GEORGIANA CAMELIA STĂNESCU

(EDITOR)

NEW TOUGH CHALLENGES IN THE SOCIAL SCIENCES

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NEW PERSPECTIVES ON E-MENTORING MODELS IN VIRTUAL LEARNING MANAGEMENT SYSTEMS

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Abstract
In the context of COVID-19 pandemic, virtual learning environments (VLEs) and virtual learning management systems usage increased due to social isolation measures and the introduction of new e-learning platforms and instruments. However, the utility and relevance of this approach is questionable for many education experts and particularly practicians in the context of mentoring or pedagogical practicum. Our study is focusing on the emergence of new e-Mentoring models in higher education and particularly on the misconceptions related to the use of learning management systems in mentoring.

Keywords: virtual learning environments; virtual learning systems; e-mentoring; mentoring; appreciative inquiry; SOAR model

Mentoring and particularly e-mentoring has become, in the recent years, one of the most important strategies to unlock educational and organizational potential. The functions and capabilities of the modern computers, tablets and smartphones that are used by vast segments of the population represent a bridge that can be used by educational institutions to support the implementation of virtual learning management systems and virtual learning environments. Inside a virtual learning community, teachers and mentors can use new mentoring models, digital curricula and strategies, techniques and models that are better suited to interactions in a digital world.

Using a modern LMS has a lot of advantages such as (Strungă and Bunăiașu, 2019):

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.

The specialists in the field of mentoring and e-mentoring highlighted the importance of a new paeadigm that was developed during the '80s by David Cooperrider and Suresh Srivastva called Appreciative Inquiry (Cooperrider and Srivastva 1987). The new paradigm focuses more on the values, beliefs and capabilities of an organization when it's 'at its best'. Furthermore, AI (Appreciative Inquiry) is also encompassing the collective understandings around and what makes up the best in people (Cooperider and Whitney, 1999). From an organizational standpoint, the focus is no more on problem solving and identifying issues that do not work but instead on the best qualities, attributes, values of an organization and/or individual. Based on the AI approach, the 4D Model was proposed with four steps: Discovery, Dream, Design, Destiny (Kessler, 2013). These steps could also constitute the basis for a virtual learning management system, facilitating an educational strategy that combines individual and team work to achieve individual and group success. The entire mentoring program can be devised by having in mind the 4D AI Model, using digital tools on a virtual learning management system such as Moodle or Google Classroom.

Discovery

In this first step, the participants are asked to identify the best qualities, practices and values of an educational organization, group or community. Past successes can be analyzed and discusses in order to share what enabled them in the first place. Many times, the participants are focused only on the perceived weaknesses of the organization, on what is missing, thus neglecting what has been done in a valuable and efficient way.

In the context of this step, an Appreciative Interview Protocol was proposed, with the following structure (Ludema at al, 2006):

1. Think of a time in your entire experience with your organization when you have felt most excited, most engaged, and most alive. What were the forces and factors that made it a great experience? What was it about you, others, and your organization that made it a peak experience for you?
2. What do you value most about yourself, your work, and your organization?
3. What are your organization's best practices (ways you manage, approaches, traditions)?
4. What are the unique aspects of your culture that most positively affect the spirit, vitality, and effectiveness of your organization and its work?
5. What is the core factor that "give life" to your organization?
6. What are the three most important hopes you have to heighten the health and vitality of your organization for the future?

Dream

The second step is focused on imagining different positive scenarios for the organization. Instead of analyzing what is missing or lacking, the participants are asked to create positive outlooks and ideal setups for the organization. For instance, participants could brainstorm and discuss in small teams new models, strategies, resources, products, topics related to the organizational activity. These ideas may also be highlighted in a mindmap in order to use it for the next steps.

Design

In the third step, the participants focus on the ideas selected in the previous step. The aim is to create a shared representation and image of a successful organization. This step is many times neglected in other strategies of mentoring but is essential in the process of values alignment inside an organization. Different people can have different visions of what success is and these differences can constitute a source of conflict, if not discussed openly.

Destiny

Formerly called Delivery, the last step aims to transform the vision that was discussed and collectively assumed in action, by using a concrete strategy or action plan. Ludema emphasizes that in this step, the accent is on constructing a future “through innovation and action”. In this step, the methodology, techniques and instruments are discussed and analyzed based on the possible impact on organizational success.

Based on the success of Appreciative Inquiry and Appreciative Interview, Stravros and her collaborators proposed a new framework for strategic planning – SOAR which stands for Strenghts, Oportunities, Aspirations and Results (Stavros et al, 2003). The main difference from the more commonly used SWOT model is the accent put on the positive approach to change (represented here by aspirations and results).

Strategic Inquiry	***Appreciative Inquiry***
STRENGHTS *What are the greatest assets and values in our organization?*	**ASPIRATIONS** *What is our preferred future scenarios and vision?*
OPPORTUNITIES *What are the best possible opportunities?*	**RESULTS** *What are the measurable results?*

Table 1. The SOAR Framework (adapted from Stavros et al, 2003).

Stavros and her collaborators also propose a four step approach to using SOAR. The first step is ***Inquiry*** as defined in the conventional AI paradigm and focuses on the best assets, values of an organization, process or relationship. The second step focuses on ***Imagination***, which is correlated with the Dream stage from the 4D AI model, in which the participants identify the preferred future scenarios for team work. The third stage ***Innovation*** aims to develop a strategy to breakdown deliverables, objectives, methods, timeframes and resources. In the last step, ***Inspire***, the participants are asked to propose systems that offer incentives, recognition and rewards (Stavros et al, 2003).

In conclusion, we recommend several research directions related to the use of SOAR framework and more generally, Appreciative Inquiry in mentoring and the development of virtual learning management systems:

1. How can we better integrate the LMS with new organizational paradigms such as Appreciative Inquiry?
2. What are the ways to better develop a virtual learning community by making use of the most recent mentoring models, methods, and strategies?
3. How can we implement the SOAR framework to mentoring relationships in virtual environments?
4. What is the impact of applying SOAR on individual and collective educational performances in virtual learning management systems?
5. What are the best practices of using Appreciative Inquiry in educational large-scale projects and initiatives?
6. What are the best research instruments that can be used to measure the impact of applying the SOAR framework relatively to other models that are currently used on strategic management and educational leadership?

Appreciative Inquiry and SOAR framework can be successfully used in mentoring and strategic management as a very important and useful approach, especially in the context of the new digitals tools and platforms that are being used in schools and universities. The focus on the positive aspects of a community and culture offers at the same time a way to collectively construct the future and strengthen, in the same time, the human and educational relationships.

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ACTIVE AUDIENCE: MEDIA USE FOR SOCIAL GRATIFICATIONS

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Abstract:
Mass society theory and the response to it focused researchers' attention primarily on the unintended, negative consequences of mass media. Audiences were seen as passively responding to whatever content the media made available to them. Much of the empirical research was therefore 'effects research', which assumed that media did things to people, often without their consent or desire. This research tended to focus on negative effects – the 'bad things' that happen to people as a result of using media. In contrast to this perspective, active audience theories do not seek to understand what media do to people, but rather focus on assessing what people do with media. For this reason, these theories are referred to as audience-centered rather than source-dominated theories. This idea, that people use particular media and specific media content in certain ways in the hope of gratifying a particular need or set of needs, forms the basis of the theoretical perspective explored in this paper.

Keywords: active audience; audience-centered theories; interchangeability of the media; social uses of the media; uses and gratifications.

Introduction

The evolution and social-historical role of mass media have been seen by John B. Thompson (1995) in three ways: a) as a 'pillar' of the constitution of modernity and the shaping of the modern world, alongside the processes of secularization and rationalization, whose role has too long been overrated at the expense of recognition of the relationship between the media and the genesis of modernity; b) as the 'miracle' of the twentieth century, when the world is not only 'represented' in the media, but is 'saturated' and 'transfigured' by the media; c) as a possible 'curse of the twenty-first century', his prediction of the future impact of the media on the world being a pessimistic one.

Over the last decades, however, beyond the study of the social-historical role and functions of the media, research from the perspective of the socio-human sciences, and in particular from the perspective of communication sciences and sociology, has paid particular attention to the place media occupy in people's lives. At a general level, three metaphors can be identified that capture contemporary thinking about media (Meyrowitz, 1993):

a) Media can be seen as *a conduit* for conveying certain meanings; this is often the metaphor behind public concerns about unwanted or harmful content.
b) Media can be seen as *a language*; here researchers concerned with technology and text analysis focus on media codes or 'grammar' (Ștefănescu, 2004).
c) Media can be seen as *an environment*; from this perspective, questions arise about the interactional and relational possibilities of different media, with media seen as shaping the social context for communication as well as their content.

Early audience research

Audience researchers, from the earliest days of such research, have observed and emphasized that media use was shaped by circumstances of time and place, as well as by social and cultural customs and traditions (McQuail, 1997: 88). People became audiences for various social reasons (e.g., for conversation or organizing daily routines), as well as for communicative values and purposes (e.g., finding out what the news was). Eliot Friedson (1953), for example, emphasized the importance of the character of the group to the individual's experience in relation to the media (in contrast to what was proposed by the theory of mass behavior). He argued that contemporary evidence on film and radio audiences was a good basis for this. Most audience behavior, he wrote, takes place in a complex network of local social activities. Certain moments of the day, certain days, certain seasons or months of the year are appropriate times to engage in specific activities connected with different media. The individual is frequently accompanied by others in his or her social group and participates in an interpersonal network of bystanders who discuss the meanings of past experience with mass communication and anticipate the meaning of future experience.

Early research on media audiences was, however, to a greater or lesser extent, overshadowed by the model of communication understood as a linear process of transmitting 'messages', which privileged the 'content' of the message, as well as its 'impact', understanding the audience as an 'aggregate' of unrelated individuals and treating audience activity as 'exposure' to messages (Ștefănescu, 2009b). The most important thing, from this point of view, was that messages were received consciously, recorded and effective. The characteristics of social life that interfered in any way or 'got in the way' of this linear process were either considered/treated as 'noise', as interference, or as inconveniences meant to irritate the measurement process. 'Unmotivated' behavior was often disregarded as 'meaningless'. The perspective on audiences that accompanied the broadcast model of media was that audiences could best be studied in laboratories (if that were possible), leaving 'irrelevant' aspects out of consideration.

Some paradigm shifts

Today, however, audience researchers know that media use is generally random, untidy, inefficient, a matter of chance and having multiple meanings (Friedson, 1953). Moreover, the term 'audience' itself is ambiguous, as it simultaneously denotes the level of perception of the messages, the target they are aimed at and the group they reach (Vlăduțescu, 2018: 34). Not only is the model of planned transmission of information an abstraction, but the process it represents is the exception rather than the rule for most communication situations (Sorlin, 2002). It is therefore best forgotten as a means of understanding audiences since it does not even reflect the realities of media industry practice. Early forms of media were often developed to correspond to the lifestyles (home, work, or leisure) of particular social groups and to suit the aspirations and attitudes of potential audiences (Martel & McCall, 1964). The daily newspaper, in its content and in its cycle of production and distribution, was designed to fit into the daily routine of the late nineteenth-century urban worker. The weekly family and women's magazines were designed to be bought and read occasionally in lonely moments at home. The cinema, in its early days, monopolized urban leisure patterns, especially for couples and groups of friends looking for convenient and inexpensive out-of-home entertainment. The activity of 'going to the movies' has almost always been seen more as a social activity than as an opportunity to see particular films (Handel, 1950). It represented a continuation of the 'audience' in the original sense, made for those who went to public social events, usually in the company of others. The occasion had significance beyond any 'message' communicated or any individual gratification gained. Seeing a 'bad movie' could even give the same satisfaction as seeing a 'good movie'. Much the same can be said about listening to the phonograph and radio, and later watching TV, although, unlike cinema, these almost always took a back seat in the complex patterns of family life (McQuail, 1997: 89).

The phrase 'watching TV' is generally a more accurate description of what is happening than the phrase 'watching programs on television', but it also exaggerates the significance of the constantly moving screen. Extensive and detailed studies of time use (Kubey & Csikszentmihalyi, 1990), based on self-reports, leave little doubt about the general non-involvement and secondary nature of TV viewing, although this should not be confused with the meaninglessness of TV viewing (McQuail, 1997: 90).

The casual and arbitrary/random character of media use is in fact only a matter of perception, since there is always a certain logic, but this is usually not the logic of the 'media exposure' model. The transmissionist model and the biases of the behaviorist perspective have tended to distort audience research, as does theory that conceptualizes audiences as a mass of isolated individuals, 'exposed' to external influences (idem).

'Active audience' theories

In contrast to these latter theoretical perspectives, "active audience" theories do not attempt to understand *what media do with people* (as is the case in most 'effects' theories and research), but instead attempt to evaluate *what people do with media*. For this reason, they are considered audience-centered theories, in contrast to source-centered theories. They are microsocial rather than macrosocial perspectives.

Many of the empirical research is, as mentioned, research of ‘effects’, that is, it starts from the premise that the media have various consequences on people, often without their consent or desire. Such research often focuses on the negative effects, that is, on the ‘bad things’ that happen to individuals because they use the media. The effects were seen to have varied causes, from political propaganda to dramatized depictions of sex and violence (Baran & Davis, 2000: 245). The theory of mass society and its subsequent developments have directed researchers’ attention almost exclusively to these unintended and negative consequences of mass media. However, there have been early critics of this view. For example, John Dewey (1927) pointed out that educated people can use mass media for good purposes (apud Baran & Davis, 2000: 246). He saw the problem of propaganda as one that could be solved by public education rather than censorship: if people were taught to make better use of mass media content, then there would be no need to be protected from it. But despite such arguments, empirical research focused, at the time, but also later, especially on the delimitation of evidence regarding how ordinary people can be manipulated by the media.

Subsequent research on media effects found that people are not quite as vulnerable to propaganda as mass society theory predicted, because they are ‘protected’ from manipulation by opinion leaders and especially by the stable and intense attitudes they hold. However, such optimistic conclusions have also been associated with a pessimistic view of the ordinary individual: if the ‘barriers that protect them’ are broken, then such an individual can be easily manipulated (Baran & Davis, 2000: 246). It is precisely because of these views, that research based on the premise that ordinary individuals can be responsible consumers of the media, has developed very slowly.

During the 1970s and 1980s, cultural and empirical research on media began to focus more on media audiences. Their goal was to better and more usefully understand what people do with media use in their everyday lives. Television use grew exponentially during the 1960s, but very little research had been done to examine what people do when they watch television (Drăgan, 2007b). Were viewers fundamentally passive consumers of television entertainment, or did watching TV serve more important purposes? As such research was conducted, new and less pessimistic conceptualizations of audiences began to develop. At the same time, scholars focused on cultural studies were discovering, through their research findings, that the power of elites to manipulate audiences was not as great as critical theorists had assumed (Baran & Davis, 2000: 246).

While the audience was initially perceived as an undifferentiated mass, a passive target of information or persuasion efforts, or a market of consumers of media products, researchers interested in media effects have had to recognize, however, especially with the development of television, that real audiences are composed of real social groups, characterized by the existence of networks of interpersonal relationships that mediate the effects of media (McQuail & Windahl, 2004: 107).

Moreover, audiences may resist influence partly because they have different motivations when 'exposing' themselves to media messages. Research has provided evidence supporting the idea of *selective exposure to media messages*, as well as the fact that audiences tend to match their choice of channels and content with their tastes, ideas and information needs. As a result of this process, the media's chances of achieving the change effect decrease and the chances of the consolidation effect increase.

Uses and gratifications theory

The main model that has theorized these ideas and evidence of the existence of active audiences is the *uses and gratifications model*. This model considers *the media consumer* (reader, listener, viewer) as *an active participant* in the communication process. In terms of analyzing the effects or influence of media, this model shows that it is not enough to find out whether people 'exposed themselves' to media, but it is necessary to find out *why* they were exposed to *particular* media messages or products and *what they expected* to gain from that experience.

Unlike the transmissionist or mechanistic model of communication, which considered that there is a linear link between media messages and their effects on individuals (Ștefănescu, 2009b), the "uses and gratifications" model assumes that a variety of elements intervene between media messages and their effects, such as individual predispositions and the process of selective perception, group norms, dissemination of the message through interpersonal channels, etc. The uses and gratifications model also differs from a previously developed model of communication, namely *the minimal effects model*, in that it does not exclude the possibility of media effects, but with the caveat that a) the media by themselves are usually not sufficient causes for effects on the audience, and b) the media message is only one source of influence, alongside other sources. Media effects are explained, in the 'uses and gratifications' model, "in terms of purposes, functions, and uses controlled by the selection patterns of receivers" (Fisher, 1978: 159).

The basic elements of the uses and gratifications theory are: a) needs and motives for communication, b) the psychological and social environment, c) functional alternatives of media use, d) communication behavior, and e) the consequences of this behavior. The objectives of the model, as seen by its main proponents (see Blumler & Katz, 1974: 19-32), were:

1) to explain how people use media to satisfy their own needs;

2) to understand the reasons for behavior towards the media;

3) to identify the functions or consequences arising from needs, reasons and behavior.

Therefore, the uses and gratifications focus on: a) social and psychological origins of b) needs that generate c) expectations towards d) media and other sources, which lead to e) different patterns of media exposure (or engagement in other activities), resulting in f) the satisfaction of needs and g) other, sometimes unintended, consequences (idem).

The premises of the use and gratifications theory have been also confirmed by more recent research that examined the practice of using new media, such as the internet and mobile phones. For example, a study of teenagers' use of the internet in the 2000s (Ștefănescu, 2009a) highlighted the fact that its use fulfilled the needs of young people related to communication with peers, but also needs for fun, entertainment, information, knowledge, etc., providing gratifications such as a sense of freedom, usefulness, relaxation, being together with others, but also the desired solitude at times, as well as the opportunity to escape from reality (Ștefănescu, 2008a; Ștefănescu, 2008b). Similarly, using the mobile phones in their initial phase, before the appearance of smartphones, fulfilled needs such as affection, sociability, entertainment, instrumentality, and gratified people with social status, psychological reassurance, and especially immediate access and mobility, as now phoning was possible not only at home, but also in the car, on the bus or train, when visiting, on the street, at work, and so on (Leung & Wei, 2000).

More recently, the use of social media (Leung, 2013; Menon, 2022) seems to fulfill human needs and motivations related to sociality, affection, entertainment, self-seeking, but also the need to vent negative feelings, and to offer gratifications such as recognition, a sense of belonging, as well as the opportunity of a 'public arena' for the exposure of one's personality.

It is not only young people and adults who benefit from using new media, such as the internet, but also older people who, when considering the issue of health for example, use the internet for gaining online health-related information (Rodat, 2021a), but also for communication with loved ones, such as family members (Rodat, 2021b), information in the general sense, and for being aware of current developments, therapies and medication treatments (Marinescu & Rodat, 2018). These media consumers have also the gratification of having more power through the internet, more precisely through forums, as well as through the ratings, evaluations and comments that are now possible through this new medium, for example in relation to doctors, clinics, hospitals and the medical system in general (Rodat, 2021c).

