced by sports and the rating potential the information related to sports events have had from the early days of newspapers, radio, and television. Largely disregarding the sports news was undoubtedly a huge mistake made by traditional media from the unproductive prejudgment that sports journalism was a "soft" type of journalism, never succeeding in matching the highest standards of the other forms of journalism, and often considered the poor relative or the outsider inside the news desks and editorial offices, as Raymond Boyle clearly stresses when analyzing the relationship between sports and newspapers: "A paradox exists at the heart of sports journalism. On one hand, it has over the years often been viewed as the poor relation within journalism, lacking the integrity that journalists often like to associate with their self-image. Sports journalism has been characterised as a form of *soft* journalistic practice, without the rigour and credibility of other forms of *hard* journalism. It was an area of journalism that was viewed as an uncritical booster and promoter of sport and its culture rather than a sector that called the powerful in sport to account. It was a journalism that was more often going to ask the easy and banal question, rather than the penetrating and pertinent one. At the same time, and here lies the paradox, sports journalism was often one of the most commercially important parts of the newspaper industry. Simply put, while other journalists and academics often decried the lax journalistic standards that they argued could be found in the *back of the book*, it was sports journalism's ability to deliver readers, particularly young male readers that made it such a crucial and integral part of the commercial success of many newspapers"[31].

Therefore, there existed the prejudice that sports journalism lacked profoundness and it was not serious, but rather frivolous. That explains why sports journalism was once considered the "toy department" of the news media, and David Rowe is asking us and himself if the situation has really changed in the last decades: "Sports journalism is an important part of the news media, but it is fair to observe that it is not among its most prestigious disciplines (Boyle, 2005, 2006). Sports journalists and others, both in agreement and protest, often refer to the jibe that sports journalism is *the toy department of the news media* – that is, in a place dedicated to fun and frivolity, rather than to the serious functions of the fourth estate (Rowe, 2004). There is a surreptitious ideology here (the assumption that toys and play are not serious and important) that derives both from traditional, class-based and patriarchal perspectives on the press and popular culture in general (Hartley, 1996; Croteau and Hoynes, 2003), and on sport in particular (Tomlinson, 1999, 2005). Howard Cosell, the late American sports journalist credited with inventing the expression, in fact said that *sports is the toy department of human life* (O'Brien, 2007), and so sports journalism became the toy department of the news media by association with the object of its coverage"[32].

This paradoxical, unrealistic, unfair and non-productive perspective has been nowadays dropped by the vast majority of traditional and non-traditional media channels, while the New Media have boosted the appetite for sports for a huge part of the audience. The sports news are now to be found almost everywhere and this editorial reconsideration has led to an abundance of sports media content all over the world. And we can also notice that there has been a

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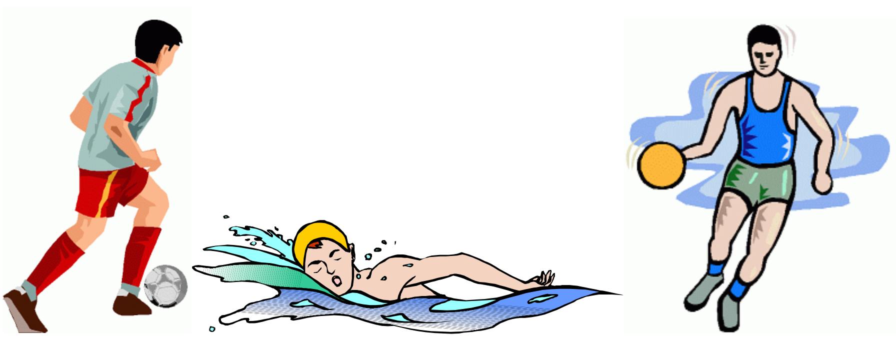
[31] Raymond Boyle, *Sports Journalism: Changing journalism practice and digital media*, in *Digital Journalism*, Vol.5, No.5, p. 493, 2017,
https://www.tandfonline.com/doi/full/10.1080/21670811.2017.1281603

[32] David Rowe, *Sports journalism. Still the `toy department' of the news media?*, Research Gate, Journalism 8 (4), 2007,
https://www.researchgate.net/publication/249689984_Sports_journalismStill_the_toy_department'_of_the_news_media

dramatic change of media paradigm in conjunction with sports that has emerged from the tough competition existing between the different media channels. The renowned sportswriter Stewart Weir emphasizes the dilemma newspapers had to deal with when they were heavily damaged by the advantages of other media channels in sports covering: “The biggest change in sports journalism over the years has been newspapers finding they are going head to head with radio and television. We have had to respond by becoming more sensationalist and by often trying to fill in the gaps or add to the stories that have already been told by television or radio”[33].

Sports coverage on radio is a very complicated task that requires specific skills and techniques which are not suitable to anyone. Certain knowledge and qualities are compulsory for anyone trying to succeed in an activity which can prove nerve-racking, tiresome and tricky. But the accomplishment of such an endeavor will show that it’s worth the effort and the personal satisfaction is beyond any other possible reward. The sports competitions are tackled by radio stations in several different ways, all of them subordinated to the principle of correctly informing the public and keeping an equidistant approach, regardless of personal preferences. The sports agenda of a radio station consists of sports bulletins (scheduled several times a day), the most important sports news being presented also at the end of the main news bulletins on a daily basis, then sports items inserted in the actuality radio programmes, sports radio shows, and, last but not least, live sports broadcasts.



https://www.edb.gov.hk

Covering a live sports event has to be done with great care and deep concern for the chosen words and expressions. The commentator has to be well-trained and impeccably informed, to pay complete attention to details, and reflect the event with extreme responsibility. The commentary should be fluent, coherent and unbiased. No matter who is competing, the commentary must be as objective as possible, as Carole Fleming writes: “If your team isn’t doing well

[33] Interview with the Scottish *Daily Mirror* sportswriter Stewart Weir, April 6, 2005, in *Sports Journalism: Context and Issues* by Raymond Boyle, p.79, SAGE Publications Ltd, London, 2006

it's not because of some silly excuse it's because they're not good enough and the audience is expecting you to tell them why, otherwise I don't think there's any point in them listening to us. If we're going to be biased and make excuses for that team we're not telling the true story. We're not telling the whole story and we're letting the listener down. So in being partisan you're telling the whole story as you see it, but seeing it from one perspective. It's all right to critisise them when they deserve criticism. It's your job as a journalist. You're there as a sports reporter, as a journalist. Some people might think the lines are blurred that when you become a sports reporter you become biased and it's all about your team and how great it is – no. You've got to maintain your journalistic principles"[34].

The sports radio commentators are meant to use language in the proper manner in order to accurately describe the sports event unfolding before their eyes. Paying attention to what it is rendered from the sports venue the listeners are encouraged to imagine they are actually there, and not far away. They conceive mental images based on the words of the reporter and that is why they expect the commentary to be as precise as possible. This means the sports commentator must be focused at any moment and find the most accurate and efficient phrases in order to induce the right mental representations.

http://lumpycustard.blogspot.com/2010/04/emile-mercier-sports-commentator.html

The sentences is recommended to be short and clear, the repetitions should be avoided as often as possible and the only moments of silence from the reporter must be only when the background sounds are more suggestive than words, like crowd's ovations. Phil Andrews eloquently refers on this topic of

[34] Carole Fleming, *The Radio Handbook*, Third Edition, p.173, Routledge, Abingdon, Oxon, 2010

pictures painted with words and sounds: "The journalist's words are merely the starting point for a good piece of radio journalism. The language of radio has other elements. Radio can transport listeners to the scene of the action by using the sounds they would hear if they were there. Sound is all around us, and nowhere more than at sporting events: the roar of the crowd, the referee's whistle, the starting gun, galloping hooves, racing car engines, oars splashing in water, the sound of bat on ball, announcements over the public address system. When the sound you would hear if you were actually at the events is used in radio it is known as ACTUALITY SOUND. We tend to think of radio as television without pictures, but this is not true. Radio does have pictures, but we create them ourselves in our mind's eye, and nothing flashes a picture up on the screen in our heads more effectively than the sound of something with which we are familiar. The best radio journalism blends actuality sound with the journalist's words. Sound is often used before we hear a word as a means of setting the scene"[35].

The level of linguistic difficulty of the sports radio commentary compared to the TV counterpart is emphasized by Adrian Beard: "Radio uses many more words than television (…) because sound is the only medium of communication; there are no pictures. This absence of pictures is one of the main factors when comparing the radio and television commentaries. The radio version is almost continuous talk. (…) The radio version has no pictures to help cohesion, so the language has to do the complete job"[36].

Thus, the radio commentators must be precise, concise, and objective. Trying to describe the events accurately and interestingly, they use language as creative, persuasive and expository as possible. In this regard, Stephan Vierkant writes in his study "Metaphor and Live Football Commentary": "Spontaneity seems almost guaranteed in spoken discourse, and many different types can be analysed. The language of football players and other persons involved in the game itself does not guarantee spontaneity because they are much too concerned about how to express their actions. The after-match analysis either on radio or TV could be a possibility, but again the spontaneity is doubtful because commentators have probably reflected several times on how to comment on the scenes under discussion. Thus there remains only live commentary, where promptness is more important than searching for the ideal expression. The crucial difference between radio and TV live commentary is that TV commentator only needs to comment on the images on the screen, whereas the radio commentator has to transmit an instant image of what is happening on the field. So promptness as well as the constraint of transmitting information through language only make live radio commentary the ideal object of study for metaphor research"[37].

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[35] Phil Andrews, *Sports Journalism: A Practical Guide*, p.121-122, SAGE Publications Ltd, London, 2005

[36] Adrian Beard, *The Language of Sport*, pp.77-81, Routledge, London, 1998

[37] Evra Lavrik/Gerhard Pisek/Andrew Skinner/Wolfgang Stadler (eds.), *The Linguistics of Football*, p.123, Gunter Narr Verlag, Tübingen, 2008

Promptness, the perfect command of language, the solid semantic and grammatical knowledge, the talent for association of ideas, and the art of description are compulsory conditions for a successful sports commentary, but they are not enough. The journalists should also know very well the rules of the particular sports discipline commented and they must have a vast sports culture. Even though, the meticulous pre-event research is mandatory. Before a football game, for instance, the commentator will try to find almost everything about the two clubs involved: all kinds of statistics, head-to-head records, injured or suspended players, information about the atmosphere in the teams, statements of the players and coaches, even the betting odds determined by the bookmakers. All these information will prove extremely valuable during the transmission, especially when the game is interrupted for a certain reason. To know the history of football is also a must. The listeners will trust considerably more a commentator who proves to know many things about the historical background of the game. It is a matter of respectability and reputation that weighs a lot when assessing the journalist and the commentary itself.

At the stadium the radio commentators will be provided with the lineups of the two teams. The names of the players and their numbers will be written on a sheet of paper or in the notebook according to the position of the footballers on the field so that they could be recognized even if the numbers on their backs can't be spotted. When a player is substituted, the journalist must make the change on paper right away. The permanent awareness is compulsory for getting the job done at the highest standards. But the commentator does not afford to be over-zealous. Balance is the key for an honest, decent, and accurate sports commentary. Lacking the replays provided by the televisions, the radio journalists must be cautious when evaluating the controversial phases if they couldn't see very well what happened. In this case, the radio commentator is supposed to not firmly dispute the decision of the referee, but to deal with the situation with prudence and objectivity.

The radio sports commentator must always have in mind the lack of image. The audience relies only on the words of the reporter. That is why the journalist should choose exactly the words that can compensate the lack of any visual support. It is a constant battle for spontaneity and relevance, a continuous search for descriptive fervor and linguistic creativity. A relentless strive for making the listeners feel as if they were actually on the spot where the event takes place.

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COMPUTER GAMES - SOCIO-CULTURAL DIMENSIONS

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Abstract

Internet and the online space emerged media with its new interactive and more personalized digital services open up new opportunities for influencing the human life - its values, attitudes and behaviors. Computer- mediated synthetic environments have become an excellent tool not only for development and self-expression but also for social interaction and creativity of multiple users.

Parts of the cyberspace are the games which are increasingly becoming an important part of our lives. In the contemporary studies the focus progressively lies on the games as a tool for communication and interaction within the culture. Many of them have a strong socializing charge, allowing players to acquire new knowledge about the world and needed skills about the real life. In the modern multiplayer online playing games the participants are more involved in the implementation of a wide range of social activities.

This article shows the results of a study carried out in Blagoevgrad, which established the viewpoint **of some gamers towards the use of computer games and the influence they have on their attitudes, behavior and social life.**

In conclusion, the author highlights that the computer games provide the necessary contemporary socio-cultural practices that bring meaning and spirit in the everyday real life. And also that network games in all their varieties are deployed as a new kind of human creativity.

Keywords: Internet, virtual environment, new media, games, social interaction and crativity

1. Internet and new virtual environment

The development of information and computer technologies altered our notions of the way the communication processes take place in a digital world. By becoming a global interactive communication channel, the Internet and the new media created in the online space with its interactive and increasingly individualized digital services open new possibilities for influencing people's lives, values, thinking and behavior. They become an indispensable source for developing a number of important for the society abilities for innovate thinking and assessing different situations, solving problematic tasks, teamwork, creativity and social interaction.

Of particular interest in today's scientific space are the problems of virtual culture, virtual communities and new tools for communicative interaction that have emerged with the expansion of the Internet and network technologies to meet the growing communication needs of people.

The emergence of the new virtual life environment gave the researchers the basis for expressing their claims and hypotheses about the development of the new medium and the accompanying changes. The famous Spanish sociologist Manuel Castells described as historically specific to the new communication system the construction of the "real virtuality" of "a system in which reality itself is fully captured, fully immersed in a virtual image setting, in the world of believe" (Castells 2004, 369). Thanks to the digitization and network integration of various communication forms, the new virtual environment opens up a place for manifold cultural activities as well as a wide variety of interests, values and ideas.

In the culture of real virtuality, "imaginary means faith in creation" (Castells 2004, 371) of real virtuality, in which the boundaries between the actual and the imaginary, if not completely removed, are at least fluid, because by means of the computer technique the creative imagination can constantly modify and restructure life phenomena.

The development of the Internet technologies outlined the boundaries of the new virtual space, which relates to information, communication and various types of interaction, as well as a variety of personal interests and values. It is capable of encompassing and integrating a large number of communication forms and cultural manifestations. But "the price to pay for inclusion in the system is to adapt to its logic, its language, its points of entry, its encoding and decoding" (Castells 2004, 370). In this way, with the development of the Internet and the role of the new communication system, mediated by social interests, government policy and business strategies, a new culture emerges: the culture of real virtuality (Castells 2004, 330).

The changes that occur in the new communication system, Manuel Castells explains with the radical transformation of space and time - the main dimensions of human life. Places are freed from their cultural, historical and geographical meanings and reintegrated into functional networks or in collages of images, forming a space of streams that replaces the specific space of places. Time is also blurred in the new communication system, where the past, present and future can be programmed to interact with each other within one and the same message. The space of streams and timelessness are the material foundations of a new culture that surpasses the boundaries of a certain experience and embraces the diversity of historically transmitted systems of representation.

In the new spatial system, which remains bound to the real (physical) space, people obey their rules and norms of social life, united by common interests and values, and free from the limitations of physical reality. The new global public space, in the words of Barlow (1996), is an "act of nature and it grows itself through our collective actions". This is a virtual world that consists of "transactions, relationships, and thought itself, arrayed as a standing wave in the web of our communications", a world that is "both everywhere and nowhere, but it is not where bodies live". It is outlined the boundaries of a virtual social society that is distinguished by its culture, ethics and unwritten laws, defining the new way of life and values of its population, new "Civilization of the Mind in Cyberspace".

The changes that have occurred with the expansion of the Web have led to a change in Marshall McLuugh's model of technological development based on television and satellite broadcasting, with a new paradigm based on the development of modern information systems and the Internet. Instead of M. McLuhan's "*global village*", in which billions of people can experience different world events such as the Olympic Games, according to Pelton (2000), the "*Global Brain*" or the so-called "*e-sphere*", which allows not only to listen and watch together, but to "think and interact" together.

2. New media, new opportunities for development of mass communication processes

Based on the Internet and digital technologies, the new interactive media creates vast possibilities for free choice and easy access to all kinds of services and multimedia platforms - online games, pictures, music, videos, social networks for sharing ideas, experiences and knowledge, virtual worlds for joint action and cooperation. The user of passive media content of media content from passive participant, as is customary in traditional mass communication processes, is becoming an active subject of interactive communication in the new environment thanks to the broad possibilities for manifesting his activity and selectivity.

Modality is beginning to be perceived as one of the principles of computer media in which culture is modulated at a structural level (Manovich 2005). "In the 1980's musicians start sampling already published music; TV fans start sampling their favorite TV series to produce their own "slash films", game fans start creating new game levels and all other kinds of game modifications" (Manovich 2005, 11). The modulation of the culture, which causes the transformation of the old media and the accompanying languages, changes not only the way of production of the new media products, but also their consumption. "Images are broken into pixels; graphic designs, film and video are broken into layers. Hypertext modularises text. Markup languages such as HTML and media formats such as QuickTime and MPEG-7 modularize multimedia documents in general. We can talk about what this modularisation has already made to culture" (Manovich 2005, 11).

Thanks to the accelerated development of telecommunication and information systems, a broad field is nowadays created for global co-behavior within a "cyberculture" submerged in the world of "hyperrealism". Through the three-dimensional model of reality created by digital technology, objects move into a specific virtual state, resembling their true "equivalents" and producing a "human presence effect" in the virtual world. There are new virtual communities in which liberal principles operate - there is no compulsion to communicate, act, and obligatory acquaintance, one feels free to share everything that excites or worries him in real life, but does not dare to express, to take on the role of different dreamlike heroes, to be what he wishes here and now in a new universe, virtual, but in many ways superior to what is happening in the real world. In the virtual environment, anyone can participate without the limitations of the real world, to exercise freedom in building their virtual "alternative" identity, which is often different from the real one. In the new electronic communications environment, new communication processes and types of communication are emerging that change the role of the main actors. In it the animator becomes the main figure of communicative interaction. By falling into the web, a person has the chance not only a chance to redefine ourselves, but also to re-define the roles in which he engages in as a producer or a consumer (Kelly 1999, 47).