'Interchangeability' of the media and 'using the media for important things'

Starting from the needs and motivations of people's orientation towards certain media, their preferences for one medium or another and the satisfactions offered by different media, the viewpoint of *"the interchangeability of the media"* was simultaneously developed, through which the similarities and differences between the media were expressed and explained. Known also as the *circular media model*, this view was depicted by Katz, Haas, and Gurevitch (1973) in their article "On the use of the mass media for important things". According to their perspective, each medium shows increased similarities with two ‘neighboring’ media, which means that in the absence of the respective medium, its functions are taken over by one of its neighbors. This was named by the phrase “the interchangeability of the media” (Drăgan, 2007a: 363). For example, at that time, in the 1970s, the place of the functions of books could be taken by those of newspapers or cinema, listening to the radio could be replaced by reading newspapers and watching television, while television was seen as interchangeable with cinema and radio.

The ‘interchangeability’ of the media over a variety of functions orders media like newspapers, radio, television, books, and cinema in a “circumplex” (Katz et al., 1973: 164). The premise of the circular model is that the media approach each other (are similar) “according to the needs predominantly satisfied and the main gratifications offered” (Drăgan, 2007a: 364), and the various “attributes of the media explain the social and psychological needs they serve best” (Katz et al., 1973: 164). Thus, as the authors of the model point out, newspapers, radio and television are used by people more for contact with reality, while books and movies are used more to get away from reality. More educated people tend to use print media more, while less educated people lean towards audiovisual media. Television is a ‘universal’ medium, being able to cover the whole range of people’s information-communication needs, which makes it the least ‘specialized’ medium, while books are the medium most used for ‘self-knowledge’ (Fiske, 2003: 18).

Conclusion

Audience has never been completely absent from mass communication theory, but the ‘uses and gratifications’ perspective has brought it to a central position in the media approach. The audience-centered perspective synthetically described in this paper, and that emerged as a counter-reaction to both mass society theory and the limited effects paradigm, argues that mass media ‘do not do things’ to people (this is to be understood in the classical sense of ‘effects’), but people ‘do things’ with mass media (in the sense of ‘uses’). This approach to media focuses on the uses to which people put media and the gratifications they seek from those uses (Baran & Davis, 2000: 247).

The basic thesis of this perspective is, therefore, that audiences are active and use the media for the gratification of their own purposes. This idea was, of course, met with resistance and counterarguments. The criticisms were focused both on the conceptual aspects of the model and on the methodological aspects that were the basis of the research that supported it. However, the assertion that audiences are active has proven to be valuable in refining the understanding of the mass communication process. Moreover, it has also had a secondary benefit: it has provided the theoretical basis and fueled interest in scientific approaches to media. In other words, if audiences are central to the process of mass communication, then we must give due importance to their effectiveness in the process.

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THE IMPORTANCE AND INFLUENCE OF HUMAN CAPITAL (TEACHING STAFF) FOR THE ROMANIAN PRE-UNIVERSITY EDUCATIONAL SYSTEM FROM THE PERSPECTIVE OF COMMUNICATION IN THE EDUCATIONAL ENVIRONMENT DURING THE COVID-19 PANDEMIC

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Abstract

The article addresses the importance and influence of human capital (teaching staff) for the Romanian pre-university educational system from the perspective of communication in the educational environment during the COVID-19 pandemic.

The phrase researched includes the importance of information sources for the organization of school activity, the clarity of information received regarding the organization of school activity, the ways in which teachers were informed about the teaching process and other relevant aspects during the COVID-19 pandemic.

In this sense, the results of a research carried out in 2021 among Romanian pre-university education teachers are presented.

Keywords: *information sources; clarity of information received; online communication tools;*

Context

Among the "flagship initiatives" of the European Union for the current time horizon, "increasing the skills level of the workforce" is correlated with the field of education and training.

The initiative is approached in Romania from the perspective of improving the education system.

SGG of Romania (2020), taking over the directions of the Europe 2020 Strategy, states that "if 3% of GDP will be invested in Research and Development, we should ensure that we have researchers".

This is just one of the measures envisaged for the pre-university sector, the approach being integrated and including investments in the *reform of continuing professional training and teacher evaluation*.

According to an analysis of the American Chamber of Commerce (AmCham Romania, 2021), “the adaptation of teachers' skills and abilities to the specific educational needs of an increasingly dynamic and digitized society" is necessary.

The measure is required due to the systemic problems identified by the analysis: the school dropout rate, the students' results in national and international assessments, the functional illiteracy rate, etc.

The impact of the efficiency of human capital in Romanian education is not only immediate. This reality places Romania last in the European Union in terms of human capital development in the DESI 2020 index (Digital Economy and Society Index).

The crisis caused by the COVID-19 pandemic has highlighted a series of vulnerabilities of the pre-university education system in Romania. Among them, the precariousness of digital skills among teachers and students.

Developing digital skills is an imperative priority. It is a measure found during the period of the COVID-19 pandemic and post-pandemic and decided by the Digital Education Agenda of the European Union.

AmCham (2021) regards as the main measure "the adoption of new technologies in the didactic activity, supplemented by ensuring their use and ensuring connectivity to the Internet". The context of the proposed measures is a complex one, "the digitization of education contributing to reducing inequities in the system and improving access to education for students from different backgrounds".

1. Study on the changes in pre-university education during the COVID-19 pandemic and in the post-pandemic period

The Council of the European Union in regards to combating the crisis caused by the COVID-19 pandemic in education and training (2020) states that "school closures have been a particular challenge for socio-economically disadvantaged learners".

Therefore, "teachers had to adapt quickly from face-to-face teaching to distance teaching." This, "even if not all teachers had the necessary experience, knowledge, skills and competences to organize and carry out distance learning activities effectively".

The Council of Europe Recommendations (2020) aim to "support the further development of digital skills and competences of teachers and trainers to facilitate teaching and assessment in digital learning environments". These must be accompanied by "accelerating the digital transformation of education and training systems, boost the digital capacity of education and training institutions and reduce the digital divide".

Both in the analyzes carried out and in the recommendations made regarding the lessons of the pandemic for the field of education, the main measures target human capital, the teaching staff. All support measures are focused on this type of capital, with priority, both during the pandemic caused by COVID-19 and as perspectives, in the post-pandemic period.

Starting from the elements reported regarding the COVID-19 pandemic at the European level in the field of education and training, the study Online school and challenges during the pandemic in Romanian pre-university education is carried out.

The general objective of the study is to evaluate the communication sources for the organization of school activity during the COVID-19 pandemic. The secondary objectives investigate how to implement the teaching process, the support offered to students for teaching activities during the pandemic.

To carry out the study *Online school and its challenges during the pandemic*, the quantitative method was based on a questionnaire that included 25 items and was applied through the Google Forms platform.

Starting from the research objectives, the study aims to validate two research hypotheses:

H 1. There are significant differences in *communication during the COVID-19 pandemic*, depending on the environment in which the school is located, the type of funding, the teaching degree, the level of education, management positions and the number of employees in the educational unit.

H 2. There are significant differences in *the teaching process during the COVID-19 pandemic*, depending on the environment in which the school is located, the type of funding, the teaching degree, the level of education, management positions and the number of employees in the educational unit.

1.1. Research methodology

The questionnaire was applied to a number of *522 teachers*, of which *298 teach in urban schools*, and *224 teach in rural schools*. Depending on the type of funding, 463 of the teachers teach in schools with state funding, and 59 teachers teach in schools with private funding. Depending on the level of education, 71 teachers teach at the pre-primary level, 128 teach at the primary level, 227 teach at the secondary level and 96 teach at the high school level. Depending on the didactic degree, 33 of the teachers are beginners, 83 of the teachers are permanent, 91 have the didactic degree II and 315 have the didactic degree I.

Regarding whether or not they have a management position, *102 teachers are principals or deputy principals, and 420 do not have a management position.*

Depending on the number of employees in the units where they work, *54 respondents* work in educational units with *less than 20 teaching staff*. *269 respondents* work in educational units with a number between *21 and 50 teaching staff*. *161 respondents* work in educational units with between *51 and 100 teaching staff*. *38 respondents* work in educational units with *more than 100 teaching staff*.

The profile of the respondents made up of the preponderances found in the sample is: teaching staff from the urban environment (57.1%), from a state education unit (88.7%), with a number of employees between 21-50 (51.5 %), who teach at the secondary education level (43.5%), with teaching degree I (60.3%), teaching staff, without management position (80.5%).

For the development of a research model that validates the defined hypotheses, the variables were selected based on similar studies previously presented (Strategy Europe 2020, analysis of the American Chamber of Commerce in Romania (2021), Agenda for digital education of the European Union, IRES study (2020).

The dependent variables of the study are represented by: *Communication during the COVID-19 pandemic; Teaching process during the COVID-19 pandemic. The independent variables of the study are: The environment in which the school is located:* urban, rural; *Type of financing:* state, private; *Didactic degree:* beginner, final, degree II, degree I; *Education level:* pre-primary, primary, secondary, high school; *Position:*

director/deputy director, teacher; *The number of employees in the educational unit:* less than 20, between 21-50, between 51-100, over 100.

1.2 Research results

The statistical analysis of the results was carried out by means of the statistical program SPSS.20. According to Labăr (2008), statistical techniques are used depending on the purpose of the research and the usefulness of the information.

Frequency analysis is used for information on absolute frequency (how many times the value appears within the distribution of responses - frequency). Labăr (2008) states that frequency analysis "helps in describing the composition of the sample on which the research was carried out, being a useful statistical operation for describing the percentages of subjects who chose different forms of response to an item".

The independent samples t-test is used "to test for significant differences between two compared groups on the means of the dependent variable" (Labăr, 2008)).

Simple ANOVA (One-Way) analysis of variance tests for differences between the means of three or more independent groups. Labăr (2008) presents the application of the One-Way ANOVA method "when an Independent Variable is nominal or ordinal, with three or more categories, in checking the effect of an Independent Variable on a Dependent Variable for intergroup design".

The chi-square test of association/independence is used to "test the association between two nominal, categorical variables or compare frequencies between two independent samples" *(ibidem, 109).*

According to Labăr (2008), the *Bonferroni Test* presents "equality of variances, the option being based on the reduced number of categories of the Independent Variable (V.I.)".

1.3 Discussions

The interpretation of the data collected through the conducted study opens up a number of discussions regarding the human resource in Romanian pre-university education.

It includes teaching staff, school managers, students, their parents, central or local authorities involved in the teaching process.

In this sense, the presented study provides eloquent and sufficient data (in terms of the number of respondents and their representativeness as a sample) to generate conclusions of general value.

Regarding the human capital for the Romanian pre-university educational system, the research looked at the category of teaching and management staff.

Regarding the dynamics of the dependent variables and the hypotheses subject to validation, they have been included in two areas of analysis in which they can surprise by their importance and influence. They are the communication between the institutions involved in the didactic process, during the pandemic period and the implementation of the teaching process.

The data presented and interpreted fully validate the hypotheses pursued by the research.

The conclusions can be structured in two directions of analysis, starting from the structure proposed by the presented study:

A. the importance and influence of human capital for the Romanian pre-university educational system from the perspective of *communication during the pandemic period*;

B. the importance and influence of human capital for the Romanian pre-university educational system from the perspective of the *didactic process during the COVID-19 pandemic*.

It should be noted that these directions of analysis can be complementary to two others, important for understanding the need for digitization of education from the perspective of sustainable dimensions. They are the support for students who do not have the opportunity to participate in online courses/teaching activities and the reopening of schools during the pandemic.

Conclusions

A. Communication during the COVID-19 pandemic

Communication during the COVID-19 pandemic aims to identify the main sources, the methods and degree of information, the clarity of the information received, the authorities involved, *depending on the environment in which the school is located, the type of funding, the level of education, the managerial function.*

Depending on the independent variable, *the environment in which the school is located*, IȘJ was a more important source of information for teachers who teach in rural areas *for the organization of school activities and for the implementation of the teaching process during the pandemic*, compared to teachers who teach in urban areas.

The most important means of information, both for parents and students, is represented by social networks and applications (Facebook, Whatsapp, etc.), followed, by a long distance, by live communication.

The teachers who teach in the rural environment consider themselves more informed compared to the teachers who teach in the urban environment *in regards to the organization of the school activity, the implementation of the teaching process during the pandemic*.

Teachers who teach in rural areas appreciate the clarity of information about the organization of school activities and the implementation of the teaching process that they receive from state institutions as better, compared to teachers who teach in urban areas.

Information through *telephone calls* was a more important source for teachers teaching in rural areas compared to teachers in urban areas. *Email* was a more important source for teachers teaching in urban areas compared to teachers teaching in rural areas.

Informing parents about the teaching process via *e-mail*, as the main source of information, was used to a greater extent by teachers teaching in urban areas compared to teachers teaching in rural areas.

Informing students via *e-mail* and *live communication* were used as the main source of information to a greater extent by teachers teaching in urban areas compared to teachers teaching in rural areas.

Phone calls and *social media* ways were used as the main source of information to a greater extent by teachers teaching in rural areas compared to teachers teaching in urban areas.

Regarding *communication during the pandemic*, on the one hand, MEC, CCD and local authorities are considered more important sources of information *for the organization of school activity during the pandemic* for state-funded educational units compared to privately funded ones.

On the other hand, IȘJ is considered to be a more important source of information for privately financed educational units compared to those financed by the state.

There are no significant differences depending on the type of funding regarding the degree of information about the organization of school activity during the pandemic, the same being noted with regard to the clarity of the information received, as a teacher/director of the school, from state institutions.

Information via telephone calls, information via e-mail, information by direct communication and information by other means are more used in the case of educational units with state funding compared to those with private funding.

On the other hand, information through social networks and applications is more used in the case of educational units with private funding compared to those with state funding.

Informing parents through social networks was more used in private education than in state education, and information through live communication was more developed in state education than in private education. *Social media information* was used as the main source of information to a greater extent by teachers in private education compared to those in state education.

Also, *informing students through live communication* was used as the main source of information to a greater extent by teachers in public education compared to teachers in private education.

From the perspective of the education level, the *MEC* is a more important source of information for the organization of school activity during the pandemic for teachers who teach at the secondary or high school level, compared to teachers who teach at the pre-primary level.

IȘJ is a more important source of information for teachers who teach at the pre-primary level, compared to teachers who teach at the gymnasium or high school level.

CCD is more important for teachers teaching at the secondary level compared to teachers teaching at the pre-primary level.

Local authorities are a more important source of information for primary teachers compared to pre-primary teachers.

Teachers who teach at secondary level consider themselves more informed about the organization of school activities during the pandemic compared to teachers who teach at pre-primary level. Teachers who teach at the middle school level appreciate the clarity of the information they receive as better compared to teachers who teach at the high school level.

Social media information about teaching during the pandemic is a more important source of information for middle school teachers compared to high school teachers.

E-mail information is a more important source of information for teachers who teach at the high school level compared to teachers who teach at the pre-primary, primary or secondary level.

Information through direct communication is a more important source of information for teachers teaching at the primary level compared to teachers teaching at the pre-primary or high school level.

There are no significant differences according to the *level of education* regarding *information by other means*.

Informing parents about the process of teaching during the pandemic through social media was more developed in the case of pre-primary teachers than in the case of primary teachers.

Informing parents by e-mail was more developed in the case of teachers teaching at the primary level than in the case of teachers teaching at the pre-primary or secondary level.

The situation of teachers who do not have direct communication with parents is found more among teachers who teach at the high school level, than in the case of teachers who teach at the primary level.

Informing students about the teaching process during the pandemic through phone calls was more used in the case of teachers teaching at the primary level than in the case of teachers teaching at the high school level. *Informing students through social media* was more used by teachers teaching at the pre-primary level than by teachers teaching at the primary level.

Informing students through live communication was more developed in the case of teachers teaching at the primary level than in the case of teachers teaching at the pre-primary level.

According to the function criterion, IȘJ is considered to be a source of information *for the organization of the school's activity and for the implementation of the teaching process during the pandemic* more important by principals, compared to teachers. Principals have a higher degree of information than teachers regarding the organization of school activity, the implementation of the teaching process during the pandemic and the changes that occur. Principals value the clarity of this information to a greater extent than do teachers. There are no significant differences between principals and teachers in the case of *information via telephone call*s regarding the teaching process and other relevant aspects during the pandemic.

B. The teaching process during the COVID-19 pandemic

The online teaching process during the pandemic covers the ways of delivering materials and tasks or learning cues to students, the platforms used in online teaching and the challenges experienced in organizing the teaching process during the pandemic. With regard to online platforms or other means used in online teaching, their selection criteria are followed.

In connection with the implementation of the online teaching process, the participation in professional development activities before and after the onset of the pandemic, the bearing of costs for professional development after the onset of the pandemic and aspects of the management of the activity considered the most demanding are questioned.

Depending on the independent variable *the environment in which the school is located*, the provision of digital materials through digital technologies to students, as *a way of delivering learning materials to students*, is higher in the urban environment than in the rural environment.

The provision of printed materials to students is greater in rural than in urban environments, *the collection of printed materials by parents/guardians from teachers* is more used in rural than in urban environments.

The use of Adservio and Moodle platforms, e-mail or other means as *platforms used in online teaching* was more used in urban schools than in rural schools. The use of the Microsoft Team platform or Facebook in online teaching was higher in rural schools than in urban schools.

The criterion for choosing the platforms to be used for teaching online courses in the 2020/2021 school year *based on the recommendation of the institutions responsible for education* is more important in the case of teachers teaching in urban schools than in the case of teachers teaching in rural schools.

The criterion that *the whole school uses the same platform* for teaching online courses/ didactic activities in the 2020/2021 school year is more important for teachers teaching in rural schools than for teachers teaching in urban schools.

The criterion based on *previous experience in using that online platform* is more important for teachers teaching in urban schools than for teachers teaching in rural schools.

Teachers teaching in urban schools participated in *digital skills development activities before the pandemic* to a greater extent than teachers teaching in rural schools.

Participation in *personally paid courses* is higher for teachers teaching in urban schools than for teachers teaching in rural schools.

There are no significant differences depending on the environment in which the school is located in the case of *participation in courses organized and paid for by the school*, there are no significant differences in the case of participation in *free courses* related to the development of digital skills *after* the onset of the pandemic.

Participation in exchanges of experience with colleagues who had digital skills is higher in the case of teachers teaching in urban schools than in the case of those teaching in rural areas.

Teachers who teach in urban schools personally endured participation in *digital skills development activities after the onset of the pandemic* to a greater extent than teachers who teach in rural schools.

There are no significant differences according to *the environment in which the school is located* regarding the *planning and organization of online teaching* as *the most demanding aspect of managing one's own activity*.

Planning and organizing online assessment is more *stressful* for teachers teaching in urban schools compared to teachers in rural schools.

Monitoring the assimilation of knowledge/acquisition of skills by students is a more *stressful* aspect for teachers teaching in urban schools than for teachers teaching in rural schools.

There are no significant differences depending on the *environment in which the school is located* in the case of *monitoring the implementation of measures related to the health of students and communication with parents*.

The organization of the teaching process, technical problems, the lack of digital skills of the teacher and the students, the lack of devices used at home are *challenges that rural teachers* experienced more, compared to urban teachers.

Providing *students with digital materials through digital technologies* is higher in private schools than in state schools, *providing students with printed materials* is higher in state schools than in private schools.

*The take-up of printed materials by parents/guardians from teacher*s is higher in public schools than in private schools.