The main subjects in the new digital media environment accomplish their relationships in a virtual three-dimensional space, which predetermines the formation of "situational culture" (Poster, 2001, 78). Entry into the new virtual world is accompanied by an increase in technology "duplication" of reality, with duplication implying rotation. Virtual realities are beginning to be perceived as imaginary that, unlike real reality, cause play and discovery, forming a new level of imagination (Poster 2001, 79)

3. Life in the virtual worlds

The web is connected to the physical world, and at the same time, there is a parallel world of reality in which people can reside "out of their bodies". In the online virtual worlds, you can imagine yourself as a "character", in which ou can be anonymous, in which you can play a role closer or farther than the "true essence" of your choice (Turkle 1994, 159). In the virtual worlds, you can present yourself as a "character," in which you can be anonymous, in which you can play a role or roles as close or as far away as your "real self as you choose". The new forms of interactive communication are a magnetic force for consumers who enter the cyberspace with curiosity and desire for self-expression, creativity and experimentation with their own identity. Moving from "Culture of Calculation" to "Culture of Simulation" allows us to use life on the computer screens to make it comfortable with new ways of thinking about evolution, relationships, sexuality, politics and identity (Turkle 1995, 26). The new culture of simulation can help us “achieve a vision of a multiple but integrated identity whose flexibility, resilience, and capacity for joy comes from having access to our many selves" (Turkle 1996).

Users get the freedom, entering the virtual universe, to overcome their inhibitions, feel independent and open to communication and sharing, acquire a new identity surrounded by their friends and companions. The lack of strict restrictions and prohibitions, the acquired new vision, the anonymity and the ability to be what they want, do what they like, but which can get disapproval in real life - all this provokes curiosity and the overwhelming desire of people to populate the new virtual worlds that the Web offers.

The computer virtual environment provides users with the opportunity to participate in building a new type of culture that requires purpose, creative thinking, and improvisation. In this new environment visitors can design their identities as avatars around virtual objects and artifacts, performing various operations and solving difficult and unrealistic tasks in the real world. They can also expand their social ties; create networks for collaboration, and share ideas and strategies that provide a sense of belonging. This gives reason to talk about the emergence of a new type of human communication and interaction that is capable of assuming a new meaning and values (Kelly 1999, 36).

Computer-mediated synthetic environments have become a great tool not only for experiencing and self-expression but also for social interaction among multiple users. Van de Bruin and Van de Bruin & Dirk-Jan de Bruin (2002) in their study of 3D Virtual Inhabited Worlds (IVWs) focused on the socio-cultural laws that determine their increasing complexity. The development of 3D Virtual Worlds (or multi-user worlds, Avatar Worlds, etc.) is the merging of several technological trends, in particular in chat channels and games.

The technology of text-based chat channels of the 70s and 80s of the twentieth century was merged with a visual interface in which users were represented as 'Avatars'. By their use, each visitor can create and personalize their digital identity and thus experience a sense of presence. The 3D virtual worlds build a new social reality with its organization and complex socio-cultural structure, which opens a full range of social institutions "to shape the complex social interactions to provide the experiences that we experience" (Van de Bruin&Dirk-Jan de Bruin 2002).

Unified around their common views, ideas and values, visitors to the virtual world can overcome the sense of isolation of today's lives and engage in the formation of diverse communities "as microorganisms inevitably create colonies" (Rheingold 1993, 5). Millions of people on all continents are part of the established computer-mediated social groups known as virtual communities. These communities provide space for the formation of colonies of enthusiasts as it allows people to do things in new ways and to make these new things common - like the telegraph, the phone, and the TV. People in virtual communities use words on screens to exchange pleasantries and argue, engage in intellectual discourse, conduct commerce, exchange knowledge, share emotional support, make plans, brainstorm, gossip, feud, fall in love, find friends and lose them, play games, flirt, create a little high art and a lot if idle talk. People in virtual communities do just about everything people do in real life, but we leave our bodies behind. You can't kiss anybody and nobody can punch you in the nose, but a lot can happen within those boundaries. To the millions who have been drawn into it, the richness and vitality of computer-linked cultures is attractive, even addictive (Rheingold 1993, 3). People in virtual communities do just about everything people do in real life, but we leave our bodies behind.

Within the virtual space, they can free themselves of boredom, loneliness and alienation of material life and revive the community by offering not a tool for conviviality but a life-denying simulacrum of real passion and true commitment to one another (Rheingold 1993, 10). Through computer-mediated technology a kind of expansion of human thinking and communication is achieved where the inhabitants are given the chance to “rediscover the power of cooperation, turning cooperation into a game, a way of life - a merger of knowledge capital, social capital, and communion” (Rheingold 1993, 110).

4. Games in the virtual environment

Parts of the virtual space are also computer games, which are increasingly entering the lives of people, changing their habits, values and attitudes. The game itself has its own cultural significance, and on this aspect Huizinga (1982, 152) has paid attention. The game, however, is not only a human experience, but also a movement and self-expression of the person involved, who fills the game space with his spirit. Therefore, Gadamer (2000 40) thinks that the game is rather a "phenomenon of over-capacity and the ability of self-expression of living existence". At the core of the game is the need to "set goals and conscious aspirations" (Gadamer 2000, 41) that require intense attention, passion, self-commitment to encounter otherness. It is the focus of everyone's efforts in building a communicative common world.

Understanding the game gets a deeper empirical rationale in Eric Berne's research. For example, in his book "Games People Play", studying the anatomy of human games in interpersonal interactions, he found that the game was a social interaction. “Descriptively it is a recurring set of transactions, often repetitious, superficially plausible, with a concealed motivation; or, more colloquially, a series of moves with a snare, or “gimmick” (Berne 1964, 19). As a social action, games differ from procedures, rituals and entertainment in two main features: 1) the existence of hidden motives; 2) the prize. Procedures can be successful, rituals are effective, and entertainment is profitable. But they are all spontaneous and honest. They may contain an element of controversy, but not a conflict, and their outcome may be sensational, confusing, but never dramatic.

In today's research, focus has increasingly been put on the game as a means of communication and interaction within the framework of culture. Marshall McLuhan views the game as extensions of man in its social dimension as collective, social reactions to the main drive or action of any culture. Games are dramatic models of our psychological lives providing release of particular tensions. As models, they are collective rather than private dramas of inner life. We are looking forward to those games most that mimic other situations in our work and social lives. In this way, the social practices of one generation tend to be codified into the "game" of the next. (McLuhan 2001).

What excites and captivates the players who decide to enter the multimedia imaginary worlds is the acquired sense of "re-enchanting the world", "rediscovering the experience of miracle and holiness," as spoken by the American philosopher Hubert Dreyfus (2010). At the same time, inhabiting these meta-places allows communication to become more engaging through the strong and subjective sense of belonging and being part of a group that has the same fears, hopes and ideas, but there is no requirement and tendency of immediate social exclusion, when you disagree with something.

The computer game plays a socializing role, integrating various cognitive and emotional qualities, important skills and abilities. A network is created that "blurs the hard boundaries between the mind and the hand, ideas and execution, commitment and pleasure, elitist and mass culture" (Miguel de Aguilera Moyano 2008).

In recent years, research into the attitudes of gamers towards computer games has found that a large proportion of younger users attach importance to the socializing effect of playing and turning video games into forms of social interaction.

In a survey conducted in 2018, gamers in the United States, the UK and Australia were asked about their gaming preferences and about the advantages and disadvantages of video games. It was found that more than half of the respondents consider relaxation as beneficial, followed by 40% who reported escapism, and 21% who reported a social advantage. 50% of 18 to 24-year-olds and 45% of 25 to 34-year-olds chose socialization as a benefit of playing. Analysts are suggesting video games are becoming increasingly a social activity for younger age groups (Kyriakidi 2018).

Also interesting is the study by the Entertainment Software Association (ESA 2018), which published an interesting report on changes in the gaming industry in the US for 2018. In comparison with past years there is an increase of the average age of American gamers - while in 2012 it is 30 years, in 2018 the average gamer is 34 years old. 72 percent are age 18 or older. 31% of gamers are female. The average female video game player is 36, and the average male video game player is 32. 55% are male 45% are female, and 56% of the most frequent gamers play multiplayer games. 42% play with friends, 17% play with parents, and 19% - play with family, and 55% of the most frequent gamers say that video games help connect them with their friends; 46% say it helps their family spend time together. Most played multiplayer genres: 35% shooter, 28% action, 27% casua. 70% of parents say video games have a positive influence on their child’s life; 67% of parents play video games with their child at least once weekly.

5. Computer games as a field for social interaction and creativity

Computer games are increasingly becoming part of the life of modern man, changing his habits and ideas, his attitude towards other people, creating a sense of empathy, tolerance and understanding. They have a strong emotional charge, embodying the dreams and desires of the players who are involved in the emerging new culture of interactive and progressive reality. Players are given the opportunity to acquire values and attitudes, to build new ways of interaction and identity, to attend new "meta-places" for social communications (Dodge 1998, 2).

Many of them have a strong socializing charge, allowing players to acquire new knowledge of the world and assimilate real-world skills. They create a new symbolic universe in which people, through their simulations, prepare themselves for action and solutions in the real world. One of the deepest sources of pleasure in the game can be found in the „projective stance"of a player who embodies a certain experience and attitude to build his "virtual paradise" (Gee 2008). The player is actively involved with his ideas, intentions, and goals in designing the new simulated social spaces in which he appears as an experimenting creature, as a discoverer and creator.

More and more users are joining the cyberspace, looking for a place to embody their innermost dreams and desires, a way of presenting identity or self-expression, while keeping in touch with real life. Therefore, Suler (1999) explains the growing attraction of the games with the possibility for players to perform different activities - people change their own shape, walk through walls, spontaneously generate objects out of thin air, or possess all sorts of imaginary powers by simulating dream-like states of mind.

The attractive power of games increases with gamers' freedom to take risks in the virtual space where the effects of the real world are eliminated. At the same time, participants can make a commitment as an extension of their real-world identities in relation to a virtual identity (Gee 2003). This often allows them to experience emotional attachment and become involved and engaged, making the virtual world they inhabit more irresistible and compelling.

Among the many types of games, a great deal of interest is created by various strategic simulations in which the player manages some resources (economic, military) and / or skills and uses them in a specific way to achieve the ultimate goal, which may be political, economic, military supremacy; simulations, which at times are close to strategies - they also manage resources. The SimCity simulation game immerses you in the dynamics of building and developing a city, from zoning of neighborhoods to building roads and managing the police. The Civilization game throws you in the role of a ruler of a whole civilization and takes you from the foundation of the first cities in the world 6,000 years ago to the future colonization of the cosmos. Particularly attractive are the role-playing games in which the player takes the lead of a hero or a group of heroes, each possessing individual statistics and skills that are developed and refreshed. Players have inventory - a set of items to equip or sell to get better outfits. In these games, heroes develop from the beginning of the game to the end - the power can grow or acquire a bunch of skills that can be used to interact with the environment or computer-controlled characters. Players get and solve a number of tasks with specific experience points - based on this experience the characters pick up levels. With many of the games (Pokemon, Mario, SimCity-4), adolescents form feelings of caring, positive behavior and even managerial abilities. With the arrival of the Pokemon Go app, many players are captivated by the ability to communicate with each other, enter into broad interaction, search for and train their Pokémon. Despite the criticism of the game, there are also many of its supporters who see it as a socializing tool that encourages players to organize meeting venues together to "hunt" small, but powerful, creatures, to merge into fractions, to organize attacks with their friends.

In modern multiplayer online role-playing games (MMORPG), participants are more involved in implementing a wide range of social activities. For example, when they get into the Second Life game, players are given complete freedom so they can do whatever they want when they want, they can start a business, play, talk to friends, fight dragons and so on. The player is first required to create his virtual essence or avatar, who can be whatever he wants regardless of gender and age. It may look quite different, but it might look like himself. At the touch of a button, you can change your appearance from a business suit to a medieval armor according to your mood (SL). Everyone is given the opportunity to personalize themselves with the help of a wide range of clothing, accessories and vehicles to express part of their identity. The sense of belonging to the social world intensifies if the visitor manifests himself as a creator, builder or other hero with special privileges and authority that acts not only as a consumer. Second Life members are allowed to buy land and create or buy items, customize them and make them part of their second home.

In the MMORPG genre belongs one of the most popular games of World of Warcraft (WoW) both because of its recreational character and the social commitment of the players. The game relies on every single player who joins other adventure admirers in a co-built virtual world to travel together to increasingly challenging areas and lead epic battles against countless enemies with increasing power. As the game unfolds, players move to ever higher levels, acquiring new skills and talents. They acquire new professions and abilities to personalize and transform the characters. They obtain valuable items, armor, and weapons that allow them to advance in the world. The game also provides the opportunity to merge into larger groups (guilds) to facilitate communication between players and their organization.

The gamer is given the opportunity to save the world by assigning him a mission according to his level. It is required to fight constantly to succeed, but in order to achieve the goals, the player relies on the support of other gamers. Players build a strong social network (it is needed to trust someone to play together with the same rules, appreciate the same goal, and stay in the game to the end). Virtuoso gamers are also distinguished with blessed productivity (gamers make efforts, they are optimized as human beings, they are ready to work hard to achieve their goals.) Additionally, gamers are epic-dependent (they attach to human stories on a planetary scale, they build an epic story). (McGonigall 2011)

Multi-User Game Spaces (MUD) are imaginary worlds in a computer database where people use words and programming languages to improvise melodramas, build worlds and all objects in them, solve puzzles, invent different types of entertainment and tools, compete for prestige and power, gain wisdom, seek revenge, commit themselves to greed, lust and violence. These game circles, according Sherry Turkle, are a new kind of social virtual reality in which participants have “much in common with scriptwriting, performance art, street theater, improvisational theater, or even Commedia dell'arte”. But they are something else as well. As players participate, “they become authors not only of text but of themselves, constructing new selves through social interaction” (Turkle 1996).

6. Players` attitudes towards computer games and the influence they have on their behavior

The survey conducted in 2012 by the Center for New Media and Digital Culture at South-West University "N. Rilski "- Blagoevgrad regarding the attitude of the players towards video games and the influence they have on their behavior showed interesting results. The study covered 30 people from different age groups, education and professions.

When asked about how much free time the respondents had and how much time they spent in front of the computer, 59.4% of respondents said they had about 4 hours of free time a day; 23.1% - about 8 hours; 9.9% - about 2 hours and 6.6% - with more than 12 hours. 46.2% spend about an hour in front of the computer; 26.4% - two to three hours; 19.8% - from five to six hours and only 6.6% - a few minutes. The fact is that free time affects the time spent in front of a computer, but it is not an absolute magnitude. 49.5% say they play games only once a week, 16.5% - every day, 19.8% -every two days and 13.2% - three times a week.

To the question what kind of games they like to play, 56% of the respondents mentioned online games, 10% chose single player games and only 9.9% prefer to gamble. Educational games have selected 46.2% of recipients, followed by logic games - 9.9%, simulators, tactics and sports - by 3.3%.

When asked about the qualities they develop by playing games, 52.8% of the respondents are of the opinion that computer games do not develop any qualities in the player but simply entertain; 19.8% think that games help fast thinking; 6.6% said that games create fast reflexes, good computer literacy and proper logic.

To the question, what computer games are for them, 46.2% said that the games are an escape from boredom, 29.7% consider them a way of entertainment and 16.5% think of them as a chance to meet new people. 39.6% responded that they play for lack of duties, 33% - gray everyday life and 26.4% - for curiosity.

Also interesting are the respondents' answers to the question of whether computer games change them. The data show that the games do not have much influence on the personality of the player. But almost half of them (49.5%) became more sympathetic to their friends, 6.6% - to the family and 6.6% - to the problems. More sensitive were 46.2% to their friends, 19.8% - to the family, 16.5% - to the problems and 16.5% - to the other people.

Respondents believe the games do not make them more aggressive to their relatives, but 6.6% make them more aggressive towards other people. Games make 6.6% of respondents more cautious to their friends and 13.2% to other people. Players become more careless about their friends - 23.1%, 42.9% - about their family, 13.2% - about their problems and 6.6% - about other people. According to the respondents, games do not affect the players' dynamism, intelligence, selfishness and altruism. There is no direct dependence between the different psychological types and their attitude towards the games.

The presented study shows that computer games are perceived by the players as a means of recreation, enjoyment and entertainment of the modern man. Respondents, though not one of the biggest supporters of online gaming, still state that they are part of their daily lives. Most of them recognize the impact that computer games have on their attitudes, behavior, and social life.

Observations of online gamers are showing their fascinating emotion and a sense of strong focus on winning epic victories. It is important that the energy, imagination and passion of players, together with the experience, information and knowledge gained, are used to build a powerful platform for change; to find ways to overcome the global problems of our modernity. As world-renowned game designer McGonigal points out, online gaming, when used correctly, can be important for "future survival of the human species". The goal is to get the gameplay to lead to socially positive results (McGonigal 2011).

We can predict that the future development of video games depends on how we structure and use the gaming worlds built by players to help humanity by focusing on achieving high goals for improving the quality of our daily lives and for solving vital social and cultural problems in the real world. For example, such a game could be “World Without Oil”, a simulation designed to tackle the challenges of a worldwide oil shortage where the player is trying to survive in a shortage of oil by changing his lifestyle. The gamer is set to find an alternative way to continue the life of the earth. Such games can be created with a variety of problems. Each player offers their version to solve the problem. “Evoke”, a game commissioned by the The World Bank Institute, is another game that challenges players to solve complex civilization problems by acquiring "social innovation" skills, making creative decisions to cope with the problems of civilization - poverty, climate change, global conflicts and obesity (McGonigal 2011). The efforts of the creators of the new alternative virtual worlds in gaming need to be focused on achieving greater social complexity that can be used to help overcome the uncertainties, limitations and difficulties in real life and in making innovative decisions .