The use in online teaching of Microsoft Team platforms, Moodle, other means or Facebook are more used in state schools than in privately funded ones. The use in online teaching of the Zoom platform or email was higher in privately funded schools than in state schools.

The choice of platforms used to teach online courses in the 2020/2021 school year *based on the recommendation of the institutions responsible for education* is the more important criterion for teachers in state-funded schools than for teachers in privately funded schools.

The whole-school-use-the-same-platform criterion is more important for teachers in privately funded schools than for teachers teaching in state-funded schools.

And the criterion *based on previous experience in using that online platform* is more important for teachers in state-funded schools than for teachers in privately funded schools.

There are no significant differences according to *the type of funding of the school unit* in the case of *participation in digital skills development activities <u>before</u> the onset of the pandemic.*

Teachers in privately funded schools participated in *digital skills development activities <u>after</u> the pandemic* to a greater extent than teachers in state funded schools.

Participation in *free courses/tutorials* is higher for teachers in state-funded schools than for teachers in privately funded schools.

Participation in *personally paid courses* is higher for teachers in state-funded schools than for teachers teaching in privately funded schools.

Participation in *exchanges of experience and good practice with colleagues who had digital skills* is higher for teachers in privately funded schools than for teachers in state funded schools.

Teachers teaching in state-funded schools personally endured participation in *digital skills development activities <u>after</u> the pandemic* to a greater extent than teachers in privately funded schools.

There are no significant differences according to *the type of funding of the educational unit* in the challenge of *planning and organizing online teaching*.

Planning and organizing online assessment is more *stressful* for teachers in state-funded schools than for teachers in privately funded schools.

There are no significant differences in the case of *monitoring the assimilation of knowledge/acquisition of skills by students.*

Monitoring *the implementation of protective measures related to student health* is more *stressful* for teachers in state-funded schools than for teachers in privately funded schools.

All challenges were experienced to a greater extent by teachers in privately funded schools compared to teachers in state funded schools regarding *communication with parents and Internet quality.*

Providing *students with printed materials* is a more developed way of *delivering learning materials to students* for pre-primary, primary and secondary teachers compared to high school teachers.

The situation in which *parents/guardians take printed materials from the teacher* is more common in the case of pre-primary, primary and secondary level teachers, compared to high school level teachers.

There are no significant differences according to the level of education regarding the use of the *ZOOM platform*.

The use of the Microsoft Team platform is found more in the practice of teachers who teach at the middle and high school level, compared to teachers who teach at the pre-primary and primary levels.

The Moodle platform in online teaching is more used by teachers who teach at the high school level, compared to teachers who teach at the pre-primary level.

Providing *students with digital materials through digital technologies* is more developed in the case of teachers with the second degree, compared to teachers with a final certificate.

Providing *students with printed materials* is more used by beginning teachers, compared to teachers with final, second degree or first degree.

It is more common among teachers with a final degree, compared to teachers with a second degree.

The situation in which the *parents/guardians take printed materials from the teacher* is the more used method in the case of beginning teachers, compared to teachers with the second degree.

The use of the *ZOOM platform* in online teaching is more developed in the case of second-degree teachers, compared to debutante or permanent teachers.

The use of the *Adservio platform* in online teaching is more common in the case of teachers with the first degree, compared to teachers with a final degree.

The *Microsoft Team platform* in online teaching is more used in the case of teachers with first degree, compared to teachers with final or second degree.

The *Moodle platform* is more used in online teaching in the case of teachers with first degree, compared to teachers with final or second degree.

The use of e-mail in online teaching is more common in the practice of teachers with first degree, compared to teachers with final or second degree.

The use of other means in online teaching is more used in the case of teachers with the first degree, compared to teachers with a final degree.

Facebook is more used in online teaching practice by teachers with first degree, compared to teachers with final or second degree.

Teachers with first degree participated in *digital skills development activities <u>before</u>* the pandemic to a greater extent than those with second degrees, with final degrees or beginners.

Those with second degrees more than those with final or beginners.

Teachers with the first degree declare that they have participated in *professional development activities related to the development of digital skills <u>after</u>* the onset of the pandemic to a greater extent than those with a final degree or beginners.

Participation in *free courses related to the development of digital skills <u>after</u>* the onset of the pandemic is higher in the case of first-degree teachers than in the case of novice teachers.

Participation in *personally paid courses* is higher in the case of first-degree teachers than in the case of novice or permanent teachers.

The participation in *exchanges of experience and good practices with colleagues who had digital skills* is higher in the case of teachers with the second degree than in the case of beginning teachers or teachers with a final degree.

Planning and organizing online teaching is a more stressful/ demanding aspect for second-degree teachers compared to first-degree teachers.

Planning and organizing the online assessments is a more stressful/demanding aspect for teachers with a first degree than for teachers with a final degree.

Monitoring the assimilation of knowledge/acquisition of competences by students is a more stressful/demanding aspect for first-degree teachers than for novice teachers.

Monitoring the implementation of protective measures related to students' health is a more *stressful/demanding* aspect for first degree teachers than for second degree teachers.

Communication with parents is a more *stressful/demanding* aspect for teachers with the first degree than for teachers with a final degree.

The quality of the Internet is a more stressful/demanding aspect for teachers with a final degree than for teachers with a first degree.

There are no significant differences according to the *teaching degree* regarding the *challenges experienced in organizing the teaching process during the pandemic*: technical problems, the lack of digital skills of the teacher and the lack of digital skills of the students.

However, there are significant differences in the *lack of devices that students can use at home*. It is felt more by *beginning teachers*, compared to qualified teachers, or those with a second degree or first degree.

Providing *students with materials through digital technologies* is a more developed practice for teachers in schools with 51-100 employees compared to teachers in schools with less than 20 employees.

Providing students with printed materials is more common among teachers working in schools with 21-50 employees compared to teachers in schools with less than 20 employees.

There are no significant differences according to *the number of staff in the school* in terms of the extent to which *parents/guardians take printed materials from the teacher.*

The choice of online platforms to be used for teaching didactic activities in the school year 2020/2021 *based on the recommendation of the institutions responsible for education* is a more important criterion for teachers in schools with 51-100 employees.

The analysis is compared to the case of teachers who teach in schools with 21-50 employees or less than 20 employees.

The criterion *based on previous experience using a particular online platform* is more important for teachers in schools with more than 100 employees than for teachers in schools with 21-50 employees.

Technical problems, the teacher's lack of digital skills, are more common among teachers who teach in schools with less than 20 employees, compared to teachers in schools with between 21-50 employees, 51-100 employees or more than 100 employees.

Students' lack of digital skills is more common in schools with less than 20 employees compared to schools with 21-50 employees, 51-100 employees or more than 100 employees.

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ROLES OF ADVERTISING

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Abstract:
In this article I have focused on the importance of national publicity, publicity as an institution that has been studied for a long time in this century, both by critics and partisans. The perspectives on the roles of advertising generally fall into one of three categories: serving consumers, business and society, which are also briefly outlined in this article.

Keywords: advertising, consumers, business.

Introduction

National advertising

National advertising expression has a special non-geographical meaning in advertising: it refers to advertising by the owner of a service or product with a registered trademark (brand name) sold through different distributors, regardless of where they are located. It does not mean that the product is sold throughout the country. Traditionally, national advertising has been general in terms of product information. Items such as price, en-detail availability and even service and installation are often omitted from national advertising or are mentioned in general terms. Instead, it often identifies a specific target audience and creates an image for the product.

While this general approach is still the rule, we are noticing companies that, while typically advertising nationally, are also approaching regional (in some cases even local) aspects of advertising. As research studies allow these companies to identify and cover specific market segments with greater precision, we will see more regionalised advertising. When this happens, companies that used to advertise nationally will be able to provide more information of interest to each segment, and national ads will reflect local advertising approaches in their content. However, in the short term, national advertising will continue to reflect the introduction of new product brands and greater loyalty to existing product brands.

Advertising as an institution

Advertising is more than a means of disseminating product information. It is a primary communication tool of our economic system and culture. In many ways, advertising reflects contemporary society and more of a particular period. For example, 25 years ago, advertising largely portrayed a white, masculine, middle-class society, ignoring minorities or women presented in a secondary role. Today, advertising, like our society, is much more sensitive and realistic in its treatment of different people. It is not uncommon today to see an advertisement in which a woman appears as a hospital director, car buyer or business traveller. Minorities are also portrayed more often and in a more realistic and positive light than ever before. Advertising reflects the society in which it operates, and at the same time it gives rise to subtle changes in the mores and behaviour of the public that receives it. No wonder advertising is one of the most researched commercial methods.

Advertising has a moral and ethical responsibility to deal honestly with the portrayal of society, but it is also a good business. Different companies are judged by their own advertising, and the effectiveness of advertising depends on the general attitude of consumers towards advertising in general. One study has shown that the extent to which people pay attention to a particular advertisement is influenced by their opinion of advertising as an institution. "The value that advertising has for a particular commercial brand depends on the extent to which the consumer believes that advertising is informative and fair in general" (A. Mehta, S.C. Purvis).

The role of advertising as an institution has been studied for most of this century by critics and partisans alike. Perspectives on the roles of advertising generally fall into one of three categories: what advertising does for consumers, for business and for society.

The role of advertising for society and consumers

Advertising has both desirable and undesirable effects. Clearly, the desired outcome of any advertising is to help sell products profitably. In addition to its economic role, advertising revenue supports an independent and diverse press, protected from government and interest group control. As a key communication link in the marketing process, it is also a major stimulus for stability and vigorous economic growth.

However, there is a growing awareness that advertising must go beyond fair and profitable interests. It is increasingly accepted that advertising must be designed in an atmosphere that considers a number of ethical vectors. For example, a recent study of advertising executives found that they face six fundamental ethical considerations in running their businesses:

- Treating customers fairly;
- Designing honest, fair, socially desirable advertising;
- Representing unhealthy, unnecessary or immoral products;
- Representing clients whose products/services are unhealthy, unnecessary or immoral;
- Dealing fairly with suppliers, sellers and the media;
- Dealing fairly with other agencies (K. Hung şi M. Rice).

It is to the benefit of advertising and society in general that ethical issues are at the centre of the debate on advertising practice.

One of the most important roles of advertising is to show people how to solve problems. Effective advertising must start from the premise *"Does my product help people?"* It must reflect how a product relates to contemporary concerns. *"What are they thinking about, what are they worried about, what are your product's customers fighting for?"* Certain concerns such as health, money, raising children and relationships with other people are always important. *"Once you've identified the most pressing contemporary concerns, you can ask yourself how your product relates to reducing them."* (L.V. Strong). The literature shows that the main trend in modern advertising is to place the consumer at the centre of the marketing process. Companies believe that products are designed for the consumer, without the insistence of directing them (sometimes forcefully) to a pre-existing product that they cannot do without. Clearly, this process has led to fundamental, highly positive changes in advertising.

Satisfying and keeping customers

A buyer forms his own opinion of value and acts on it. His satisfaction or dissatisfaction after the purchase depends on the ratio in which the performance of the offer meets his expectations. We define consumer satisfaction as follows:

So, the level of satisfaction is a function determined by the difference between expectations and perceived performance. A buyer can experience one of two levels of satisfaction: if performance meets expectations, the consumer is satisfied; if performance exceeds expectations, he is fully satisfied.

There is a question that experts are asking themselves: *"how do consumer expectations arise?"*, and the answer is based on previous buying experience, statements made by various acquaintances, as well as information and promises coming from the selling company and the competition. If a company sets buyer expectations too high, they are likely to be disappointed in the end.

Some of today's successful companies strive to raise expectations and deliver performance that matches them. Their goal is what is called TCS-Total Customer Satisfaction.

Companies not only place importance on improving relationships with supply chain partners, but also on establishing closer and more sustainable connections with end consumers.

In the past, customers were treated with a certain amount of indifference for a number of reasons: either because suppliers were few and buyers had limited choice, or because other suppliers provided services that were as poor in quality as the original supplier, or because the market was developing so fast that companies were not concerned with fully satisfying consumers. If a company was losing a hundred customers a week and gaining another hundred, its business was considered satisfactory. This reflected nothing more than a good 'movement' of the mass of customers, the costs involved being much higher than if the company had kept all its hundred customers without gaining any more.

Execution, cycle, and life stages of the product

In advertising, success depends as much on timely execution as it does on flawless product quality. Timeliness is an argument for both product execution and advertising. For example, many products have failed miserably, only to later witness success. For the same reason, it is often unprofitable for products that emerge in a late market to compete with established competitors.

Timeliness means, to paraphrase an advertising slogan, *to be a little ahead of the times*. Product innovations that address a new trend or a previously untapped need are those that are almost guaranteed to succeed. For more than two decades, companies have been striving to introduce interactive technology that will allow consumers to conduct a wide range of business from a personal computer. So far, these efforts have met with limited success, but the popularity of the Internet and the exploration of the Web offer realistic hope that the most ordinary consumers will go "online." A second element of advertising timeliness is determining the most appropriate opportunity to reach consumers for different products and services. The direct mail industry is adept at gathering information about the right time to launch a campaign for specific products. Although no two companies have the same problem, a general idea of when shoppers are most likely to make a particular purchase is valuable information for initiating advertising planning.

Therefore, the size of each stage needs to be reviewed periodically, as increased competition leads to shorter product life cycles, which means they need to generate profits in an ever-shorter time.

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THE ROLE OF STEM ACTIVITIES IN PRIMARY EDUCATION

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Abstract:

Classes in the STEM science category include biology, ecology, chemistry and physics. However, STEM science classes also incorporate technology, engineering, and math into science studies. STEM education or STEM learning refers to school curricula for the three levels of education, preschool, primary, secondary, that are designed to help students acquire the skills needed to succeed in the 21st century job market, which includes a wide variety of transversal skills: critical thinking, problem solving, teamwork, adaptability, creativity, digital literacy and so on. However, STEM is not a separate subject. STEM-based learning programs aim to increase students' interest in pursuing higher education and careers in these fields.

Keywords: STEM education, problem solving, teamwork, adaptability, creativity, digital literacy.

Introduction

STEM is an abbreviation for Science, Technology, Engineering and Mathematics.

STEM components refer to:

STEM science. Classes in the STEM science category include biology, ecology, chemistry, and physics. However, STEM science classes also incorporate technology, engineering, and math into science studies.

STEM technology. Technology classes may include digital modeling and prototyping, 3D printing, mobile technology, computer programming, data analysis, machine learning, and game development.

STEM engineering. Engineering classes may include civil engineering, electronics, electrical engineering, mechanical engineering, and robotics.

STEM math. Math is a STEM category with classes such as algebra, geometry, and calculus. STEM math also incorporates concepts and exercises that apply science, technology, and engineering to mathematics.

SEM education or STEM learning refers to school curricula for the three levels of education, preschool, primary, secondary:

1. They are designed to help students acquire skills necessary to succeed in the job market;
2. Includes a variety of transversal skills: critical thinking, problem solving, teamwork; adaptability, creativity, digital literacy;

STEM-based curricula are designed to increase students' interest in continuing higher education and careers in these fields;

The STEM teaching model has been developed through the studies of Jean-Marie De Ketele and Xavier Roegiers since the 1980.

The theoretical and practical basis for the implementation of integrated interdisciplinary teaching in schools was developed by the scientific community and promoted at the UNESCO conference in France in 1986.

According to Roegiers (2004), there is no natural state that corresponds and can be described by a single field of natural sciences.

Any state of nature can be proven to be related to two or more fields of study and dividing into separate fields or subjects is a tool we use to investigate a particular phenomenon in depth.

First of all, there is no direct correspondence between an object of research and a single field of natural sciences.

Secondly, focusing on a single field means diminishing our understanding of the object of research, while a deeper understanding becomes possible by applying methods from a variety of fields – in short, an interdisciplinary approach.

The interdisciplinary approach opposes the division into individual subjects for the purpose of analyzing and understanding natural phenomena (Roegiers, 2004)

Thus, according to Roegiers (2004), if a school divides natural sciences into separate subjects to be taught, there is a danger that students - despite understanding the theory underlying each subject - will not be able to apply their knowledge in real situations and everyday life.

Methodology

As mentioned before, as mentioned above, STEM is an interdisciplinary approach to learning where academic concepts are coupled with real-world lessons

"Whenever designing STEM activities, the real world should be the main entry point" (Hill, 1998).

Students apply science, technology, engineering, and math in contexts that make connections between the classroom and the world around them.

STEM comprises the following major areas of study:

Natural, physical and life sciences (sometimes including medicine, sometimes not)

Computers, electronics and other technology-related topics

All types of engineering

Mathematics or any field involving intensive application of mathematical principles

Some STEM definitions include social sciences such as psychology, economics, and anthropology. However, most sources consider these categories separate.

STEM education typically uses a blended learning model that combines traditional classroom teaching with online learning and hands-on activities. This model aims to allow students to experiment with different ways of learning and problem solving.

While the student should be the main character in their own learning, the teacher has the critical role of orchestrating each child's learning process (Crawford, 2000).

Using a sports metaphor, the teacher should feel less like the team captain and more like a coach during a match: be allowed to watch and guide, but not interfere.

The teacher's questions should provoke deeper thinking, make new questions arise (Mant, 2017). In fact, he should avoid giving closed answers that could turn children's work into a search for the "right" answer that the teacher already knows (Dejonckheere, Vervaet, & Van De Keere, 2016).

Throughout the process, both teacher and students must keep in mind the importance of assessment (Hodgson, 2010).

Self-assessment through rubrics helps students understand what they are learning and what they are accomplishing. The pair rating allows them to reflect on the work of their teams, but also on their own performance.

On the other hand, the teacher – who has become a coach – can (and should) dedicate himself to observing the children and giving them feedback on their work. The teacher should talk to the children both to test and improve their understanding of the concepts they acquire and the skills they develop. (Zemelman, Daniels, & Hyde, 2005).

Working in STEM means facing challenges that usually require teamwork.

Collaborative learning is naturally rooted in STEM (Zemelman, Daniels, & Hyde, 2005) and allows each team member to give the group a different skill.

The open nature of STEM makes progress and improvement possible for all children, from high-achieving students to students with learning difficulties, each with their own sets of goals for the group to succeed (Bargerhuff, 2013) (Sanders, 2009).

Discussions

Benefits of STEM

1. Media and technological literacy

   Media literacy refers to an individual's ability to make informed judgments about the content they receive from different media, while technological literacy is an individual's ability to adapt quickly to new technologies and use appropriately according to their needs. Media literacy and technology literacy are interconnected.

   Children need to learn how to discuss, analyze, verify the information they receive from different sources, from an early age.

2. Boosts critical thinking skills

   For example, adaptability and resilience, communication skills, critical thinking, and other skills that boost an employee's productivity are what a recruiter is looking for.

   STEM education helps children develop these soft skills from early and middle childhood because it requires children to think about problems and find solutions, leading to better memory, improved cognitive skills, and overall brain health.

3. Stimulates curiosity

   Children are encouraged to develop more scientific questions that turn into investigations.

   STEM education will help them find some of the answers based on what they learn through lessons. By exemplifying real-world facts, encouraging questions, and developing independence, STEM education heightens children's curiosity.

4. The growing need for workers in STEM fields.

   Today, most careers require a certain amount of knowledge in science, technology, engineering, and mathematics.