Conclusion

The immersion in synthetic game worlds motivates and encourages their occupants to express talent and skills, to carry out various actions of social significance, to follow certain rules of conduct. The computer game is built upon the foundation of a new culture of behavior, values and attitudes that contributes to enhancing the intellectual potential of every person by integrating "information and knowledge with imagination, fantasy, fiction, play and learning into one symbolic system that requires from its users, among other things, critical and creative attention" (Miguel de Aguilera 2008). It delivers the socio-cultural practices needed by modern man to bring meaning and spirit to his everyday real life. Web games in all their varieties are unfolding as a new kind of human creativity. In all other web appearances, man is perceptive. In games, he is also an artist, with the creator's legitimate self-confidence.

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II. EDUCATION SCIENCES

NEO LMS AS A NEW INSTRUCTIONAL TOOL FOR HIGHER EDUCATION INSTITUTION

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Abstract

NEO is one of the most recent learning management systems (LMS) aimed to optimize the instructional activities at the level of schools and universities. The main objective of the paper is to analyze the features NEO is offering in comparison with other efficient e-learning solutions, in colleges and universities. Another objective of this paper is to understand how NEO can be integrated to instructional strategies that harness the advantages of the new information and communication technologies. After carefully analyzing the most recent contributions concerning the topic of learning management systems in pedagogical literature, the authors propose several research directions aimed to understand the impact that learning management systems have on university-based educational activities.

Keywords: learning management systems; Neo LMS; computer-assisted instruction; new information and communication technologies, distance education

The world of learning management systems is quickly adapting to the development of new and more powerful devices that are used by both students and teachers in a wide variety of activities. One of the main trends in the LMS market is to develop web-based solutions that do not require any local software installation. The interface is usually easily accesible and scaled down for a variety of devices such as tablet computers and smartphones.

Using a modern LMS has a lot of advantages such as:

a) Reducing the amount of time needed to efficiently communicate with the group and inside the group (e.g. classroom);
b) Using advanced features of cutting-edge educational software: online classes, online shared library, subgroups, etc.
c) Analysing student behavior and taking corrective measures in a very short time;
d) The extension of the learning activites outside school and class; the resources can be used from a variety of devices and environments.
e) A better understanding of learning difficulties;

f) Supporting the students with an individualized curriculum and easily creating project-based subgroups (teams of one or more students working on the same tasks);
g) Using modern computer-based evaluation strategies that offer more transparency to both students and parents. The assigments can be more easily assesed and the teacher can develop flexible educational pathways to remediate any kind of issues that are negatively influencing student's achievement.

According to the Neo LMS website (www.neolms.com), this new system brings out a lot of very useful features for students, teachers, parents and administrators, such as:

- user experience features: graphical dashboards, an easy-to-use interface, drag and drop dashboard widgets, native mobile apps for iOS, Android and Windows with offline mode, accessibility features, advanced language support.
- online classes features: class templates, class catalog, class content synchronization, class archive and syllabus, certification of completion, waitlists, time limits, video transcoding, ratings and reviews, compliance features, SCORM, class prerequisites.
- assessment and grading features: gradebook, interactive assessments instrument (quiz, essay, survey), question banks, portofolios, personalized assessments, certificates, peer assessments, rubrics, SCORM assisgnments, capacity of exporting data, plagiarism detector.
- mastery and competency-based learning features: creating and uploading competences, track learner competency, align lessons and assigments with competences, automation system, coverage analysis.
- gamification features: badges, custom game levels, leaderboard, path games, class and side-wide games etc.
- automation features: rules and actions with a point and click interface, rules for class, site and groups, rule browser etc.
- collaborations and communication features: social networking, feeds, calendar, groups, automatic translation, web-conferencing, messaging system and other tools (chat, wikis, forums, blogs).
- adaptive learning and micro learning: micro-courses, personalized classes, automated rules for taking classes, learning goals with different levels, path templates archival and goals.
- analytics and reporting: time tracking, activity timelines, canned reports, ad-hoc reports, reports history, scheduled reports etc.

However, teachers and students should also take note of the fact that Neo has several pricing plans and that the free version is limited. Consequently, schools and universities with many students (or interested in the more advanced features) will need to subscribe to a premium plan.

Starting from analysis of education sciences literature on learning and digital culture (Pinar, 1998; Connor, 1999; Neacșu, 1999; Păun, 2002; Joița, 2005), we can highlight four main steps of implementing a LMS, such as Neo LMS:

A. Planning. In this phase, we formulate the objectives, analyse the learning needs, the technical requirements, the price, the features and the compatibility with the existing infrastructure. The solutions the we will choose will also be dependent of a variety of other variables such as: the technical experience of the staff, the size of the student population, the number of teachers, access to modern devices (tablets, smartphones, smartbands etc)
B. Testing. Most LMS offer trial versions of their products. Consequently, the administrators or the people who will be responsible for the implementation of the platform can sandbox the application before purchasing it. In this phase, it would also be recommended to include students and teachers and to test all the features that are available. Thus, any difficulties that are encountered could be resolved beforehand.
C. Implementation. The LMS can now be implemented at school level. This is a long phase that also needs to take into the acccount the technical training of the staff. Both teachers and students need to be instucted in how to use the platform, what to do when they encounter bugs, and what are the advantages of the solutions that was chosen. The situation should be closely monitored by the LMS coordinator and the IT specialist.
D. Evaluation. As it is the case with most of the software solutions that are being offered today, particularly the ones that are cloud-based, the participants' feedback is always essential. The LMS coordinator should take into consideration the participants' level of satisfaction, how they appreciate the utility, accesibility, feasibility and efficiency of the platform. Also, the suggestions for the improvement of the platform are also very important. After a enough data is gathered from the participants, we can analyze it using both qualitative and quantitative methodologies in order to better understand and improve the functionality of the LMS.

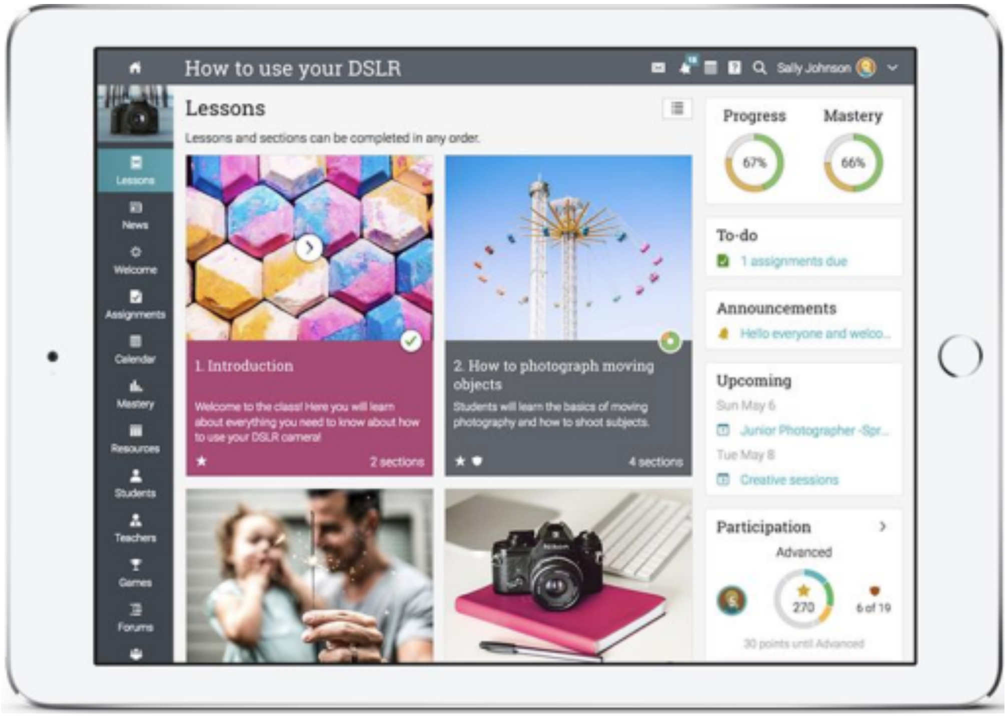

Image 1. The main interface of Neo LMS on a tablet computer. Source: www.neolms.com

Image 2. Top-right bar, offering access to several LMS features. Source: www.neolms.com

Many teachers observe with a certain disappointment that some students use Facebook, Instagram, Twitter and other social networks or microblogging platforms for a significant amount of time per day. Consequently, according to them, these students are no longer focused on school and classroom activities and they tend to neglect the educational potential of the new technologies. However, many teachers also lack expertise in using the new information and communication technologies, particularly those concerning the learning management systems (Strungă, 2014; Bunăiașu, 2015). Trying to regulate students' online behavior and the networks they use may seem counterintuitive. Instead, a better solution could be to offer a LMS that it similar to the platforms they are already using, taking advantage of the familiarity effect.

In conclusion, we recommend several research directions related to the use of Neo LMS and other similar solutions that are currently being offered in the educational market:

1. How can we better integrate the LMS with wearables, particularly smartband and smart watches such as Apple Watch?
2. What are the ways to better develop community frameworks for dealing with common issues such as: right to privacy, copyright infringement, cyberbullying and so on?
3. What are the best methods for developing efficient strategies for doing research related to the LMS?
4. What is the impact of big data algorithms in the context of the advancements in the field of neurocognition and biotechnology?
5. What is the relationship between the software design of LMS and some ideological assumptions that underline the use of these instruments in educational activities?
6. What are the best ways to analyse participants' feedback on the use of the LMS, social networks and online learning environments?

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IMPLICATIONS OF THE TQM EXCELLENCE MODEL IN THE MANAGEMENT OF ROMANIAN SCHOOLS

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Abstract

Our study presents the use of the European TQM model as a referential for the management and improvement of the quality of services provided by schools, providing practical applicability and utility to the relevant theoretical concepts. It proves that the deployment of the European excellence model in the assessment of the schools' performance may facilitate an actual diagnosis for the substantiation of strategies for the improvement of education quality.

Key words: educational products, the "quality" philosophy, the ISO 9001 standard and the EFQM Model of Excellence

Introduction

For all organizations in general and for service organizations in particular, quality improvement is one of the most important strategies for the development of performance and productivity.

In the current economic and social context, the assessment of the organizations' performance must be approached holistically. Performance is an outstanding result obtained in a field that expresses the quality of the organization's adaptation to environmental conditions.

The entire approach of performance assessment has to be reconsidered nowadays. The permanent attempt to meet the customers' requirements, the involvement of all employees in the organization and the permanent improvement of quality are significant dimensions of the Total Quality Management (TQM).

Like any strategy, TQM includes a set of activities resulting in the achievement of all quality-related goals, through the optimal use of available resources and the organization's strengths. The European model of excellence (the EFQM model established by the European Foundation for Quality Management) provides a set of criteria that may be applied to any company and division for the assessment of performance obtained through TQM.

The EFQM model is a non-prescriptive framework, recognizing the existence of many different approaches, that allow organizations to achieve sustainable excellence.

This framework includes basic concepts, specific to the European Quality Award.

The EFQM model underlines that TQM must be closely related to strategic management, which implies a stronger involvement of the upper management.

Combining basic management issues such as leadership, policies, strategies and processes, the EFQM model emphasizes that the concept of total quality is integrated in the general management approach. It sees TOTAL QUALITY as a strategic resource, serving the actual goals of the organization, rather than a tool.

The EFQM model is based on the RADAR matrix (Results, Approach, Deployment, Assessment). The elements of the RADAR matrix have specific meanings, as follows (Hohan et al., 2009): Results - an organization approaching a path to excellence obtains results that have positive trends. Performances are compared to those of the best organizations in the sector/field (education level, education segment, for instance, for those from the educational environment); the results can be graded by means of the matrix, along four fields - attributes: Trends, Goals, Comparisons, Causes; development - the organization implements its strategic plans in relevant areas through systemic and systematic approaches, according to the organization, as well as its policy and strategy; review - regarding the processes deployed by the organization in order to improve both the approaches and the development.

The RADAR matrix introduces essential elements regarding the evolution of the organization: degree of implementation, segmentation and extension, learning from the establishment of non-compliance, systematic implementation, measurement, improvement, trends, goals, comparisons (benchmarking), causes:

“The RADAR logic is a dynamic assessment framework and powerful management tool that provides a structured approach to questioning the performance of an organization” (EFQM, The Excellence Model – RADAR)

The implementation of the European Excellence Model in the management system of a school organization is an outstanding effort of the organization.

The drawbacks we identify are as follows: the very high costs for training the staff that should be involved in the implementation of the model in organizational management; the organization choosing to adopt such a model must have implemented the quality management system based on the ISO 9001 model, the most significant issue is related to the reluctance to change of the organization’s staff (I. Hohan et al., 2009), since the implementation of the EFQM model implies adopting the TQM philosophy - total quality management, i.e. a total involvement of each member of the organization; the excellence model, as an EFQM trademark, requires high costs from the promotion period.

Methodology

The sample

The research sample includes 40 teaching staff of the “Traian” Secondary School of Craiova.

The purpose of the research

The elaboration of a comparative study between the quality of educational management obtained by enforcing the assessment standards, criteria and indicators established by ARACIP and the results obtained by deploying the EFQM QUALITY MANAGEMENT MODEL.

The research assumption

If the EFQM Quality Management Model is enforced in public education and special education, quality will increase in educational management, human resource management, the management of the instructive-educative process, as well as in terms of school results and labour performance for the entire staff of the education institution.

Methods

The survey method was used.

Research results

The first research step consisted of the analysis of results pursuant to the ARACIP external assessment. The external assessment was performed according to the reference standards applicable to the fields provided by art. 10 of the Government Emergency Ordinance no. 75/2005 on quality assurance in education, approved with amendments by Law no. 87/2006, as subsequently amended, based on the following assessment fields:

Field A “Institutional capacity”, with the following criteria: institutional, administrative and management structures; material facilities; human resources;

Field B “Educational effectiveness” with the following criteria: the content of study programmes; learning outcomes; scientific research or methodological activities, as the case may be; financial activities;

Field C “Quality management with the following criteria: strategies and procedures for quality achievement; procedures for the initiation, monitoring and periodic review of the performed programmes and activities; objective and transparent procedures for learning assessment; procedures for the periodic review of the quality of teaching staff; the accessibility of suitable learning resources; a systematically updated database regarding internal quality assurance; the transparency of information of public interest regarding study programmes and the provided certificates, diplomas and qualifications, as the case may be; the operation of the structures for quality assurance in education, according to the law;

Pursuant to the administration of the survey to 40 teaching staff. The surveyed teaching staff are/are not members/in charge with methodological and work committees and are/are not members of the Administration Board. The following results were obtained.

Analysing the answers of respondents, we conclude:

The survey was administered to 40 respondents, of which only 38 answered all the questions. One only answered the first question and one respondent failed to answer question 8.

We remark the following research ideas: the vision, mission and strategic goals of the education institution are known; the institution meets the educational requirements of all direct and indirect beneficiaries; only one person believes that the educational offer is not suitable for direct beneficiaries; the material facilities comply with the specificities of the school and the pupils' characteristics; the staff is 100% qualified to provide educational services to children in our school; regarding the involvement in the decision making process of the educational institution, some persons would like to be more engaged; the human resource does not fully meet the requirements, as the staff is scarce; the Internal Rules are known by everyone; the instructive-educative process is adapted to the preschoolers;/pupils' educational needs; the responsibilities in the job position are in accordance with the specificities of the job

The obtained results positively reflect the quality of educational management and the quality of the educational act; all the assessed items play a major role in increasing management quality; the obtained results reflects the aspects to be improved; the EFQM model can be efficiently used in quality management in an education institution; the survey method can be successfully used and the obtained results may be quantified as percentages, according to the specificities of the EFQM model regarding the assessment of the two areas and the relevant fields; the assessment of quality management by means of the other three steps is grade-based.

Discussion

The EFQM model is a tool that performs a full, systematic and permanent review of the activities and results of a body, by comparing it to a performance model referred to as self-assessment model.

The EFQM model is based on the principle that the client's satisfaction, the staff's satisfaction and integration in collective life are obtained through leadership, policy and strategy, staff management, resources and processes. All these eventually result in excellent operational results.

In the context of educational policies, of strategies regarding education and management quality, the implementation of the EFQM model in institutional assessment is, on the one hand, a modern approach in the context of international assessment indexes and standards and, on the other hand, an efficient assessment model.

The EFQM model can be successfully used in any education institution in the pre-university and university system.

This paper has shown that the deployed research methods were efficient, suitable to the research, providing concrete answers in order to outline the theoretical and methodological aspects of the EFQM Quality Management Model.

The model is based on the fact that excellent and long-standing results, in compliance with performance, customers, employees and society, can be achieved by means of partnerships and resources, as well as efficient processes.

The EFQM model is attractive because it is non-prescriptive and quite open, and organizations can use it as a framework adapted to specific needs, features and situations.

Excellence models propose quantifiable criteria by means of relevant and measurable indicators, providing the global performance level of the organization, useful information on the identification of the strengths and weaknesses of the organization, the possibility to determine opportunities for improvement, the customers' and stakeholders' trust in the capacity of the organizational management to reinforce the market position and its quality trademark.

These excellence models referring to all the activities of the organization, to all its departments and staff, have several common concepts and principles, but more or less specific names, aspects, methods, techniques and tools.