   Our communities need a well-trained workforce to fill vacancies, stimulate the economy and build for the future. That's why STEM education is vital: it's about being prepared for college, job opportunities, and life.

5. STEM education closes the gender gap

   Bridging the gender gap is not only a moral issue, but also a way of economic prosperity

   STEM education for all children from an early age is the first step in encouraging girls to address this issue.
6. STEM education helps children become future entrepreneurs.

   Entrepreneurship and STEM learning go hand in hand.

   The soft skills children learn through STEM education are necessary to become successful entrepreneurs. STEM learning resources provide children with practical skills to succeed in entrepreneurship
7. STEM skills make children easier to recruit Children need to prepare for jobs that are not yet in the labour market

   To do this, we need to teach children how to adapt to a changing world. This is another issue that is effectively addressed through STEM education: becoming more recruitable with the skill sets they acquire.

8. Higher average salary.

Last but not least, the factor to emphasize about the importance of STEM education is the average annual salary that STEM workers receive.

STEM creates connections within the curriculum, providing a solid foundation to support learning. With an exceptional disposition, students can and do achieve the highest levels of success.

STEM education emphasizes the importance of problem solving, critical thinking, creativity, curiosity, decision-making, leadership, entrepreneurship, embracing failure (and learning from it), and more.

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TIMOTEI CIPARIU' S GRAMMAR, A MODEL OF INTERCULTURALITY

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ABSTRACT
In this approach, as in our other articles, we return to the role played by a Romanian scholar from the 19th century in creating contact between Romanian culture and other European cultures. This time, the detailed plan is the linguistic one, by describing the first grammar of the Romanian language, of an academic type, written by Timotei Cipariu in the period 1869-1877.

KEY-WORDS: interculturality, academic grammar, language.

1.Timotei Cipariu, linguistic beginnings

At the time he wrote the *Gramateca limbei române* (1869-1877), Timotei Cipariu was not at his first attempt in this field. He had already published in 1854 the work *Elemente de limba română după dialecte şi monumente veehi*, considered as the first historical grammar of our language, and four (until 1876 five) editions of a *Compendiu de gramateca limbei române*, published for the first time in 1855, with a more practical character (obvious not only in the selection of the material and in the predominance of the descriptive character, but also in the presence of a "reading" part, including pieces chosen from various dishes).

Gramateca has totals 854 pages (I 384, II 411 and the Supplement 59 pages) in 8°. It should be noted from the very beginning that such dimensions had not been reached by any previous work on Romanian grammar. Otherwise, even the later grammars did not come close to these dimensions, and the comparison with the newer grammars is less conclusive, since they differ greatly in structure from Ciparius's grammar, in which we find many elements different from what we call grammar today.

Cipariu's work closely followed the requirements of the competition programs of the Academic Society for the two volumes. Even leaving aside the Supplement in the analysis of the Grammar proper, it is easy to see, from the simple enumeration of its main divisions, that the work includes chapters whose inclusion in the grammar seems strange to the modern reader and, therefore, it has been criticized in some analyses. It is not, of course, about phonetics or the formation of words, which until today we meet in many grammars in addition to their actual object, morphology and syntax, but about the chapters devoted to spelling and forms of diction, including tropes.

It must be pointed out, however, that the presence of an orthography chapter was in the tradition of Romanian grammarians starting from the first works of Dimitrie Eustatievici, Macarie and Samuil Micu, and was required by the competition programs of the Academic Society for both parts of grammar. As for the otherwise brief treatment of tropes (in connection with the so-called ornate syntax), it also has precedent in several older grammars, such as that of the same Dimitrie Eustatievici, Ienăchiță Văcărescu or Andreas Clemens.

2. Echoes of the era related to Cipariu's grammar

An element that was not taken into account in the various subsequent criticisms brought to Cipariu's Grammar is precisely the reference, on the one hand, to previous grammars, on the other hand to the requirements of the followed program. It is significant, in this respect, that Cipariu could be criticized for paying too little attention to syntax, limiting himself to the syntax of the parts of speech, the parts of the sentence and the topic, without noticing that syntax is precisely the part of grammar that he developed the most compared to the works up to that point. An injustice is done here to Cipariu, which can be said to have started even with the debates on his manuscript of syntax, appreciated by the Romanian Academic Society less favorably than the first one. The main contradiction seems to be between the appreciations on which the prize was based, respectively the rewarding of the work by the Academic Society, when at least the first part of Cipariu's Grammar was qualified as "a really serious, conscientious work full of profound erudition and vast knowledge on the subject, a work that would do honor to the best and most developed literatures in this part of philology and which any academy could crown with both hands"[1], and the

[1] *Analele Societăţii Academice Române*, tomul I, p. 161.

fact that later it could be considered a "failure"[2] or an "example of scientific error"[3]. In addition to this striking contradiction, there are others, as far as the concrete assessments of certain aspects are concerned.

The negative opinions cited above refer to the etymological, Latinizing orientation of Cipariu's Grammar. For the same reason, it was stated that "the work was outdated even at its appearance"[4]. Of course, a work with rebarbarative Latinizing spelling appeared in the middle of the battle between the phonetic current, with wide popular echoes, and the etymological current, was condemned to be ignored and indirectly perhaps contributed to the victory of the opposite direction.

It is understandable that at the respective historical moment the destruction of Latinism was more important than the recognition of the qualities of a certain Latinist work, but we can regret the fact that the underappreciation of the work in question was perpetuated in conditions where it no longer constituted a necessity, as well as the fact that this underappreciation is primarily due to a formal, presentational aspect, neglecting the content qualities of the Grammar.

Of course, the etymology of Cipariu's Grammar is not only limited to spelling (let's not forget that a chapter is dedicated to it, so, in addition to the general external appearance, it also constitutes a problem of content) and expression, but also manifests itself in the way of description, explanations and especially normative indications.

The cause of the underappreciation of Cipari's Grammar is also not limited to the etymological orientation alone. I previously mentioned the fact that the work presents a mixture of history and dialectology, a conglomeration of old and dialectal forms put on the same level as those existing in current modern use or even preferred to them in paradigms. During the debates on the first part of Cipariu's Grammar, Heliade called it a "store of forms of the Romanian language" (recognizing the "scientific merit of the opus", which he considers "the work of a human life", he refuses the title of grammar and declares

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[2] În *Cuvânt înainte* , semnat de D. Macrea, la *Gramatica limbii române*, apărută sub egida Academiei Române, vol. I, 1954, p. 15.

[3] Iorgu Iordan, *Preocupări de limbă la Academia Română*, LR, XV, 1966, nr. 5, p. 765.

[4]Mariana Costinescu, *Normele limbii literare în gramaticile româneşti*, Editura Didactică şi Pedagogică, Bucureşti, 1979, p.12.

himself in agreement with awarding the work as any other kind of study, but not as grammar)[5].

3.Grammar of Timotei Cipariu, a model of interculturality

Cipariu does not neglect the modern aspect of the language, he even notes peculiarities that are rarely found in writing, such as the non-pronunciation of the definite articles *-l* and *-i* or the genitive-dative of *lui Maria* type, he discusses the difference in the use of the articulated forms of the genitive-dative singular feminine in *-ii* and in *-ei* according to the spoken or scholarly aspect of the language, he condemns the fact that "our newest writers" write *domnitorele* sau *autorele*, he remarks the development of the phenomenon of resuming the direct and indirect complement through unstressed forms of the personal pronoun etc. That is why, Mioara Avram believes, it is unfair to say about him that he "stopped ... at the language of the 16th century" (even if we exaggerate the place of the old forms in his grammar, we must note that they are also from the 17th and 18th centuries) and to attribute to him "willful ignorance of the living language of the people and the literature his contemporaries"[6]. The few examples given above are also welcome to concretely demonstrate that Cipariu recognized the linguistic evolution and did not neglect the use of speech.

For the other aspect, of the repetitions in the work, given their existence especially in volume II, in the sense of resuming some problems treated in volume I, it is probably possible to invoke a detail related to the time and manner of elaboration of the work: first of all, it should not be forgotten that the two volumes were written and published separately, at a distance of eight years from each other. Secondly, it seems that the first volume was worked on in a hurry according to the short deadline granted by the Academic Society, therefore, when presenting the manuscript, the author reserved the right to a revision before printing and it is likely that this is also why he felt the need to come back with various clarifications of pure morphology at the time of treating the syntax.

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[5] *Analele*, tomul I, p. 155, 165.

[6] Mioara Avram, *Prima gramatică academică a limbii române*, în LR, XV, 1966, nr. 5, p. 494.

Conclusions

The value of a normative work from the 19th century should be judged from two points of view: on the one hand in relation to the moment in which it was written and published, and on the other in relation to the current state of our knowledge.

We will also add reporting to the grammars of other Romanian languages, the links that the first academic grammar of the Romanian language made on a linguistic and cultural level.

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EMOTIONS IN CHILDREN'S LITERATURE

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Abstract:
The present study aims to highlight some emotions, themes, directions and ethical aspects revealed in children's literature. Emotions in the classroom influence how children learn and the quality of their act of learning. The analysis focuses on certain works that approach emotions, which are everywhere, in every story and in every situation, with the aim of acquiring the theme of socio-emotional education, considered by some to be the missing piece of the contemporary pedagogical proposals.

Keywords: children's literature, pedagogy, emotions, language, imagination.

Children's literature is one of the first expressive tools that helps in understanding the world, supporting the child's development on several levels. Intelligent, critical and conscious, free and uninterested, well-guided reading matures the critical spirit and independent judgment, broadens cognitive horizons, nurtures the imagination, unchains creativity and divergent thinking, educates the aesthetic sense, and provides experience and knowledge of the world and society. At the same time, it enriches the lexicon and vocabulary, cultivating the literary language, fighting against the pauperized and standardization of language that occurs within our culture.

Jerome Bruner, an American psychologist, states that the functioning of the mind is based on the continuous growth of "networks of mutual expectations" of human beings who share the ability to read "other minds", to interpret the beliefs, desires, mental states, intentions of others, relating them with their self. Regarding this, culture returns to yield a central role in education and training. According to J. Bruner (1983:278), humans are characterized by the faculty to create "through the constitutive power of our symbol-making, our institutions, our culture-making", namely the capacity to build "possible worlds" that exceed biological limitations (2012a:6). He believed that we create or constitute the world and the self through ourselves. (Bruner:1986: 130), and education presupposes an open formation, the result of a reflexive, interpretative and not only explanatory, cultural and narrative mind.

First, literature proposes critical issues, autonomy and judgement, freedom of thought and opinion or interpretation. It is a powerful and widespread diffuser of ideas, it gives a glimpse of another world, different value systems and ways of life, representing gaps to other worlds or cultures. In human history, in totalitarian eras, the book has been banned and persecuted as potentially subversive (except for its enslavement) by all authoritarian regimes and in all eras of gross obscurantism, as a "medium of freedom". Then, it offers intense emotional satisfaction, opening to unimagined worlds, talking about affectivity and emotions, shaping character and will. Reading, guided by age-appropriate and implicitly psychological development texts, offers valuable principles and promotes safe value orientations, develops attitudes of openness towards other people and cultures, induces feelings of sympathy and understanding towards "others".

Gianni Rodari sees literature as the place of all assumptions, providing the keys to entering reality in new ways, helping the child to know the world and educate his mind, because it confronts him with the main human problems in which he is emotionally involved and presents him with the complexity of reality in a simplified way, allowing him not only to discharge emotional tensions, but also to encourage the projection of internal experiences and the organization of knowledge and beliefs.

Emotions in the classroom influence how children learn and the quality of their learning. In the contemporary period, emotions, lack of self-confidence, self-esteem, anxiety, manifested prematurely, experienced a significant increase. The children of the contemporary generation have more emotional problems than in the past, they are more solitary, sorrowful, prone to anxiety, and in competitive situations they have very low confidence. One of the pedagogical goals is to improve dignity, confidence, positive expression of interests, skills, relationship and communication skills, through children's literature.

Since preschool age, multiple transformations take place, in terms of physical, cognitive, language development and emotional development. Socio-emotional development is the basis of the connections and interactions that give meaning to children's experiences at all levels, it aims at the beginning of social life, their ability to perceive and express their emotions, to understand and respond to the emotions of others, a first step is the development of the concept of self, of the child's perception and self-image. Paul Ekman (2003: 13), studying emotions for over forty years, in different cultures, talks about the influence of emotions on the quality of life.

Emotional competences aim at recognizing and expressing emotions, understanding them, then regulating them. A first step in identifying one's own emotions in various situations, then those of others, identifying emotions associated with a specific context, transmitting affective messages and expressing empathy towards others. The second step includes the identification of the cause and consequences of emotions, in order to arrive at emotional regulation, which involves the acquisition by the child of some skills to manage them.

The pre-school and early school period is prefigured as the most important acquisitions, both physically, cognitively and socio-emotionally, it is the time when significant changes take place in the child's life, he becomes more independent, self-service behavior develops, psychic processes, the first elements of the socio-emotional domain take shape.

In general, social and emotional competence refers to the child's ability to perceive, understand, process, manage and express social and emotional aspects of one's own life, which is reflected in social skills, interpersonal skills, intrapersonal skills and emotional intelligence. It is fundamental to the adaptation of the individual, and certain components of its structure are strong predictors of academic success. Thus, children that lack social skills are usually shy, withdrawn children. They are rejected by the others, they are ridiculed, they are not included in the playgroup. The long-term consequences of the poor development of this competence are reflected in the learning plan (poor school results), in the emotional plan (anxiety, depression), in the social adaptation plan (school dropout, juvenile delinquency, substance abuse, etc.).

The fundamental psychic activity is the game, next to which is added literature as a resource for knowledge and broadening the child's horizons, for exploring oneself and others, the environment, etc., along with other activities that support the integral and harmonious development of the child, with a view to its proper integration into society. Every child is born with a potential that nature has endowed him with. This potential must be known and developed so that the child can fulfill it. That is why it is important to provide affective and emotional support to the activity and all the experiences in which the child is involved, strengthening his ego.

Children's literature, adapting to the infantile mentality, characterized by animism and artificialism, has always had a pedagogical function of information, of knowledge, full of emotions and feelings, of visions of the world, giving the child the opportunity to face conscious fears and unconscious.

Literature helps schoolchildren to understand certain notions, they face different emotions, moods or feelings. Fear is at the center of many stories, because it is at the center of the child's life. There are fairy tales that present fear through creepy creatures, monsters that eat human beings, nightmarish landscapes, castles with rooms that hide the flames of hell, forests from which it seems impossible to escape, vengeful witches who, after years, demand reparations for the ancients. insults; fairy tales that all end in a cathartic way. In fact, the child needs an external element to measure himself against, which is credible, fantastic and therefore far from himself and from being a real danger to him.

Looking from the perspective of the psychologist Bruno Bettelheim (1976), children need narratives with the help of which they can solve certain existential problems, certain fears, emotions and feelings, from separation anxiety, conflicts and rivalries: "Without such fantasies, the child does not he gets to know his monster better, nor is he given any suggestions as to how he can gain mastery over it. As a result, the child is left helpless in his worst anxieties - even more so than if he had been told fairy tales which give shape and body to these anxieties and also show him ways to overcome these monsters.' This is how he is shown the world of images, the characters so full of meaning that it becomes the food with which the consciousness is nourished. It is possible to immerse yourself in that world with the certainty that the shore is always there, within reach. Narrative helps it grow because it gives the child material to work with: it is the same material, laced with images and emotional references, that is also the building block of our minds and provides food for reflection and opportunities to overcome our own frailties and insecurities.

The repertoire of children's works dealing with emotions is very rich, emotions are everywhere, in every story, on every page and in every situation, and in this article we will make some initial references.

The dot (2003), written by Peter H. Reynolds, is an inspirational story about encouragement, self-confidence and self-expression, distrust, anger, empathy, appreciation, joy and sharing. An "handbook for amazing people" where the author has compiled some "tools" to navigate the best possible journey: Patience. Obedience. Kindness. Perseverance. Curiosity ... and also a reminder to call for help when the going gets tough." In this award-winning story of self-expression and creativity, Vashti thinks she can't draw. But her teacher is sure she can. She knows that there is creative spirit in everyone, and she encourages Vashti to sign the frustrating point she angrily writes on a piece of paper. This act makes Vashti look at things a little differently and helps her discover that where there's a point, there's a way...a beginning. With wit, charm, and free-spirited illustrations, Peter H. Reynolds encourages even the most stubbornly uncreative among us to make a sign—and follow the path where it leads.

Christian Voltz's works also address a range of emotions, from anger, guilt, fear, sadness, to joy and courage. *It's not my fault!,* by Christian Voltz (2002), tells us about anger and guilt, about justification, fear and the courage to assume one's own responsibilities. *Petting a Butterfly* by Christian Voltz (2005) is a story that tackles the difficult subject of death for young children, talking about gratitude, concern, love, sadness, courage and acceptance. *Anything yet?* by Christian Voltz (2005) Waiting, Excitement, Boredom, Sadness, Anger, Patience, Accomplishment and Joy.

Jerôme Ruillier, author and illustrator of over twenty titles, reflects in a surprising and suggestive way the values of friendship and multiculturalism in the face of prejudice and xenophobia, delicately approaches difficult themes, about borders that must be erased.

Trace Moroney is another internationally acclaimed author and illustrator of children's books, her Feelings Series (*When I'm Feeling, My Emotions, When I'm Happy, When I'm Angry, When I'm Sad, When I'm*

Scared, When I'm Disappointed, When I'm Jealous, When I'm feeling love, When I'm feeling kind, When I'm Feeling Nervous, When I'm Feeling Happy) was a worldwide success, translated into seventeen languages. *My emotions* (*Stress anxiety and me, I am me, The Greif wave*, etc.), *The things I love*, launched in 2009, was received with tremendous enthusiasm, focusing on the concept of love and gratitude, providing examples of creating positive thoughts. Focused on creating "books with consciousness", Trace Moroney embraces the principles of positive psychology, focusing on what is good in the world. The time dedicated to children, the love and care with which we surround them helps them to understand more easily who they are and strengthens their self-confidence.

Frances Hodgson Burnett published *The Secret Garden* (2007) in installments in *American Magazine* in 1910, and then published it as a stand-alone text in 1911. The novel is a classic of children's literature and follows the adventures of two children, the orphan Mary and her cousin they, Colin, who are working to make a garden hidden by a high wall on Colin's father's estate and forgotten by him after his wife's death, which occurred in that very place, flourish again.

The Secret Garden presents many pedagogical ideas that are very modern compared to the education of the years in which it was conceived, both in terms of pedagogical theories and those regarding the regenerative power of nature and the healing power of "positive thinking". The text, in fact, claims an unprecedented ability of children to operate rationally and help each other out of a moment of crisis, a book that speaks of humiliation, anger, sadness, rejection, love, happiness, and hope. The characters in the novel therefore show that they can manage their time independently, without necessarily needing the strict supervision of an adult, promoting a psychological balance and new pedagogical ideas. The lives of the characters, in fact, are miserable as long as they indulge in fatal thoughts: Mary withdrawing into herself, Colin convinced of his own illness, and Lord Craven obsessively remembering the happiness of a married life lost forever. The three characters therefore gain both spiritual and physical strength from "positive thinking": Mary decides to revive a dead garden, Colin decides to show the world that he is not "a cripple" but a normal boy, and Lord Craven, admiring the prosperity of the garden and the renewed energy of his son, he manages to forget the past. The education promoted by Burnett, therefore, is not that provided in dark classrooms, but that guaranteed by outdoor life and cooperation. Moreover, the two children are a boy and a girl, and again in this case Burnett acts against the dictatorship of the time: the excessive emotional closeness of two children of the opposite sex was actually judged inappropriate, while Burnett shows, through the evolution of his characters, how can also prove fertile in stimuli. This narrative makes them dream and reflect on the importance of thinking: negativity, left to act, would prevent them from moving forward. Another key element promoted by Burnett is the importance of being raised with affection. In this context, the key metaphor of the whole text fits: that of the garden, which should not be understood only as a physical place, but also as a place of the soul, to be cultivated and made to flourish after a problematic situation.