The use of self-assessment, as presented in the European Model, may have the following advantages for the organization/institution:

it is global, which is why it allows to approach all aspects and relations between them; it brings together the various components of quality management in a systemic model; it informs on the status of the organization at a given time with certain data and facts;

it contributes to the staff's training and cohesion; it discovers the critical areas of the organization;

it helps find out where an organization is placed compared to another;

it is a motivation tool, especially since it facilitates the achievement of results and the definition of improvement plans that can be developed by one's own institution.

Any assessment is always focused on a central element, i.e. continuous improvement, whose critical phases are the planning and performance of actions within the plan.

Which is why an answer must be sought to the following questions after the completion of a self-assessment cycle:

What strengths were identified?

Which of the strengths have to be developed and capitalized to the full?

What improvement areas are classified as highly important?

What improvement areas do not fall within an improvement action?

How is continuity ensured for the defined improvement actions?

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APPROACHING THE LEARNING PROCESS THROUGH NEURO-LINGUISTIC PROGRAMMING IN THE CASE OF DENTAL STUDENTS

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Abstract

The field of neuro-linguistic programming tends to be increasingly addressed in current Romanian educational practice. The neuro-linguistic programming in the educational sector aims to make information systematization more efficient and to facilitate its transmission in a correct and clear way. The specialization of dental medicine is a complex one that includes knowledge from many fields of activity, the students being compelled from the first years of faculty to interact with different types of patients. Efficientisation of the way of communicating with patients, as well as the strategy of teaching teachers in order to train future dental practitioners aware of the importance of obtaining a solid doctor-patient relationship, represents the need to implement neuro-linguistic programming within this specialization. With this technique, the teacher manages to understand more easily the learning and communication difficulties of the students by applying various strategies in order to restore their confidence and provide them with an appropriate learning environment. Also, neuro-linguistic programming contributes to the achievement of school performance and encourages increased competitiveness and scientific research. Another advantage of this technique is the possibility to adjust the language during the course hours in order to be understood correctly by the students, because dental medicine encompasses like any other specialization a scientific language.

Keywords: NLP, teaching strategies; approaches to teaching; streamline student-teacher communication

Introduction

The specialization of dental medicine includes, besides the disciplines focused on stomatology problems, a series of disciplines whose main objective is to improve the communication between the student (future doctor) and his patients, as well as between the student and the teacher. Introducing the concept of neuro-linguistic programming for students in dental medicine presents the following advantages: balance between teaching and learning, optimizing communication and correctly transmitting information without leaving erroneous interpretations, understanding learning styles and their approach. effectively, increasing the attractiveness of classes and internship. In this medical branch, a great deal of emphasis is placed on the development of both communication and restoration skills of dental and periodontal units. Neuro-linguistic programming argues that the student's abilities can only be improved by in-depth knowledge of the degree of development and succession of representation systems (Bodenhamer, 2008, pp. 100-101). At the same time, the teacher and the student (future doctor) have the obligation to respect their students, respectively the patients, by achieving a clear delimitation between the term "person" and the term "behavior". It is true that each person has a certain behavior, but individually that is not to be evaluated only by way of behavior, but also by his life principles, the way he approaches the daily problems. It is important that, through neuro-linguistic programming, we understand accurately the thinking of the human being in different contexts (Hall, 2012, p. 579) and understand that each individual changes his / her way of behaving according to the circumstances in which they are. at that time. According to Robert Dilts (1980): "All external behaviors are controlled by an internal processing of strategies", a statement that suggests that most strategies for interacting with other individuals, communicating and addressing situations are formed from an early age, and educational institutions plays a key role in this process. The period of university education is often dominated by the phenomenon of curiosity that appears both among students and among teachers who want to improve. In order for the classes to be attractive it is necessary to attract the interest of the students, to cause them to be curious about the subject / topic addressed. Matt Caulfield (2012) emphasizes in the book the need for good preparation prior to the process of arousing student curiosity by establishing answers to questions such as: "When do you know how to be curious ?; "How do you know how to satisfy your curiosity?"; “How do you feel when you are no longer curious?” (Caulfield, 2009, p. 53).

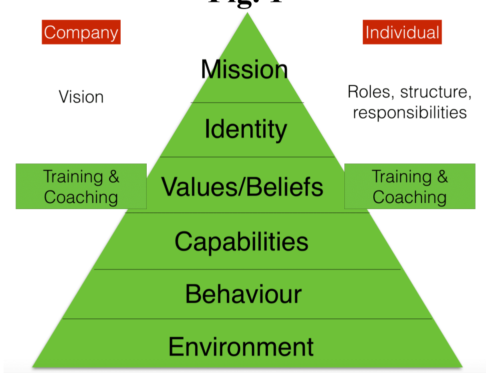
1. The role of neuro-linguistic programming in disciplines with high difficulty: case study - dental histology

The learning style is characteristic of each individual student, being a complex activity that includes many systems of sectoral representation of information. Of all the systems of representation for each individual there is a predominant one that facilitates and facilitates the learning in an appropriate time interval.The purpose of our study is to evaluate the applicability of the different teaching strategies that make efficient the accumulation of new knowledge within the Dental Histology discipline. Also, the study will consider establishing the predominant learning mode of this discipline. Dental histology is a fundamental discipline whose main purpose is to highlight the microscopic structures at the level of the entire stomatognathic system. It is not limited however to the study of the dental organ, but also studies the mucosa of the oral cavity and the oromaxillofacial system. For a better understanding of the concepts of optical or electron microscopy, we will use the comparative method which involves the presentation at an initial stage of the anatomical formation at the macroscopic and physiological level, and in the second stage the presentation from the microscopic point of view. Dental histology correlates interactively with the concepts of human anatomy, physiology, biochemistry, cell biology and ensures a good professional training of the future dentist by systematizing the matter and the connections it establishes with other fields of study in order to establish its ability. correctly a diagnosis and treatment plan.

The complexity of the discipline requires a particular approach for a better understanding, and this often calls for the use of Neuro-linguistic Programming. The Neuro-linguistic Programming aims to efficiently adapt the interaction between the teacher and the student. Also, this technique promotes the active involvement of students in cultural events, as well as in research activities. Another benefit of this method is that of encouraging both students and teachers to continuously improve in the chosen field by participating in congresses, workshops, training courses, etc. Within the histological discipline, the need to know and apply the Metamodel for language method developed by the founders of the programmed neurolinguistics J. Grinder and R. Bandler is self evident.The purpose of the linguistic metamodel is to enable the individual (teacher, student, researcher) to convey the message clearly, precisely without leaving room for misinterpretations from the receiver. At the same time, through this method, a student's education is realized regarding how to ask questions regarding certain unspecified aspects of the course and to understand the depth of the language, considering that the histological specialty is a discipline of interpretation and requires a great experience. in the field. Practically, with the help of the linguistic method, a double advantage is obtained: establishing a good student-teacher relationship and assertive communication; implementation in the behavior of students in dental medicine to communicate effectively with their future patients.

2. The neurological level model in neuro-linguistic programming

Fig. 1



With the neurological pyramid benchmark in neuro-linguistic programming we can more easily identify the patern of the human being. It can be seen that at the base of the pyramid is the environment. Thus, we can deduce that the environment in which the human being lives and works has a strong impact on the adopted behavior. Therefore, human behavior can be perceived as a result of the influence of environmental factors. Environmental factors mean both family and society, the group of friends with whom an individual interacts.An individual's perception of oral health is most often induced by family members, and the family is also the place where oral hygiene is promoted or opposed. Following the studies carried out by Bugra Ozen in 2010, it was found that more than half of the parents do not pay important attention to the dental problems of the children, waiting on average 4 months to present with the child in a dental practice after he/she suffered from dental trauma.The American Academy of Pediatric Dentistry warns about oral cavity disorders that occur in children and adolescents with special needs. This category of patients is frequently exposed to the developmental disorders of the tooth (imperfect amelogenesis, imperfect dentinogenesis, hypocalcemia, enamel hypoplasias), which aggravates their social integration. Another category of patients who require both psychological and dental care is individuals with a depressed immune system (leukemias, diabetes, AIDS, cancers, cardiovascular diseases). In these cases there is an increased prevalence of anxiety conditions, severe depression, panic attacks (Bataiosu, 2016, p. 193). As part of the pedodontic traineeship, the student accumulates knowledge about the psychological approach of children and their parents, as well as ways to reduce dental anxiety in children.

An interesting strategy to raise awareness of the importance of the patient's psychological approach to the patient is adopted by the TUFTS University of the United States of America through the slogan "Teaching students to treat people, not teeth" (Iorgulescu, 2017, p. 28).

The medical student must understand the devastating impact that the first meeting with the dentist can have on the adult life of the patient. In case the first visit to the child's dentist ended inappropriately, the result will be one with a negative impact on the oral health translated either by having anxiety and the tendency to avoid as far as possible the dental treatment and the appearance of cognitive dissonance. In the dental field, cognitive dissonance is often encountered, which occurs when there is an imbalance between what the pacient thinks, how he acts and what he feels. A classic example: the patient feels an intolerable pain, thinks about going to the dentist, but acts in the opposite direction due to the anxiety already installed.

As a conclusion, we can point out that during classes, the future dental practitioners should be educated on the transmission of information regarding the maintenance of oral hygiene and the periodic control to the dentist in an easy way that optimizes the understanding of the benefits and the risks to which a patient is subject in case of failure to follow the advice.

The dominant characteristics of the types of learning:

Visual type:
• Organized
• They use visualization to remember and make decisions
• rich imagination and
• difficulties in voicing their ideas
• prefers personal interactions
• retains information faster a map or a sketch
• they remember faces better than names

Hearing aid type:
• prefers the auditory thinking pattern
• are aware of the changes in the tone of the voice
• respond more easily to certain tones
• enjoys discussions
• prefers to communicate orally more quickly than in writing
• need to be heard
• are slightly distracted by noise
• the tone of the voice is melodious, resonant, with a medium rhythm

Kinesthetic type:
• feel comfortable expressing themselves in this system
• speak slower than other people
• need time to figure out what they feel about that topic
• learns by doing, moving and touching
• dress and care more about comfort than looks
• stay closer to people than those with visual representation, in order to feel the energy of the other person

Taste and olfactory type:
• very rare
• reacts strongly to smells and tastes
• flavors are the ones that beautify their life and give meaning to their existence
• In NLP these two senses are assimilated to the kinesthetic system.

The incursion of NLP in dental medicine

It can often be observed that at congresses and conferences in the dental field, communication strategies with the patient, but also with the medical team are mainly addressed. However, Neuro-linguistic programming remains not only in our country, but also on other continents, a subject that has not benefited from adequate promotion in dental medicine, being often used by specialists in the field of general medicine.

A first step towards the promotion and implementation of NLP in dental medicine was made in 2019 by dentist Kinnar Shah, who proposed a Neuro-Linguistic Programming course for dentists (http://www.kinnarshah.com/nlp-mel/). Through this course, Dr. Kinnar Shah proposed the following:

- Understanding by the dental practitioners of the key factor: the communication and how it can be exploited to gain the patient's confidence;

- Important of communication with oneself; In addition to interacting with individuals in the environment, the way we perceive ourselves as people is vital;

- The ability to evaluate objectively, correctly, the potential of the medical team we choose to work with;

- The phenomenon of change. In the dental field, if a professional does not adapt to this phenomenon, it will go bankrupt shortly. This medical branch is in a permanent change, almost daily, both in terms of the materials used for the restoration of the tooth, as well as in the equipment, the technology used for the purpose of increasing the precision and reducing the working time;

- Training in persuasion techniques;

- Methods of overcoming obstacles: like in any other field, the dentist has to face many obstacles throughout his career, but the most important thing is to understand that these will play a role in his activtiy;

- Transmitting messages clearly, without leaving room for interpretations;

- Use of positive thinking in daily activities.

Also, neuro-linguistic programming emphasizes not what you say, but how we convey a message, while also highlighting moderation. According to Dr. Alexander Teckkam, the predominant use of words or word associations during the medical activity considerably increases the patient's confidence in the dentist and also manages to achieve an adequate climate:

- The success of the dental intervention;
- Confidentiality;
- Professionalism in the medical field;
- Freedom to know a second opinion in case of uncertainty from the patient;
- Sincerity;

The approach to the working session is a very important step, being an element that influences the entire course of the medical act. Therefore, before beginning the dental consultation, the doctor must collect as much patient data as possible, especially if he is a new patient. Among the most important data we list: personal data, disease history, hereditary-collateral history, previous dental interventions and their outcome, as well as the patient's opinion regarding the satisfaction with the treatment performed. It is vital to know the expectations that the patient has regarding the future dental intervention, as well as the dissatisfaction with previous results (Craitoiu, 2012).

It is mandatory for the dentist to communicate assertively, clearly and objectively so as not to induce the patient into a state of confusion that will result in the misunderstanding of the diagnosis and treatment plan. This "error" can have negative consequences, because the result of the intervention, although it is medically correct and ensures the functionality of the stomatognathic apparatus, may not be in accordance with the patient's aesthetic expectations. This mismatch between functionality and aesthetics totally compromises the entire treatment, because the patient does not integrate psychologically the current situation of the oral cavity.

The role of NLP in addressing dental anxiety

Phobia for the dental area has been widespread since ancient times and lead to neglecting oral health (Moore, 1990). Often, patients with high anxiety regarding the dentist come to the emergency room accusing terrible, irradiating pain, that makes it difficult to establish the faulty tooth (Armfield JM, 2007).

At the same time, patients with anxiety frequently resort to analgesic, anti-inflammatory or even antibiotic medication. Excessive self-medication used to reduce pain and inflammation to avoid visiting the dental office has a negative impact on the systemic level affecting both the gastric mucosa and the liver.

Regarding the etiology of dental anxiety, the frequent causes are represented by previous traumatic experiences at the dental practitioner, poor health education or none at all, patients with severe psycho-motor disorders, influence of the environment in which they live (Rachman S., 1977). Dental fear can be of two types: exogenous and endogenous (Weiner, 1990). Another classification of dental phobia can be done using the Seattle System used to determine the severity of anxiety. This system is efficient and qualitative, as it uses interviews that highlight details of how this condition appeared (Moore R., 1991).

Neuro-linguistic programming in the dental field has a great popularity in America, while on the European mainland it is still quite inefficiently used and understood. This technique focuses on solving the problem from the perspective of finding the cause that led to the installation of the condition. And yet the same question remains: how can a dentist remove or reduce patient anxiety? In the current context there are many techniques besides using NLP. These are represented by hypnotherapy, cognitive-behavioral therapy or even inhalation, which is addressed to patients who have severe mental disorders, but also to children who generally do not understand the complexity of the medical act.

Special care should be taken when using the inhalation technique, which is ideal for the physician, as the patient is sedated, thus removing any disturbance during the working session. Inhalation can have adverse effects on the body if it is administered in the absence of a thorough history and rigorous paraclinical investigations (x-rays, blood tests).There are categories of patients who are contraindicated in this method: patients with lung conditions (asthma, bronchopathies), pregnant women to avoid any interference of the chemicals used with the growth and development of the fetus, even cold or flu is a temporary contraindication until at their remedy, because the patient cannot breathe as a result of obstruction of the upper airways. The advantages of the method include: obtaining a relaxing climate in the dental office, psychic protection of the patient, easy working environment for all the medical staff.

Following a statistical study carried out on a sample of 178 students having as university centers: the University of Craiova and the University of Medicine and Pharmacy Craiova, we emphasized that the problem of dental anxiety remains current and affects today an increasing percentage of young people. That method was used to apply a questionnaire with 20 simple complementary questions.

Based on the percentage expressions of the variants selected by the students, it turned out that the majority tend to avoid visits to the dentist, having the following causes: unpleasant previous experiences (43%), fear of needles, pliers, scalpel (34%), disturbing sound of the milling machine (15%), external factors (6%). Regarding their symptoms during the dental treatment act include: palpitations and increased blood pressure (49%), redness of the skin (17%), need to handle various objects (15%), excessive sweating (10%), syncope / lipothymia (4%), hypotension (3%), normal condition (2%).

Regarding their conception on appropriate age for the first visit to the dental office, many of them considered that the ideal age range between 0 and 5 years (58%). Also, in an overwhelming percentage of 98%, they said that the first visit to the dentist will influence the future sessions, resulting that this presents an important detail that will put its mark on how the dental sphere is perceived. There was a great discrepancy between the belief that inhalation would be a method of removing anxiety (65%) and the availability to call for this treatment (30%).

Studies conducted over time have shown that dental anxiety is higher among adults compared to adolescents and children. This situation is explained by the fact that the child or adolescent patient's psyche is not fully matured, since there is a high level of cognitive function in order to perceive pain at an increased level.

Conclusions

In conclusion, it can be stated that by means of Neuro-Linguistic Programming learning can be optimized for students of dental medicine. Students at the Faculty of Dentistry are frequently required to know how to approach different types of patients from a psychological point of view. A psychically appropriate approach will ensure success in local dental treatment.

Neuro-linguistic programming is not only a technique for making teaching or doctor (student) - patient communication more efficient, but can also include a number of characteristics that can define an individual's lifestyle. Therefore, through this method the personal life of the individual is improved at the same time. In the case of the disciplines of the faculty of dental medicine, the NLP occupies a special place, because it benefits regardless of the specialization that the student wishes to follow after completing his studies.

As a future doctor, the process of "modeling" in terms of personality is extremely important. This process can be finalized and stabilized with the help of NLP strategies. The process of "modeling" the personality is a difficult but essential stage in the medical career, being a vital element in the relation between the patients and the medical staff. Throughout the career of a dentist, many types of individuals can be met, many of them even having personality or mental disorders. For a good interaction with these patients, but also for the success of the dental treatment plan, it is advisable for the doctor to adapt to their personality, showing empathy, understanding and good professional training in the field.

Also, in the case of teachers it is important to adapt to the predominant way of learning of the student. Basically, they must know in detail the features that define each mode of learning: visual, auditory, kinesthetic, etc. Once the student's learning style is identified, it is much easier for the teacher to decipher his / her way of understanding and interpreting the concepts taught.

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