Astrid Lindgren (*The Brothers Lionheart* (2000), *Pippi Longstocking*, *etc.*) produced a literary revolution, through her authentic, absolutely non-conformist characters, through the innovation of mainly the female image, with a different image of childhood, introducing complex themes and issues from an existential perspective that he tackles bravely and unconventionally, introducing the mix of genres that lack obvious didacticism or authoritarianism.

In *Pippi Longstocking* they converge, in an original connection between children's and adult literature, about friendship, adventure, the joy of living, with adventures and discoveries combining some aspects of the fairy tale (for example, Pippi's hyperbolic power) with domestic humor and schoolboy. In *Ronja*, it mixes a variety of genres: fantasy, fairy tales, different aspects of adventure novels or a historical setting. In *The Lionheart Brothers* he addresses the themes (friendship, love, anger, injustice, loneliness, obedience, sacrifice, joy of living) and the specific characteristics of the Saga and Norse legends, fairy tales (monsters, the fight between good and evil, the trials or tests that are subject the hero).

Astrid Lindgren's novels offer horizons of meaning and thought-provoking stimuli, because they address subjects of interest, being subversive classics, because they are a hymn to freedom of thought, to the courage to criticize hypocrisies and injustices, offering the right to dream of alternative worlds. His characters are free, independent and full of life, transgressive, break the rules and authority of adults out of curiosity to explore, are creative, playful and intelligent, resourceful in order to achieve goals, are also reflective, emotionally complex- affective and experience negative states, episodes of psychic conflict and intense hatred towards the oppressors.

She describes difficult situations, such as poverty, the abandonment of elderly people in nursing homes, the sad fate of orphans or adopted children, the exploitation of child labor, alcoholism, physical or mental violence, she proposes for debate the meaning of life and death and introduces difficult topics and heartbreaking, such as suicide and euthanasia.

James and the Giant Peach (1961), *George' Marvelous Medicine* (1981), *Dirty Beasts* (1983), *The Witches* (1983), *Matilda* (1988) are some of Roald Dahl's children's writings who address a range of emotions, states or feelings, from mistreatment, harassment, sadness, mistrust, hopelessness, to courage, revenge or happiness. Dahl's narratives highlight children's vulnerability to trauma, hatred shown to them through neglect, discrimination, abandonment or abuse, and torture. Childhood is sometimes described as a traumatic experience. According to J. Held (2014: 2), a common theme of Dahl's novels is the unhappy life of children: "our lives speak of the absurdity of human existence, the fact that there is an unbridgeable gap between what we expect or demand from life and what we know, what is true", and the children are the ones who act, stopping the abusive behavior, through rebellion.

The child characters in *The Witches*, *Matilda* and *James and the Giant Peach* are abused and helpless, but later emerge victorious by outwitting their abusers, ingenuity and a little magic. The adults are portrayed grimly as abusers who dominate and manipulate the young. R. Dahl's works depict the fears, anxieties and dark aspects of a child's life, sometimes too complicated and without a way out, but revenge on the aggressors is a punishment and satisfies the deep need for justice. K. Reynolds states that this tendency to change, to transform fear into something playful, helps children. (Reynolds, 2020). This type of approach to fears and emotional states nourishes and enriches children's imagination, favors and accelerates the process of personality maturation, satisfying deep emotional needs.

At preschool and school age, each reading has a great influence, and it is advisable to stimulate the child to independently produce stories, derived from previous readings. Imagination must be educated and cultivated, as mental capacity is considered fundamental for learning and the harmonious development of the child's personality, complementary to rational activity itself, indispensable for imagining and planning the future. Gianni Rodari suggests in his techniques the stimulation of imagination and creativity through narratives in which the child plays, reinventing, creating words, expressions, motifs and plots in a new and original way, giving life to a new narrative product. What is important is that the teacher or educator is himself a lover of reading and therefore conveys his passion to the little interlocutor.

A textual analysis of the pedagogical discourse, and therefore of the children's literature text, must take into account the dialectic between three dimensions: intratextuality, which is the structure of the text with its constituent elements and its internal dynamics; intertextuality, which is its relationship with other texts; extratextuality, which is the relationship with the context that the text generated.

Educating through storytelling is equivalent to conceiving education not only as a moment of explanation and transmission of knowledge, but also as a moment of mutual listening. Children's literature is constantly evolving, shaping itself around a well-defined age range and has become, at the same time, an educational and training tool and a vehicle for introducing children to reading, it has enriched itself with new languages and iconic communication - visual and thanks to the technological tools it uses, it has made its way of presenting itself more pleasant, adapting to the needs of an ever-expanding man with multiple characteristics.

Moreover, children's literature is not only a discipline in itself, but establishes interactive relationships with many other disciplines, which it contributes to the enrichment of and by which it is enriched in turn. Her greatest success, however, is due to the fact that, adapting to the infantile mentality, she knows how to speak to children, allowing them to face, through fantastic reworkings, the conscious or unconscious fears that torment them.

A literary classic is still an effective tool for communication and education because, according to Calvino's (1995) definition, "a classic is a book that has never finished saying what it has to say."

The teacher, by selecting and analyzing in class certain works for children, manages to create an integrative background capable of leading children in a process of identification and personal growth. Reading and analyzing the main features of the text is a theoretical premise that allows the organization of subsequent, integrative activities in which children, if properly encouraged by an adult, are able to understand and relate even to very complex subjects.

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TECHNOLOGICAL EVOLUTION AND THE THREAT OF FAKE NEWS: PERSPECTIVES AND SOLUTIONS

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Abstract

Fake news is a global problem overgrowing in recent years and seems increasingly difficult to combat. From the 2016 US presidential election to the COVID-19 pandemic, then the two wars in Ukraine and now in Israel, the phenomenon has evolved into new forms. All have culminated in the emergence of highly advanced and sophisticated artificial intelligence tools that make misinformation increasingly challenging to detect. We are dealing with an unprecedented situation that affects democratic values and may trigger radical reactions in society with global effects, as happened in the outbreak of the conflict in Israel. In this article, we have conducted a theoretical analysis of how the fake news phenomenon has been amplified by artificial intelligence. In the face of these new challenges, quality journalism is essential, and the role of professionals in the field is more important than ever to reflect reality and combat fake news. The article is helpful for researchers in the field but also for communication and journalism professionals.

Keywords: fake news, artificial intelligence, democracy, communication, journalism

Introduction

In the 21st century, the phenomenon of fake news is one of the most challenging vulnerabilities to control "in the context of the accentuation of global problems" (Motoi G., 2020). Guess et al. (2018) explained in their study that during the 2016 election, when the level of fake news reached alarming heights, one in four US citizens had accessed a website spreading fake news. The estimate covered the last six months before the presidential election. The problem is exacerbated by social networks that are more likely to spread fake content (Vosoughi et al., 2018). Furthermore, the growth of social media in recent years has led to an exponential increase in fake news, in the Covid-19 pandemic reaching a veritable "infodemics". Several researchers (Allcott & Gentzkow, 2017; Chadwick et al., 2018) have investigated the motivation behind the spread of misinformation's purpose, but also how it spreads. However, developing emerging technologies, especially language models, has amplified this phenomenon (Goldstein et al., 2023). Artificial intelligence has developed at a highly rapid pace (Stănescu G.C., 2023) and has revolutionized many aspects of our daily lives. Chatbot-like conversational applications have radically changed the way information is generated (Węcel, K., 2023), and this has created a high risk of misinformation and the spread of fake news. This phenomenon has become a primary concern in the digital age, and AI plays a significant role in intensifying this danger.

The phenomenon of disinformation in today's digital environment

The term fake news began to be used frequently after the 2016 US presidential election, but the term disinformation can be found long before that, specifically after World War II. The notion originated in the Russian language, and the role of the term was "to designate exclusive capitalist practices aimed at enslaving the popular masses" (Vulkoff, V., 2007). Nevertheless, it should not be forgotten that the first code of ethics of the media industry adopted by the Kansas State Editorial Association in 1910 refers to fake news (Oprea, B., 2021). Hunt Allcot and Matthew Gentzkow (2017) defined fake news as "News articles that are intentionally and verifiably false". Lazer et al. (2018) define fake news as "fabricated information that mimics media content in the form". Indeed, this phenomenon is a threat in modern society, where information is rapidly transmitted through digital sources and can create confusion and manipulate public opinion to gain an advantage or achieve a specific goal. Hendricks at al. (2018) mentioned that a characteristic of fake news is that it "poses as real news" but behind it aims to attract attention for a secret purpose. Vlăduțescu (2016) associates the concept of truth in relation to verisimilitude, i.e., "that which resembles the truth". Hence, we can say that because of the way we understand truth, we see Reality on our own, and the truth is actually "what we perceive true", as mentioned by Manjoo F. (2008).

In the current digital context, where we are witnessing a real technological explosion, fake news can take many forms, from fake news texts, fake images, truncated videos, and untrue statements attributed to people known to society or who might inspire trust. Information of this kind may give the appearance of trustworthiness. However, it may be distorted or even fabricated to manipulate public opinion, influence elections, or undermine trust in news institutions and organizations. According to Hendricks&Vestergaard (2018) those who spread fake news hide four main motivations: for trolling, for material benefit, for marketing and sales, and in the struggle to gain power. So, often, fake content is created and spread by individuals or entities who want to promote a specific agenda or draw attention to certain topics. Furthermore, artificial intelligence makes this much easier to achieve.

Artificial intelligence and fake news

Artificial intelligence has revolutionized multiple aspects of our lives, including how information is distributed and generated, and this technological advancement has exponentially increased the risk of spreading false information. Through applications of artificial intelligence, content generation can now be automated. Thus, fake news can be created extremely easily with chatbots, and information can reach the general public much more easily, and it is only one step from there to virality. Artificial intelligence-based language models are generally trained on texts available on the internet, and this allows for the automated generation of credible news. Moreover, by providing sufficient data, applications can create news reports, based on stories that appear natural and are written by humans, with sensational headlines and stories that are taken from online newspaper sections. So text-generating algorithms can create articles that look genuine, with meaningful content, making it increasingly difficult to discern between real and fake information. AI can also be used to personalize the content consumed by users, thus creating "information bubbles" in which people are exposed only to information that supports or reinforces their existing beliefs (Stănescu, G. C., 2023). At the same time, through artificial intelligence, images can be manipulated. Technologies that generate photographs and video images can create faked clips that give the impression that they are real. This leads to situations where people or events can easily be faked, which can even have serious consequences for political and social stability.

Through AI, audio or video recordings can be created that appear to show real people in fictitious situations. Through deepfakes, a person can appear to say or do things they never actually did. It can be used to manipulate public opinion and compromise someone's reputation.

Conclusion:

Artificial intelligence has exponentially increased the risk of creating and spreading fake news. The phenomenon has evolved significantly in recent years and has taken on new dimensions, becoming a global problem that can significantly affect society and democracy. Intelligent tools have made disinformation increasingly challenging to detect, and often actual facts are called into question. From influencing election results to fuelling tensions in international conflicts, fake news has become a powerful weapon that has swept the globe. In the face of this threat, policymakers and social networks, as well as society as a whole, must work together to develop solutions to combat this phenomenon. At international level, a number of institutions are working on strategies and measures to combat this phenomenon, but it does not seem very easy to find a concrete solution. In this context, quality journalism plays a crucial role. Professionals in the industry must respect professional ethics and thoroughly verify the news they publish.

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LITERATURE AND JOURNALISM IN A NOVEL BASED ON A REAL-LIFE MURDER CASE - TRUMAN CAPOTE'S 'IN COLD BLOOD'

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Abstract: *In Cold Blood* is widely considered one of the first and the most significant literary works in the true crime genre. Numerous subsequent similar works were influenced by Truman Capote's rigorous research, as well as his vivid, authentic style which established a benchmark for non-fiction crime literature. The distinctive fusion of journalistic and literary components included in this novel created the premises for a huge impact on the true crime genre, establishing a firm standard for the authentic, emotional narrative and the in-depth examination of true criminal cases. Truman Capote's approach and the style he flaunted in *In Cold Blood* are undoubtedly a testament to the effectiveness of narrative nonfiction, fusing literary attributes with journalistic techniques in order to produce a compelling and provocative depiction of a heinous multiple murder.

Key words: Truman Capote, authenticity, nonfiction, true crime, literature, journalism

Truman Capote (born Truman Streckfus Persons) was an American novelist, playwright, and short-story writer. He was born in New Orleans, Louisiana, on September 30, 1924, and died in Los Angeles, California, on August 25, 1984. His early literary works were rooted in the Southern Gothic tradition, but he later adopted a more journalistic style in his novel *In Cold Blood* (1966), which, along with *Breakfast at Tiffany's* (1958), is still his best-known work[7].

Capote had a growing interest in journalism that became evident in his nonfiction book *In Cold Blood*, which tells the harrowing story of the 1959 brutal murder of the four members of the Clutter family (Herb, his wife, Bonnie, and their teenage children Nancy and Kenyon) from Holcomb, a peaceful town in Kansas. Soon after the murders took place,

[7] https://www.britannica.com/biography/Truman-Capote

Capote started investigating them, and he spent six years interviewing the two men who were ultimately sentenced to death for that crime and executed on April 14, 1965. Truman Capote lived in Kansas (in Garden City, actually, a town near Holcomb) for several months with the "assistant researchist" Harper Lee, his childhood friend and fellow novelist. The book was released in 1966 after a four-part series was published in The New Yorker in 1965. It was the pinnacle of Capote's careers as a writer and a journalist, catapulting him to the forefront of the then-emerging New Journalism thanks to the critical and popular acclaim of the novel[8].

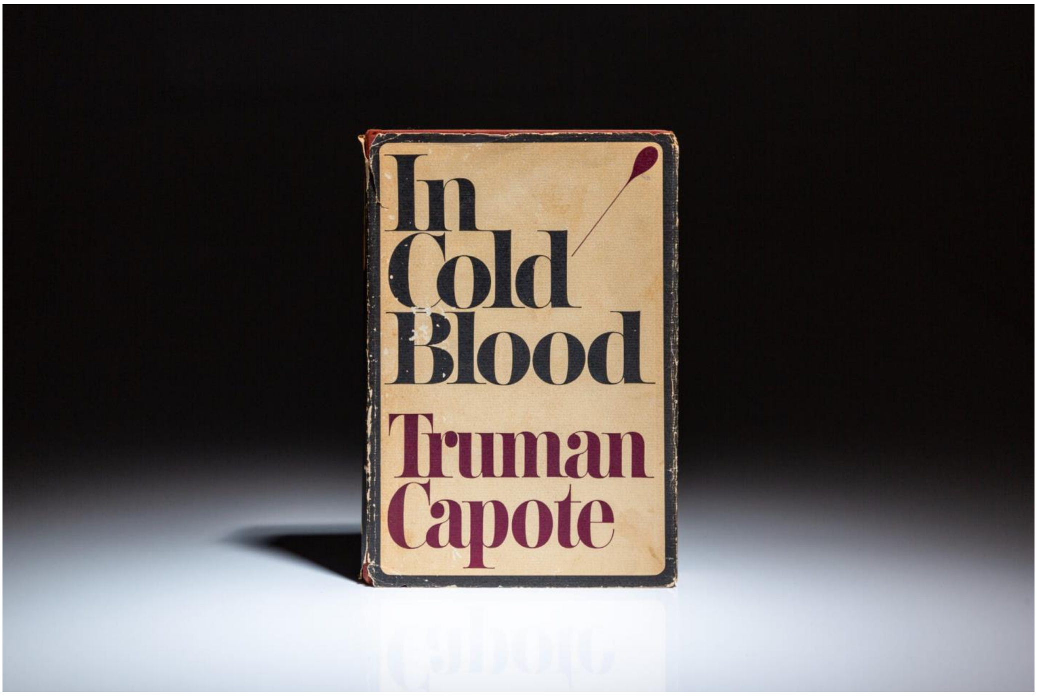

Photo: www.thefirstedition.com

Truman Capote's *In Cold Blood* is obviously an innovative work that blurs the line between literature and journalism and which is considered one of the earliest and most influential examples of the true crime genre, a non-fiction novel. Capote’s research and writing efforts coincided with the rise of the so-called New Journalism which was

[8] Ibid.

established by Norman Mailer, amongst some other authors: "As it happens, Capote and Mailer were exact contemporaries and published their first novels - *The Naked and the Dead* and *Other Voices, Other Rooms* - in 1948, in each case mostly to acclaim"[9]. The approach Truman Capote uses in order to write *In Cold Blood* incorporates both literary and journalistic elements, which contributes to the the impact and the lasting legacy of the book. Capote's unique authorial perspective, based on authenticity, challenged the boundaries between fiction and non-fiction. He creatively pioneered a genre known as narrative nonfiction, creative nonfiction, or literary nonfiction, combining the factual accuracy of journalism with literary techniques and the emotional depth of fiction. Consequently, *In Cold Blood* has had a profound impact on both the literary and journalistic fields and influenced subsequent true crime authors, journalists, and creative non-fiction writers, as it continues to be studied in literature and journalism courses all over the world.

Perry Smith and Richard Hickock, the two murderers, as well as the Clutter family members, are all skillfully portrayed by the journalist-writer. Truman Capote explores their backgrounds, psychology, and motivations, making them complex and, ultimately, human. This character construction goes beyond traditional journalism and it is more akin to the depth reached in a literary work. Capote uses a storytelling style that appeals to the emotions of the readers as much as their intellect. He makes the audience feel sympathetic towards the victims and unsettlingly fascinated by the killers. With its rich imagery and intricate details, the book works like a proper novel even though Capote uses cinematographic techniques and makes his literary work have the nature of a documentary, as emphasized by Robert Emmet Long, who also stresses that the style remains similar to Capote's early gothic stories: "Although sometimes held in abeyance, Gothicism never entirely disappeared from his writing, and *with In Cold Blood* this element reappears powerfully, in a new form in a work remarkable for the breadth of its exacting realism. Gothicism has as one of its foremost components an element of fantasy, but *In Cold Blood* that fantasy has

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[9] Robert Emmet Long, *Truman Capote – Enfant Terrible*, p.81, The Continuum International Publishing Group Inc, New York, 2008

been socialized by being 'true' (…) Gothicism in the novel is also hinted at in the initial account of the Clutter murders by the fact that the murderer had placed a pillow under his victims' heads before shooting them in the face with a shotgun. Capote is a master at noting details that leap out at the reader. Hickock's left eye is called 'serpentine' and seems to 'warn of bitter sediment at the bottom of his nature'"[10].

Truman Capote spent years gathering information on the case through in-depth investigations and interviews. He talked to the killers extensively, as well as to law enforcement officials and members of the community. The writer visited Holcomb, Kansas, in 1959, after reading in the New York Times about the murders of the four members of the Clutter family in their rural, idyllic environment. Capote was accompanied by two friends, fellow novelist Harper Lee and New Yorker fact-checker Sandy M. Campbell. His goal was to explore the case, interview Holcomb's investigators and others, and write about the crime and inquiry. *In Cold Blood* was originally published as a four-part series in The New Yorker magazine in 1965 and was described as a "nonfiction novel." Although Capote followed the novel-writing conventions, he claimed that his work was completely truthful, and the quotes came directly from his interviews. Nevertheless, many have questioned the reality of Capote`s work and his use of creative license to imagine unknowable details. The involvement of the writer with law enforcement officials and with the men ultimately convicted of the crime may have colored the stories they shared with him, as some speculate[11].

But this meticulous investigative work is nevertheless a hallmark of journalism. In an effort to maintain his objectivity, Capote presents the case's facts and the trial's proceedings without directly expressing his opinions. He leaves it up to the reader to make their own judgments on the information he provides. But the plenary involvement in the story and its development would take its toll on Truman Capote from a psychological point of view, as William Todd Schultz writes: "In some ways, Capote never really got home. A bit of Kansas, and Smith, stayed

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[10] Robert Emmet Long, *Truman Capote – Enfant Terrible*, pp.89-90, The Continuum International Publishing Group Inc, New York, 2008

[11] *In Cold Blood: Truman Capote in Holcomb, Kansas*, https://beineckeroadshow.yale.edu/cold-blood-truman-capote-holcomb-kansas

in him forever. He came to understand, he said, that death is the "central factor" of life. That simple comprehension altered his entire perspective. *In Cold Blood* was a turning point, a climacteric moment. It was 'the most emotional experience' of his creative life. But the darkened hallway he now found himself in was about to get inestimably darker. In his moment of unraveling, of losing his grip, he did the opposite of lying low. He upped the ante. He rolled loaded dice"[12].

Capote was so concerned about the psychological roots of the horrendous crime and its perpetrators to the extent that he was willing to contest the ways in which the court dealt with this issue: "The medical evidence came from two sources: court-appointed generalists from the local community and a keen, young, forensic psychiatrist from out of town. All came to the same conclusion on the single dichotomous question asked of them, rooted in the rigidly cognitive M'Naghton rules: the killers did indeed know right from wrong. But Capote is clear that the forensic psychiatrist wanted to say more, to give an explanation in mitigation for Smith, who had had such a traumatic life. The court allowed him no opportunity to do so. (…) Underlying these courtroom politics are more fundamental questions about the nature of criminal responsibility and mitigation. For Capote, Smith was less culpable because he was understandable. Hickock was born bad, presumably through no fault of his own, yet is regarded as more deserving of punishment. Why should mitigation depend on our ability to understand? And when psychiatry has explained the truth about the criminal, rather than the crime, what then for justice?"[13].

Truman Capote's in-depth characterization of the victims and the killers, Perry Smith and Richard "Dick" Hickock, humanized the individuals involved in this case. This aspect gave the narrative another level of complexity and depth and helped readers comprehend the emotional and psychological states of the characters. But reading it, and especially rereading it, is a disturbing experience for most, including Harold Bloom, who doesn't question the authenticity of Truman

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[12] William Todd Schultz, *Tiny Terror. Why Truman Capote (Almost) Wrote Answered Prayers*, p.99, Oxford University Press, 2011

[13] Thomas Clarke, *'In Cold Blood' by Truman Capote*, The British Journal of Psychiatry, 209, p. 191, doi: 10.1192/bjp.bp.116.182568

Capote's literary and journalistic endeavour and who considers that *In Cold Blood* is still the most effective nonfiction novel ever written: "I reread *In Cold Blood* rarely and reluctantly, because it is both depressing and rhetorically very effective. The depression, as rereading makes clear, is caused by Capote's covert imaginative identification with the murderers, Perry Smith and Richard Hickock. Perry Smith is Capote's *daemon* or other self, and it is no surprise to learn that Capote cultivated the murderers, wept for them at the scaffold, and paid for their burials. Whether the cold, artful book deserves canonical status, I am uncertain, but it is likely enough to survive. It reflects its America, which is still our own"[14].

In conclusion, *In Cold Blood* is still regarded as a classic in the fields of journalism and literature. The novel pushes the frontiers of storytelling and non-fiction, challenging conventions and launching the genre of creative nonfiction. As one of the most significant works of American literature, *In Cold Blood* never fails to enthrall readers and inspire writers with its compelling narrative style, nuanced characterizations, complicated ethical issues, and enduring influence. Truman Capote's literary work is a proof of the narrative nonfiction's potency and the lasting legacy of a writer who dared to blur the lines between fact and fiction.

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THE ROLE OF THE SPOKESPERSON IN BUILDING REPUTATION PERSONALITY TRAITS OF THE M.A.I. (MINISTRY OF HOME AFFAIRS) SPOKESPERSON

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Review of the work
The Spokesperson's Personality. Communication styles, charisma, performance,
author Popazu Roxana

Abstract

Communication is an essential component of coexistence in a community. People adapt to social norms, establish relationships and seek to satisfy their main needs based on harmonizing norms with their own beliefs. By communication we mean the process of transmitting and receiving the message.

Further on, communication is an essential component of an organization's success, whether private or legal entity. In this context, the role of the spokesperson becomes crucial in ensuring effective communication between the organization and its audience. This article focuses on identifying the communication characteristics of spokespersons and how these characteristics influence organizational communication and their performance in this position.

The representation of public institutions and the provision of data and information, ex officio or upon request, is regulated by Law 544/2001 on free access to information of public interest. In this regard, public and private institutions in our country are required to appoint a contact person for journalists and the general public, this person being a very important pillar and bears the title of spokesperson.

The peer-reviewed paper belongs to Ms. Roxana Popazu, MSc. student of the Faculty of Industrial Engineering and Robotics, Politehnica University of Bucharest, who conducted a study upon completion of her Master's Degree and ultimately had to prepare her thesis. The research started from the work of theorists, to whom she exposed the ideas and then followed these theories and hypotheses with the research itself.

Thus, in 2022, she conducted a survey among communicators of the Ministry of Home Affairs to identify the communication characteristics of the

Ministry's spokespersons. The research findings reconfirm the existence of a close link between the personality type of the spokesperson and the communication style (Popazu, Roxana, 2022, p. 47).

In a context where communication plays a crucial role in the functioning of public institutions and in dealing with the public, the role of spokespersons is becoming increasingly important. These professionals have a responsibility to represent their organization and convey critical information to the public and the media.

Keywords: *spokesperson; institutional communication; public relations; charisma; social influence.*

Introduction - defining the concept of spokesperson. Role in reputation building.

"We live in a society that relays on information and communication, since they decidedly influence each of our daily activities" (Stănescu, 2016). In this context the role of the spokesperson in public institutions is extremely important.

The paper, *Public Relations and Media*, Coman, Cristina (2004, p. 89-93) provides information and a detailed description of the concept of spokesperson in the specialized literature, universally valid, and not only within a system where certain rules are applicable. This paper mentions the difference between the members of a press office and the designated spokesperson who, in addition to the usual tasks, has a set of specific duties for which special qualities are required.

By definition, the spokesperson takes the place of the leader of an organization in front of the media and must possess all the qualities and skills required of any other member of the press office, as well as public speaking experience and speed of reaction, important aspects that contribute to the sense of credibility they wish to convey to the public. (Ibid.)

The public relations literature argues that an effective spokesperson must demonstrate a comprehensive understanding of all aspects of the operations and strategies of the organization in which they are employed. It is imperative that the spokesperson is trusted by the management, as they are the organization's frontline in interacting with the public and the media. They must also be aware that their relationship with journalists needs to be one of collaboration and mutual respect. This is essential if information is to reach the public accurately, and in a context where "misinformation is a truly global threat" (Stănescu, 2020)

Another important goal is to build and maintain a positive organizational image. This entails the development and fostering of a coherent and authentic organizational identity. It also involves creating, developing and managing relationships with the media, analysts, influencers and other stakeholders.

Studies have further demonstrated that a positive image of the organization can significantly enhance its long-term success (Bromley et al., 2008, p. 255 - 261).

In *The Sociological Lens on Public Relations* (2009, p.147-148), Enache, Răzvan argues that nowadays not only do we as individuals want to control the impression we leave on those around us, but organizations also try to control how they are perceived, i.e., to manage their image.

In today's context, it has been found that public relations strategies are no longer exclusively about promoting an image in order to disguise reality. Rather, they have evolved towards a tendency to reveal, as opposed to hiding, the reality of an institution or organization.

Public campaigns, in the Romanian environment, are developed through strategies meant to inform and influence public choice, considering various methods and approaches to reconfigure interest groups within the public power structure. This approach is upheld by Adela Rogojinaru in her work *Public Relations: Interdisciplinary Foundations* (2005, p. 99). In the light of building image and trust in an institution, the author highlights that, although the main purpose is to cultivate trust, it is acknowledged that developing institutional image is still a significant focus in contemporary practice. Lesenciu, Adrian in *Theories of Communication*, (2017, p. 171-172) examines the impact of mass communication and, from a particular perspective, investigates research on interpersonal influence within groups. This approach leaves open the possibility of perceiving mass communication as a flow from individuals to their environment, in contrast to the traditional perspective that considers mass communication as a flow towards individuals.

Delving into the depth of understanding the concept of trust and being aware of the need to apply communication strategies developed on the basis of sociological research and feedback from citizens, Diana Maria Cismaru, in *Social Media and Reputation Management* (2012, p. 84), argues that trust implies that an entity is willing to expose itself to potential vulnerabilities in front of the actions of another entity, trusting that the other entity will adopt a specific behavior of major importance with regard to the first entity, without questioning the latter's ability to control the situation.

The credibility and reputation of an organization, institution in the case of our study, is a key factor in developing trust in a relationship, and this dimension has been analyzed as a particularly important attribute for public sector actors in their interactions with different audiences.

Media can be seen as the means by which communication is achieved, in a context where information is conveyed and influence is exerted. The impact of communication is directly related to the ability of the spokesperson to use these tools effectively.

Research objectives/universe:

The study conducted and detailed in Roxana Popazu's thesis focused on identifying some of the communication characteristics of spokespersons within the Ministry of Home Affairs in our country in order to better understand how they influence organizational communication and their performance in this position.

The main objectives were to identify the specific communication styles of the studied group, the interplay between charisma, communication styles, personality traits and self-reported performance and, last but not least, the impact of charisma on communication style and performance.

With regard to the first objective of the study, through the evaluation of the data collected, various ways of communication adopted by the representatives of the Ministry of Home Affairs in their role as spokespersons were identified.

Subsequently, the research examined the connections between charisma, communication patterns, personal characteristics and subjective evaluations of spokesperson performance.

Also, for the third objective, an assessment of the influence of spokespersons' charisma on their communication methods and their performance in their role was conducted through data analysis.

The current research featured a cross-sectional design and involved the implementation of a set of assessment tools applied to a total of 63 spokespersons, out of which 22 were male and 44 females.

These individuals were selected to complete an online survey between 5 and 23 September 2022 using the Google Forms platform. The eligibility condition was the respondent's employment as a spokesperson for the Ministry of Home Affairs.

The sociodemographic data obtained from the survey included variables such as: (i) age of respondents; (ii) gender of respondents; (iii) level of experience; (iv) place of work in urban or rural areas; (v) employment sector (private or public); (vi) geographical region where spokespersons work.

The instruments used in this approach were the general charisma inventory composed of 6 items on a Likert-type scale, the communication styles inventory with 18 items in 3 subscales, the Big-Five-10 personality inventory and the performance self-assessment scale (Popazu, Roxana, p. 31-33).

Conclusions

As for the analysis of communication style, it can be seen that the highest average score is associated with the expressive style. With a significant probability, this can be considered the dominant style among the respondents. The expressive style is characterized by the propensity to communicate fluently, to initiate and steer conversations effortlessly, to display a sense of humor and to interact with others in a casual manner.

For the profession of spokesman, where effective interaction with the audience is of crucial importance, adopting an expressive communication style can indicate a rational attitude and a strong desire to be eloquent. This suggests that spokespersons tend to engage in communication with confidence, maintain an open and relaxed tone, and use humor to facilitate interpersonal relationships and ensure a deeper connection with their audience.

From the analysis, it can be seen that the respondent group, the MAI spokespersons, are distinguished by the presence of personality traits such as agreeableness, conscientiousness, emotional balance and, to a significant extent, openness to new experiences. (Popazu, Roxana, p.36)

In terms of inward/outward orientation, the group exhibits rather ambivert characteristics, suggesting an inclination towards adaptability and the ability to fit successfully into a variety of social situations.

Regarding the correlation between charisma and communication styles, it was found that individuals with a high level of charisma tend to develop an expressive communication style, characterized by fluidity in conversation, easy wording of ideas, and use of humor to interact with others.

In contrast, a low level of charisma seems to be associated with a more emotional communication style, which may involve a more emotionally focused approach and communication that is more sensitive to the emotional reactions of others.

In research on leaders, analyses point to a correlation between the charisma variable and the importance attributed to trust, compassion and empathy, which are characteristics associated with kindness (according to Emery et al., 2013). In this context, in the analysis of spokespersons, charisma seems to emphasize more the dominance and consistency of the communication subject.

Observations on the study reiterate the role of charisma in influencing how individuals choose to express themselves and interact with others in the context of communication.

These conclusions can be a valuable starting point for the development of more effective communication strategies within the MAI and subordinate structures. The findings can also provide a more detailed insight into the elements that influence the success of a spokesperson and can also provide significant guidance for the further development and training of future spokespersons, but also "in the context of the appearance of new tehnologies such as metaverse." (Vlăduțescu&Stănescu, 2023)

Based on the theories identified in the specialized literature and on the findings of the reviewed study, I chose to develop the hypotheses and to carry out a more pragmatic analysis of the communication process implemented by the employees of the press structures of the Ministry of Home Affairs. Specifically, the study that is currently in progress has a target of 200 respondents, and the hypothesis is that the method of communication used by press officers and spokespersons influences the perception of the population and has a direct impact on the population's trust towards the MAI and its subordinate structures.

The eligibility criteria for research participants are to work in the press structures of the MAI, both in the central body as well as in the territorial, county or regional structures, such as the Border Police or the Coast Guard.

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EFKLIDES' METACOGNITIVE MODEL (2008); BENEFITS FOR THE CONTINUOUS TRAINING OF TEACHING STAFF

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Abstract:

Metacognition - an indisputable conceptual core whereby individuals are aware of the knowledge they have about their own information processing abilities, as well as knowledge about the nature of cognitive tasks and the strategies used to cope with tasks, as well as the efforts made to self-monitor and control their own thoughts and actions.

In the specialized literature there are multiple models and theories, more or less different, which tried to highlight the complexity of the formation and functioning of metacognition.

Efklides describes metacognition as a multidimensional construct that encompasses metacognitive knowledge, metacognitive experiences, and metacognitive regulation.

In the self-management of professional development and in educational practice, teachers with metacognitive skills, developed on the basis of the model proposed by Efklides, ensure that they successfully design/manage their own teaching career, can make professional development plans, can objectively monitor their behaviors, they can adjust the strategies, evaluate the achieved performances and automatically reflect the activities undertaken. Metacognitive experiences have the role of identifying and setting goals, motivating themselves, as well as developing the resilience and confidence to engage in and succeed in lifelong learning and promote their professional development.

Keywords: Metacognition, Teacher Education, Professional development

1. Introduction

Currently, the challenges of the teaching profession require the continuous training of teachers, understood as a process that involves the constant revision of their pedagogical practice, their teaching style, their professional competences, but which should stimulate a critical and reflective perspective, giving teachers the means of autonomous thinking and to facilitate the dynamics of participatory self-education. Nóvoa (1992) considers that this type of continuing education involves a personal investment, a free and creative work on one's own paths and projects, in order to build an identity, which is also a professional identity. Continuous teacher training requires involvement, investment and active attitude, essential aspects for building autonomous thinking. Starting from these considerations, we appreciate that the development of teachers' metacognitive skills facilitates the active, rational-pragmatic involvement of teachers in the professional development process, and the affirmation of these skills in building and managing one's own path generates visible progress in professional performance, thus leading to a successful career.

With the appearance of the *Recommendation of the European Parliament and the Council on key competences from the perspective of lifelong learning* (2006/962/EC) which structures the "European training profile" based on eight key competences, metacognition, as an innovative dimension in structuring the curriculum, began to be intensively researched in direct relation to:

- critical thinking (Flavell, 1979; Kuhn, 1999; Hennessey, 1999; Martinez, 2006; Bensley & Spero, 2014), reflective thinking (Hofer, 2004);
- academic learning and collaborative learning (Stancescu, Draghicescu & Petrescu, 2018);
- performance monitoring and self-regulated learning (Schuster et al, 2020; Dignath, 2021; Taouki, Lallier & Soto, 2022);
- learning assessment (Wiliam, 2011; Baas et al., 2015).

Metacognition is used not only in fields of human knowledge, but also in professional fields, due to the fact that it involves awareness of one's own learning process through self-control, self-appreciation and self-improvement activities with the aim of transforming the conditions of knowledge and learning. Metacognition represents "the act of reflexive self-observation, understanding and regulation of one's own cognitive processes, of the way of building and using cognitive schemes, of learning and knowledge strategies" (Bocoş, 2013, p. 59); it is self-appraisal and management of one's own cognitive system (self-management), aspects that Paris & Winograd fit into what they call "self-efficacy theory" (Paris & Winograd, 1990, apud. Cerghit, 2002, p. 249).

Studies on the development of metacognition in teachers are focused on the component elements and metacognitive strategies and reveal the impact of metacognitive skills on successful classroom management, on the process of self-regulation of learning and improvement of real activity, the development of a sense of self-efficacy.

Metacognition is one of the key elements that facilitate individuals' ability to possess and effectively use effective professional development management strategies, identify weaknesses, and build new career development skills/capabilities.

Metacognition turns out to be a multidimensional structure containing different types of information and processes, leading to the possibility of developing models and theories, more or less different, which tried to highlight the complexity of the formation and functioning of this process (Bogar, 2018): *Flavell's model of cognitive monitoring* (1979), *Pressley's good information processing model*, *Borkowski and Schneider* (1989), *T.O. Nelson and L.Narens's metacognitive model* (1994), *Schraw and Moshman's metacognitive model* (1995), *Tobias and Everson's metacognitive model* (2002), *Efklides' metacognitive model* (2008).

2. *Efklides' metacognitive model* (2008)

One of the most comprehensive and analytical models, Efklides' metacognitive model consists of several stages and explains the concept of metacognition in detail. According to this model, metacognition is divided into three social levels, individual awareness and the two non-cognitive levels. This model also consists of three dimensions: 1. Metacognitive knowledge, 2. Metacognitive experiences, and 3. Metacognitive skills.

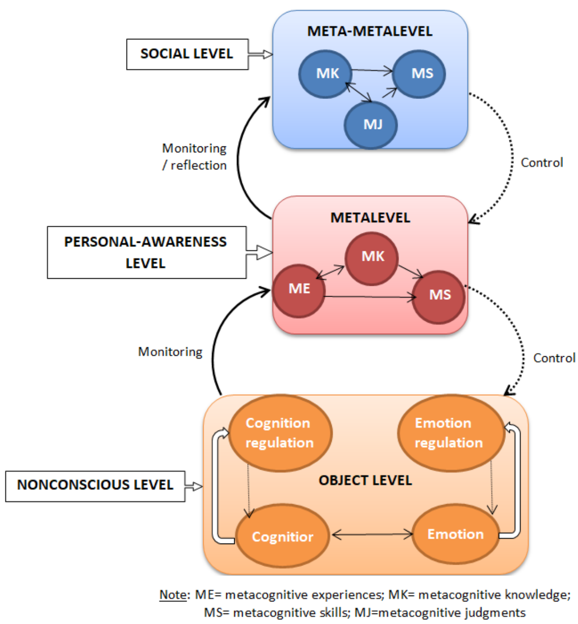

Fig.1. Efklides metacognitive model (according Efklides, 2008, p.283)

According to this model, metacognitive information contain information about the individual's tasks, goals, and strategies. Due to metacognitive experiences, individuals become aware of when and where they should use information. In other words, metacognitive experiences stand between the individual and the tasks. Metacognitive skills mean the individual selection of appropriate strategies during the learning process.

I. Metacognitive knowledge (MK) is knowledge stored in memory and it comprises models of cognitive processes such as language and memory. The metacognitive knowledge refers to what individuals know about their own knowledge or about knowledge in general and it includes information about what factors and variables act and interact to influence in a certain way the course and results of the knowledge approach. This metacognitive knowledge refers to the variables "person", "task" and "strategy" and it includes knowledge about oneself, from the position of a person who learns (learner), and the factors that could influence performance, knowledge about strategies and knowledge about the moment (when?) and the reason (why?) of using certain strategies (Borca, 2014, p. 310). We refer here to three types of metacognitive awareness: declarative, procedural and conditional knowledge (Brown, 1987; Jacobs & Paris, 1987).

II. Metacognitive skills (MS) – awareness of what the individual does concretely, which involves actions (Cerghit, 2008). Metacognitive skills are used to consciously guide, monitor, control and regulate cognitive and affective processes and states, in order to build the most effective own knowledge and learning activities. There are three categories of essential skills: planning (selecting appropriate strategies and allocating the necessary resources to accomplish the task), monitoring (awareness of the level of understanding and solving the task while performing it) and testing (putting it into practice), reviewing and apprasing strategies (appraising the methods used, but also the objectives and results).

A number of studies indicate that both metacognitive knowledge and regulatory skills such as planning are related to the appraisal process (Baker, 1989). The concept of metacognitive regulation has thus been expanded to include replanning and critical appraisal of cognitive tasks and goals (Brown, 1987; Cross & Paris, 1988; Paris & Winograd, 1990; Schraw et al. al., 2006; Dunlosky, Metcalfe, 2009; Whitebread et al., 2009).

Metaknowledge continuously interacts with components of metacognitive skills and is constantly self-regulating: declarative cognition facilitates the regulation of problem solving, judgments of task monitoring ability are significantly related to accuracy of observations and performance, and knowledge of strategies is related to self-reported strategy use.

III. An essential component of metacognition that has traditionally received less attention from researchers is **metacognitive experiences** (**MEs**) (Efklides, 2006). Metacognitive experiences refer to the conscious feelings during an activity that we have about the task to be solved and the processing of information related to it. However, they can appear both before and after the activity.

The metacognitive experiences represent the interface between the person and the task, the person's awareness of the characteristics of the task, the fluency of cognitive processing, the progress towards the set goal, the effort exerted on the cognitive processing and the result of the processing (Efklides, 2008, p. 279). They take the form of metacognitive feelings, metacognitive judgments/estimates, and task-specific online knowledge. Efklides (2001) considers that the feeling of knowledge, the feeling of familiarity, and the feeling of trust are some indicative metacognitive feelings extensively studied in metamemory research.

The teachers' metacognitive experiences include both cognitive and affective feelings when they go through different stages in their professional development (for example, a sense of achievement when they get their teaching degrees, when they have special results in different activities at the level of educational units or when they successfully finish the didactic tasks).

There is an interdependent relationship between the component elements of metacognition. Thus, the metacognitive skills depend on the metacognitive knowledge that the individual possesses and are influenced by metacognitive experiences. Through the cognitive regulation loop, the metacognitive skills use task-specific knowledge as well as metaknowledge and operate on knowledge by calling on specific strategies to analyse task demands and appraise. For metacognitive skills to be activated, there must be awareness of cognitive processing fluency, after which this information is conveyed by metacognitive experiences, such as feelings of familiarity, difficulty, or confidence (Efklides, 2018).

Based on empirical research, it has been shown that this "knowing of knowing" is often reflected and operationalized as self-regulatory actions, such as creating and implementing a plan for approaching a learning task. Thus, metacognition remains a complex and somewhat "mysterious" construct, not to mention issues such as when it occurs and how it is measured (Efklides & Misailidi, 2010).

3. Benefits of metacognition in professional development

Metacognition is understood as knowing knowledge itself, or even learning how to learn. This concept "includes any knowledge or cognitive activity that aims at or adjusts any aspect of any cognitive enterprise" (Flavell, Miller and Miller, 1999, p. 125). In the professional development of teachers, metacognition proposes a reflection on the professional activity and the way in which professional competences are developed, including their awareness, control and transformation by engaging in different learning situations. An example of metacognitive activity is when, before developing the professional development project, we consciously analyse the steps to be taken and the material we have at our disposal and the strategies we can adopt. So, the procedure used to undertake the project is the cognitive activity itself.

Becoming self-aware, we develop the ability to analyse the requirements of the task to be performed and relate it to the reality that presents itself; we can reflect on information, determine the purpose of the activity to be performed, notice what is new and familiar and detect levels of difficulty, and finally decide where and when to start training activities.

By involving metacognition in the process of continuing teacher education, they are given the opportunity to think about how to learn and, consequently, how to teach, in order to redefine their pedagogical practice and their perception as researchers of this practice.

Bransford, Brown, & Cocking (2007) believe that continuing education makes it indispensable to engage teachers as active participants in their learning, focusing their attention on critical elements and allowing them to appraise their own progress towards understanding, only using processes specific to metacognition.

At the same time, important implications of metacognition are also for pedagogical practice, especially in terms of teaching teachers to teach students metacognitive strategies, but for this to be possible, they must develop their own metacognitive capacities that will later be integrated into practice.

In the process of continuous training of teaching staff, the metacognitive ability possessed by a teacher consists in reflecting on one's own professional activity and the lifelong learning process. The metacognitive competence that must be possessed by the teacher is not only the knowledge of metacognition, but also the metacognitive skills of the teacher in the design of learning, and based on the metacognitive experiences they will be able to solve the problems faced by teachers in the learning process. Metacognitive competence is the key for a teacher to reflect on his/her own work and support his/her own and others' learning process.

Also, referring to the implications in the teaching career, the metacognitive factors of managing resources and information, by integrating various learning experiences, lead to the development of strategies for the future and help them to appraise themselves as learners, as they are already engaged in metacognitive practices of identifying and situating them in learning contexts, planning, and monitoring their cognitive processes.

Metacognition allows the active processing of previous experience, to modify, reconstruct or use it to perform a new task, for the expansion of new knowledge, new understanding and interpretation. By explaining how people regulate their own thinking to improve their effectiveness in learning and work, metacognition has over time acquired central importance in successful learning.

For the teacher, the attitude of thinking about thinking itself, learning about learning itself, is the opportunity to expand the possibilities of self-understanding and understanding of others and the world. Cochran-Smith and Lytle (1993) believe that teachers use their knowledge to construct perspectives, choose actions, manage dilemmas, interpret and create programmes, make strategic choices, and define their own teaching responsibilities. Teachers must possess the skills necessary for "self-analytical thinking" because it "involves reflecting on one's teaching and practice, inquiring about it, exploring it and then taking action to improve or change it" (Duffy, Miller, et .al, 2009, p.78).

4. Conclusions

The development of metacognitive competence in teachers can mean the cultivation of the "seventh sense" which differentiates individuals in terms of their performance, along with other factors such as intelligence, memory, attention, but also motivation, anxiety, attitude towards the learning activity, without excluding the differences due to age, gender or the social context in which the learning takes place.

Metacognition allows the active processing of previous experience, to modify, reconstruct or use it to perform a new task, for the expansion of new knowledge, new understanding and interpretation. By explaining how people regulate their own thinking to improve their effectiveness in learning and work, metacognition has over time acquired central importance in successful learning.

Developing metacognition in teachers means building their capacities to learn to learn throughout life and promoting their professional development. This fact allows teachers to develop a meta-perspective on continuous training activities and to be actors in building their own "savoir faire", the reflection strategy regarding the professionalization of the teaching career. Transferring the specific elements of self-regulated learning to professional self-development we can argue that teachers set goals for their professional development, in order to then monitor, regulate and control their activity, motivation and behaviour, guided and constrained by their goals and the contextual characteristics of the environment (Pintrich, 2000, p. 453). Consequently, self-regulation of learning is an active and constructive process in which the interaction of three essential components – cognition, motivation and metacognition – serves to govern learning, with influences on the self-management of continuing education (Schraw et al., 2006).

In the development of this competence there are a number of external factors that depend on the circumstances in which the competent action is carried out and refer to the task, situation and context. Teachers actively and continuously build the knowledge necessary for their professional life. The relationship between personal factors and social contribution is interdependent because neither social nor personal contributions are enough, the social experience being important for articulating and ensuring access to performance requirements at work (Billet, 2008, apud. Dumitriu, Timofti, Dumitriu, 2011).

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POLITENESS AND RESPECT IN THE DIGITAL AGE: THE KEY TO EFFECTIVE DIGITAL COMMUNICATION

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Abstract

The transfer of politeness principles from reality to the virtual environment took place at the same time as communication moved, or rather developed, to the new realities. And in order for the internet to develop, the same principles that have shaped today's societies have also been found on the new networks. And because the new digital age is characterised by rapid interaction and constant communication in all its forms, respect and politeness remain fundamental to maintaining a pleasant and constructive virtual environment. Adapting politeness principles in the online environment has become a necessity in order to avoid conflicts, misinformation and the development of a toxic virtual space, while at the same time contributing to the creation of a respectful online environment conducive to positive communication. Respect remains perhaps the most important principle for the harmonious development of a relationship, even online, and communication must meet this requirement. This article takes a theoretical look at transferring principles from the real world to the virtual world and stresses the importance of respect and politeness in online communication.

Keywords: politeness, online communication, respect, strategies, online community, online behavior

1. Introduction

The fundamental principle of respect for others remains as important in social media as in traditional communication. Using positive language, and avoiding offensive expressions and aggressive tones are key to maintaining a pleasant virtual environment. In addition, empathy in communication plays a crucial role. Encouraging and supporting others in difficult moments, understanding different perspectives and listening carefully to others' opinions contribute to a respectful and open online space. In the online environment, the principles of politeness and etiquette have been reinterpreted to suit new ways of communicating and the specificity of social media platforms. From the use of appropriate address forms to respecting the personal space of others, users have had to adapt to the requirements and norms of digital communication. In a world where content can go viral in seconds, the impact of words and actions online has become more evident than ever.

In social media, disagreements and conflicts are inevitable, but how they are handled can make the difference between escalation and resolution. Principles of politeness are essential in managing these situations. Users are encouraged to avoid offensive language, focus on arguments and avoid knee-jerk responses. A calm and respectful approach can turn a debate into a constructive discussion where all participants can express their opinions without damaging relationships or the atmosphere. But most of the time there are disagreements and fights between politeness and impoliteness. (Tsoumou, J., 2023).)

Principles of politeness also include responsibility for accurate and transparent information. “misinformation can spread rapidly” (Stănescu, G. C., 2023), users are encouraged to check sources, avoid distributing false information and provide information resources to support their arguments. This not only contributes to a more truthful online environment, but also to respect the principles of trust and accountability. Social media brings together people from different cultural, social and ideological backgrounds. Principles of online civility extend to respecting diversity and different perspectives. Users are encouraged to be open to opposing views, to avoid expressing judgements too quickly and to contribute to constructive debate with sound and well-researched arguments.

As well as adapting traditional principles of politeness, social media has also given rise to new ethical rules on privacy, copyright and personal data protection. Users are encouraged to respect these rules and help promote an ethical online culture by sharing content responsibly and respecting the rights and privacy of others. And these issues of politeness must also be taken into account in the context of the transition to the next phase of Web 3.0, the metaverse. (Vlăduțescu Ș.&Stănescu, G.C., 2023)

2. How politeness principles apply online

In the digital age, principles of civility have become the anchor that holds the online environment to a high level of respect and consideration. Adapting these principles to social media helps build a pleasant and constructive virtual space where positive communication and genuine relationships can thrive. Respect, empathy, managing conflict and promoting diversity become fundamental to creating an online environment where every individual feels valued and listened to. By adhering to these principles, users become pioneers of a healthier and more respectful digital environment.

Communication is going through a period where speed is perhaps the main quality that subjects relate to, especially those of the younger generation (Stănescu, G.C., 2018). Communication is fast, through all kinds of channels and by all kinds of means. The word is no longer at the centre of communication, but neither has it completely disappeared. The emergence of platforms built around images (photos, videos, reels, shorts, visual effects) is a testament to this. Facebook, Instagram, TikTok or Youtube, Snapchat, Telegram, Whatsapp and many others are all made possible by the internet and compete (if not surpass) the classic channels of communication such as radio, television or the classic newspaper. These developments not only bring people together in simple (face-to-face) communication, but also facilitate the transfer of information across business, commerce, services and more, and are therefore increasingly used.

„With little exaggeration, we may call the 21st century the age of networks. Networks are becoming the nervous system of our society, and we can expect this infrastructure to have more influence on our entire social and personal lives than did the construction of roads for the transportation of goods and people in the past. In this sense 'information highway' is an appropriate term. The design of such basic infrastructures is crucial for the opportunities and risks to follow". (Jan van Dijk, 2020)

3. Visual and Multimedia Communication

In the digital age of images, visual and multimedia communication has become a central pillar of online interactions. Social media platforms abound with images, videos, infographics and other forms of visual content that bring an extra dimension to the expression of ideas, emotions and communication in general. Images have a unique power to convey messages and emotions in an instant. In social media, images such as photos, illustrations, memes and infographics are used to add context and support the written message. These images can make communication more engaging and easier to understand, helping to capture attention and convey information in an effective way. Visual content can also add a personal touch to communication, helping users connect emotionally with the topics being discussed. Personal photos, videos of everyday life and visual stories can help build stronger and more authentic online relationships. In addition, in the company-human relationship, the internet has contributed significantly to the development of a new type of relationship. It is much more direct, focused on the individual, feedback is much quicker and more personal, and the feeling offered translates into the offer materialising and the deal being done. It is the kind of relationship that could only develop so well online, because conventional reality involves too many filters. This new type of communication is preferred by companies that have invested heavily in developing a "language" that can bridge this gap and reach the consumer directly. Multimedia communication brings diversity of expression by combining different elements such as text, image, sound and movement. This gives users the opportunity to express their ideas in a more complex and engaging way. From video vlogs to multimedia presentations, these combined forms of communication allow a greater variety of expression and influence the way messages are perceived. Visual communication and multimedia can be powerful tools to create engaging and memorable content. However, context and audience must be taken into account. Cultivating creative and respectful expression involves both carefully selecting visual content and avoiding misuse or abuse of multimedia elements.

In terms of politeness, visual and multimedia communication plays a crucial role in conveying emotions in a more authentic way. For example, the use of emoji can help express feelings and tone, helping to make the message clear and avoid misinterpretation. However, it is important to exercise caution in the use of visual and multimedia content online. What may be funny or appropriate in one context may be interpreted differently in another. The use of images or content that may be offensive or infringe copyright should also be avoided.

Visual and multimedia communication adds depth and variety to online communication, allowing users to express their ideas and emotions in creative and engaging ways. However, responsibility in the choice and use of this content remains essential to maintain a polite and respectful virtual environment, where messages are interpreted appropriately and without compromising politeness and sensitivity in communication.

In the online environment, communication has developed in a unique and exciting way, leading to the emergence of a specific language and symbols that transcend linguistic and cultural boundaries. Online communication has influenced the evolution of language and symbols, contributing to understanding and politeness in digital interactions. A new language has emerged, characterised by abbreviations, acronyms and unique terms. Words like "LOL" (Laugh Out Loud), "BRB" (Be Right Back) and "OMG" (Oh My God) were adopted to save time and convey emotions in a concise way. This abbreviated language, known as "leetspeak" or "netspeak", has become an integral part of online communication, and users use it to express quick reactions or emphasise emotions. In addition, the adaptation of words and phrases to reflect the sounds and language spoken online has led to the development of original forms of communication that sometimes deviate from traditional linguistic norms. These subtle changes in language have helped to create a distinct online identity and build a community of users with shared values and norms.

Emoji and stickers have become an integral part of online communication, adding a visual and emotional dimension to messages. These small but expressive symbols can help convey tone and feelings more accurately than the words themselves. From smiles and hearts to complex facial expressions and gestures, these symbols enrich online communication and support polite and empathetic expression. However, using emoji and stickers correctly in a variety of contexts can be complex. The meaning of these symbols can vary depending on culture and personal interpretation. It is therefore important to avoid confusion and ensure that these symbols are used with care and in accordance with the context.

Online communication has also led to the development of a new type of symbol: memes and viral images. These are images or sequences of images accompanied by short texts that have a humorous message or a subtle cultural reference. Memes have become popular ways of communicating and expressing opinions in a funny and engaging way. However, it is important to bear in mind that the meaning and tone of memes can vary depending on the audience and cultural knowledge. What may be funny to some may be unclear or even offensive to others, so it is essential to use them with care and respect for others.

In recent years, the influence of content formats such as "shorts" and videos from platforms like TikTok and Instagram Reels have grown tremendously and have made their mark on the development of online language and symbols. These short video content formats have become extremely popular and have brought new dimensions to online communication.

A new era of communication was ushered in with the popularisation of short video content formats such as "shorts" and videos in TikTok and Instagram Reels. These formats offer a unique way to communicate through moving images and sounds, bringing an extra dimension to online communication. By using movement, facial expressions and music, these formats aim to convey messages in a more engaging and interactive way.

Shorts and videos in TikTok and Reels not only offer a new way of conveying information, but have also given rise to a visual language of their own. Users develop trends, movements and gestures that become recognisable to their online community. These visual signs become symbols that transcend linguistic boundaries and enable fast and expressive communication.

On platforms like TikTok and Instagram Reels, people from all over the world share their stories and perspectives in an interactive and dynamic way. This leads to greater openness to diversity and inclusion. Messages and videos that promote tolerance, understanding and respect for diversity can go viral and influence online discussions in a positive way.

While short video content formats bring with them innovative opportunities for communication, that must be taken to respect ethical and polite rules. The fact that such content is distributed quickly and can go viral means that its impact can be significant. Respecting copyright, avoiding offensive content and promoting a positive virtual environment are essential to maintaining respectful and authentic online communication.

In addition to the fun and content-creating aspects of short video formats, they can also exemplify politeness and social norms in a unique way. For example, users can use facial expressions and movements to show empathy, support or respect in their messages. In addition, adapting to current trends can show that users are connected to common culture and values, promoting respectful and authentic communication.

The development of online language and symbols is closely linked to the evolution of digital communication. This new set of tools brings with it an increased responsibility for politeness and respect. Although online language may seem more informal, rules of politeness remain essential for maintaining respectful and sensitive communication in the online environment.

In conclusion, the development of online language and symbols reflects the evolution of communication in the digital age. They not only enrich online interactions, but also create opportunities for deeper expression and understanding of opinion and emotion. However, their correct and respectful use is essential to maintain positive communication and avoid misunderstandings.

The marketing figures accompanying the new platforms seem to be in their favour, as the number of ads and interactions of this kind has also increased considerably. This means a migration of marketing to these areas as well, to the detriment of traditional communication channels. Whereas a few decades ago advertising was only possible on radio/television/newspapers, advertising now accompanies websites, media platforms, and the figures are clear proof that these platforms not only provide entertainment but also make money.

Overall, innovations in short video content have brought a new and exciting dimension to online communication. The "shorts" format and videos in TikTok and Reels have generated new ways of communicating through moving images and sounds. These content formats have contributed to the development of a distinct visual language and the creation of symbols that facilitate understanding and politeness in digital interactions. However, responsibility in their use remains important to maintain respectful and authentic communication online. In short video content formats, such as "shorts" and videos in TikTok or Reels, words can become secondary to images and sounds. In these formats, visual expression, movement and sound play a dominant role in conveying messages and emotions. However, words and the way they are used can have a significant impact, even if they are used less. Even though images and sounds are the focal points of short video formats, words can be used to enhance understanding, add context or convey complex messages. For example, additional short text can clarify the message of a video or emphasise a particular emotion. At the same time, words can provide a personal and authentic touch, adding value to interaction and communication. The way we choose to formulate words and messages can influence their tone and perception. In the context of short video formats, where vocal expression may be limited or non-existent, written words become even more important. Using words that express empathy, respect and politeness can contribute to respectful and authentic communication, even in the absence of verbal communication.

Written words can also be interpreted in different ways by different people. Thus, word choice and wording must be done carefully to avoid misunderstandings or misinterpretations. In the context of short video formats, words can add an extra dimension of understanding when used in harmony with visual expression. Well-placed and relevant text can enhance the impact of an image or add a touch of humour or drama.

Although images and sounds play a central role in visual communication through short video formats, words should not be ignored. They can enhance understanding, add context and convey complex emotions and information. In addition, the way we use words can influence the tone, perception and impact of messages. In the context of politeness and respect, the choice of words and the way we phrase them remain key to maintaining authentic and respectful online communication.

4. Conclusions

Transferring the principles of respect and politeness from the real world to the virtual world is essential for maintaining a pleasant and constructive virtual environment. Respect, empathy, managing conflict, and promoting diversity become fundamental to creating an online environment where everyone feels valued and listened to. The responsible use of visuals and multimedia is also essential to maintain a polite and authentic virtual environment where messages are interpreted correctly. Therefore, in today's fast-paced digital environment, adapting the principles of politeness and respect online is crucial to maintaining a positive and constructive virtual environment. Respecting the principles of politeness online is not only a sign of good manners but a way to build genuine relationships, promote positive communication and help create a friendlier and more respectful online space for all users.

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GENDER IDEOLOGICAL STANCES IN TRANSLATION AS INTERCULTURAL COMMUNICATION

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Abstract

Translation has always been a tool for broadening horizons, and for transferring knowledge from one culture to another. Over time and space, the intensity of translations has increased, and the quality and quantity of translated information has come along with a multitude of interlingual shifts Admittedly, the topic of gender and translation "has been gaining critical consistency and experiencing a remarkable growth" (Castro 2013, 7). To put it crudely, translation is made up of words, but, linguistically, words can carry with them a certain ideological stance since language is an essential and influential medium of communication. In the translation of the discourse of advertising, as in many translation types, gender representation can be filtered by power and ideology, the gender bias being reinforced in several ways. In this context, the present paper focuses on the translation of advertisements, highlighting the translator's ideological affiliation, alongside gender management strategies, within an interdisciplinary landscape, at the interface of translation studies, gender studies, sociolinguistics, critical discourse analysis and intercultural communication.

Keywords: translation, gender, ideology, culture, advertisements.

1. Introduction

In the last three decades, the focus has been on the impact that both language and translation have in transmitting the ideas, insights and cultures of certain peoples. Translation is considered to be one of the most suitable fields for studying ideological change and manipulation in language because it is not a neutral activity, as many scholars acknowledge (notably, Venuti 1995, 1998; Hatim and Mason 1997). Accordingly, translation is not just a process of transferring language symbols from one language to another but has become a process of rewriting a text interpreted by translators. As Das complains, “translation has been treated more as a secondary activity than as a creative process, so it has a lower status” (Das 2008, 9). This low profile of translation has been long debated, and many voices, among which Lefevere’s (1992), seek to upgrade the translation role and function alongside the translator’s role. According to Bassnett (1980/1991, 15), the translator who takes a text and transposes it into another culture must carefully consider the ideological implications of this transposition; Baumgarten (2012, p.12) also promotes this idea when drawing attention to the fact that the ideological impact of translation has not been fully recognised in the past. Snell Hornby, (1990, 9-10) coins the phrase *cultural turn* to highlight the importance of cultural aspects in translation while Lefevere (1992, 12) goes even further when stating that “translation is, of course, a rewriting of an original text”. In this line of approach, translation shows the concern of solving issues that it shares with ideology, gender studies, sociolinguistics, critical discourse analysis and intercultural communication into another language. The study of translation does not only encompass various fields such as literary studies, sociolinguistics, discourse analysis, but it is also concerned with the transfer of information, opinions and cultural developments from one language to another. Through translation, a cross-cultural exchange of information takes place, influencing the readers’ feelings and emotions, sensations, thoughts, memories, perceptions, and it even manages to manipulate them in certain directions across their lives.

2. Gender and translation management strategies in an interdisciplinary landscape

More recently, the interplay between gender and translation has generated important work by various scholars, who are increasingly concerned with this area. To put it crudely, gender studies is an interdisciplinary academic discipline that investigates the issue of gender inequality, sexuality, masculinity, feminity and gender interaction as well as social processes of gender in relation to category, class and other elements of inequality systems (see Ayoun 2022).

Translation is defined as a “bilingually mediated communication” process (Neubert and Shreve 1992, 69) in which the translator should not be assimilated with the sender of the source text message, but with a text producer in the target culture, adopting somebody else's intention "to produce a communicative instrument for the target culture, or a target-culture document of a source culture communication" (Nord 1991, 13).

The idea that "gender is a ubiquitous category in most social practices" (Lazar 2005, 3) is common in feminist linguistic research, as well as in feminist translation studies. In recent times, most scholarly work that encompasses these two areas of research highlights the role that both language and translation play in the context of the social world. In particular, the focus has been on investigating how gender roles are constructed through both language and translation, both of which are interpreted as proper social practices. All these gender representations are in continuous interaction with other factors such as race, category, geography, or sexuality, generating different implications at the level of material practice.

Language is an instrument of communication, of expressing ideas and feelings through language, which either perpetuates or challenges different structures existing in certain social and cultural contexts. Inevitably, both language and translation are a series of tools for upholding the *status quo,* or for gender liberation. From a gender perspective, the differential use of language by men and women is more than just a matter of linguistic forms; it is about the use of these forms in society and is ideologically constructed (Leonardi 2007, 38). The field of language is one of the effective and powerful tools of communication both in translations at a global level and in national processes and discourses. In the context of language being based on gender categories, the achievement of gender-neutral structures means to address the theorization of gender in many spheres of the language field. The linguistic sphere includes different research on the social change of language; while factors such as age, gender, class, ethnicity and region can be said to affect language use.

Language is a strategic tool of mediation and communication that either contributes to or combats existing power structures within socio-cultural contexts. The interplay between gender, language and translation creates new insights into how these are enhanced from cross-cultural and transnational perspectives on issues related to the study of linguistics but also to intercultural communication. Overall, language is an important means of communication and its use lies in the very close connection it has with semantics and ideology, especially when we envisage cultural connotations.

In the context of the globalisation of culture and internationalisation of concepts, different companies collaborate with the help of translation, which is why it can be said that "we all live in translated worlds" (Simon 1996, 135). The obvious influence that different ideologies have on particular texts production and reception has been highlighted either directly or indirectly in search for an objective toolkit for interpreting and translating ideology (notably, Lefevere 1992, 217; Simon 1996, 218; Baker 2006, 221). Translation research has grown over time with the emergence of disciplines such as sociolinguistics and gender studies that examine the field of language within its infinite variability, as well as in terms of the correlation between human behaviour and perception. Therefore, translation is not only a process of transferring linguistic codes from one language to another, but it has also become a political activity (Li 2020) – in this context, translators have sought to eliminate difficulties in interpersonal communication in an age where language diversity is an integral part of people's lives.

The intersection between gender and translation has generated a whole literature, playing an important role in the analysis of the issues - thus, Flotow and Scott (2016, 78) use the term "transdiscipline" discussing the issues of translation and gender in relation to feminist translation, and women and translation. It can also be argued that gender translation makes this "transdiscipline" increasingly complex since translation "can be shown to be receptive to such manifestations of gender, [and to] accentuate them, or neglect obscure them" when it comes to intercultural and interlingual communication (Baker and Saldanha 2011, 124). It can be difficult to communicate gender-related ideas, attitudes, and ideologies, particularly if cultures are defensive or conservative towards them. Genderism is a challenging topic to tackle in translation research and practice since it is a culturally driven worldview.

Flotow (2019) enlarges upon two approaches to feminist translation. Within the first approach, translators innovate language and create feminist meanings underpinning deliberate textual manipulations. The second approach is premised by the idea that the diversity of sexual and gender orientations, social classes, ethnic backgrounds, race, etc. is so wide that would be unwise or meaningless to work with the binary opposition male *versus* female. It is important to note that the term "feminism" emerged in the 19^{th} century, originating in the French word "féminisme" perceived as a medical concept to define women with masculine characteristics. At the beginning of the 19^{th} century, the feminist movement was called "feminism". In the early twentieth century, in the United States, the term designated a particular type of women "namely that group which affirmed the uniqueness of women, the mystical experience of motherhood and the special purity of women" (Jaggar 1983, 5). Donovan (1992/2012, 12) also gives an overview of the history of feminism concluding that "feminists have reinvented the wheel a number of times". Therefore, highlighting the connection that both translation, language and gender studies have makes us understand that the translator has a multitude of linguistic choices and s/he should be able to make the right decision, ideologically speaking.

3. Dealing with gender and ideology in the translation of advertisements

Advertising is envisaged a non-personal form of information, generally paid for, and persuasive in nature. Etymologically, the word "advertising" means "to bring out something" or "to inform" about something. Advertising can be used for several reasons: to motivate consumers to buy goods, or certain consumers not to buy goods, to change attitudes or to encourage retailers to stock products. For this reason, we encounter different advertising texts on different topics pertaining to the broad field of linguistics. The translation of advertising texts is one of the main methods of parallelism between the source text and the target text, highlighting advertising techniques as an integral part of a socio-cultural system. In other words, the concept of "advertising" is that form of communication designed to influence, inform and persuade the public about different products, services and activities. Language as an advertising tool deals with different themes, given the variety of possible areas of research.

As pointed above, an important aspect of the advertising discourse is the "art of persuasion", the ability to manipulate the audience through the use of language, which also plays an important role in informing people about certain consumer products. As far as responsibility in various translations is concerned, it is not limited to translators, as editors and readers also have a say. An important guideline in the (correct) translation of advertisements is represented by adaptation. In order to get the target text adapted, a translator needs to have full knowledge of the source text; this means that adaptation becomes an exclusive way to secure fitness for purpose, i.e., adjustment to the situation of the target culture (Nord 1994). Therefore, the translator aims to aim for the most effective translation in order to sell the advertised text as quickly as possible in the target culture; admittedly, the translators of advertisements have to take into account socio-cultural aspects of the target text such as religion, social customs and ethical standards.

Arens and Boveè, (1994, 271-272) endorse four basic rules that should be followed in the translation of advertisements:

- The translator must be an effective copywriter. The copywriter's goal is to attract attention, interest, desire, persuasion in relation to an advertisement. Copywriters use a set of techniques to generate the desired persuasive message: images, creative writing design, attractive colours. Design and layout can help the copywriter to give a stronger meaning to the words in the advertisement.
- The translator is required to understand the product characteristics and its market;
- Translators must be residents of the target country to ensure the correct use of idioms, cultural respect and social attitudes;
- The original text of the advertisement must be easy to translate.

The research on advertising discourse revealed that various gender stereotypes prevailing in a particular society are used to maximize advertising effectiveness. These gender stereotypes are regarded as pertinent since they are directly tied to gender roles, established by the culturally engrained specialization of male and female duties. Within the field of advertising, the specific nature of the functioning of stereotypes in the media context can be observed. Gender studies in media communication is an advanced research direction, although it is not applied often enough. For instance, numerous scholars nowadays consider that TV advertising is designed to take into account gender groups, but also the translation of stereotypes to establish their importance in advertising. Two principles need to be emphasised with regard to the gender aspect of advertising. One is the generation of masculine and feminine forms of gender-sensitive advertising, another important strand is the translation of existing gender stereotypes in society used as a basis for advertising.

In advertising texts, adaptation as a translation method involves a cultural shift. In this context, the translator always has to constantly compare the source text and the target text, starting from an elaborate analysis of the intratextual (linguistic and structural) elements of the source text, which must be adapted to the extratextual elements of the target text. Usually, puns, jokes and jargon are very difficult to render because they are related to the specificity of a language. Advertisements convey a cultural message - the thoughts, ideas, concepts and beliefs of a country. Language is an expression of culture and the diversity of its speakers; therefore, the translator must first understand the meaning of the culture-specific elements of the source text and then translate these elements into the target text.

It is readily apparent that the language used in advertising is significantly distinct from the language used in daily life. It contains some features in terms of morphology, rhetorical techniques, and syntax, and it makes use of stylistic methods such figures of speech and others that are typically seen to be interesting to readers. Therefore, translators of advertisements, aiming to ensure that the advertisement is perceived by consumers in clear terms that cannot be misunderstood, have to use different signs that are appropriate to the culture in question. Thus, visual elements and language convey cultural symbols, and distinct symbolic links can be observed. Also, the visual elements in an advertisement carry across connotations as they describe how the user feels about a certain product. Translators of advertising materials need to know how to approach the semiotics of advertising materials. At the same time, the use of visual elements will allow the translator to use fewer (impactful) words. Let us examine the Coca-Cola claim - "always cool" (Fokam Kappe 2012: 50), "things go better with a Coke", where the translators need to secure that the component elements of the multimodal message (image, language, sound) combine meaningfully and give the text its entirety, at the same time enabling the readership to understand the message in an unambiguous way.

Perhaps, the most important norms in the translation of advertisements are that the translator should not use lexical items that bear negative connotations, and that the translated text should comply with the user's ideology. The main objective for the translation of advertisements is for translators to consider advertisements as texts with a particular character, which have specific features and require translation functions as well as certain translation strategies. To put it crudely, we can state that the translator must be able to translate all the elements of the advertising material focusing on cultural symbols so that the translated text can be easily recognized by the readers/consumers.

4. Conclusions

This contextual triangle of the intersection of gender, language and translation is intended to create an interdisciplinary landscape, in which to leverage both the study of gender and translation as intercultural communication. Both gender studies and translation studies are connected in many specific ways such as: both are interdisciplinary fields that play an important role in many humanities. The interactions between gender, language, translation and intercultural communication offer new insights into how all of these are mediated from cross-cultural and transnational perspectives.

Advertising is an important field for most people as we encounter it every day, willingly or unwillingly. Moreover, advertising has developed significantly in recent times - it has turned into a huge industry where various brands advertise their different products. Advertising translation requires specific skills, and translation specialists should be aware of the advantage of translating their advertisements in order to reach a wider audience, because advertising translation is the means of communication *par excellence* of companies making their products available internationally. To mention only one specific challenge, advertising can be understood quite differently from one culture to another, therefore, it is necessary to use different translation strategies and techniques, taking into account the cultural context of the target audience. It is also very important to understand how translators using visual and oral elements can translate different texts. We can point out that translators need to know how to transfer all the components of advertising texts into the target environment and must be able to focus on global cultural values in translating international advertising.

In conclusion, the translation of advertisements uses specific linguistic devices, and translators should possess linguistic and cultural knowledge and management strategies to ensure that the translation of the advertisement fits the situation of the target culture.

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MANAGEMENT OF EDUCATIONAL CRISIS SITUATIONS IN EDUCATIONAL ORGANIZATIONS

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Abstract:
The nowadays educational organizations have to keep up with the changes in the society and so does the school manager. We will take a look on how the educational organizations function, what are the main qualities of a school manager and we will dive into the topic of how to solve and manage the educational crisis situations. My study is focusing on how to become a successful and efficient school manager and on the methods that should be applied in order to maintain efficient work, deliverance of education, a healthy work environment for the school staff and in order to manage and overcome the educational crisis situations.

Keywords: school management, educational organizations, managing qualities, effective teaching, educational crisis situations.

The concept of management is becoming more and more common nowadays, as it is a real topical idea that is still being debated and rediscovered both by researchers and specialists and by people who take on this role in organisations or companies.

Although it is often confused with leadership, management is distinguished by its own characteristics, which we will observe throughout the paper, where we will explore and gain an overview of two concepts, at first glance identical, but so different in their depth.

Situations of educational crisis are a phenomenon that is often unavoidable. All organisations face crisis situations, with schools being the most concerned due to the large influx of people differing in many aspects and the many factors we are about to identify.

The complexity of educational crisis situations puts us in the position of researching, discovering, learning and applying new methods to manage them. The most important thing is to gain new knowledge and manage the situation as quickly and effectively as possible.

Appropriate and effective management of educational crisis situations can have several beneficial effects such as developing better communication and changing perspective as well as situation. Behaviours can be shaped in a positive and harmonious way.

Organisations are a vital aspect of human life. The coordination of human life and its activities is due to organisations. Because of lack of organisation in every area of life, there will be dispersion and uncertainty. Organisation itself is a vast phenomenon and applies to every aspect of life. From an educational point of view, we can describe organisations as a broad institution that is responsible for coordinating and directing training and information activities that lead to the satisfaction of the needs of learners.

Effective management requires organisation. It acts as a preface to any activity and plays an important role. It helps the teacher to use his/her skills and consistency in different parts of the school. It is a vital fact that the basic purpose of organization is organization and distribution as personnel, distribution of sources and resources. In short, the basic function of the organization is to do useful work and function as a whole.

The chosen theme is topical and high-impact. Managing educational crisis situations in schools will be approached from the perspective of the manager of the educational organisation, the head teacher. This approach is much broader and more complex than from the perspective of the teacher, who is (in most cases) only confronted with educational crisis situations in his/her classroom.

We have paid particular attention to the perspective of the institution manager because he/she coordinates and directs educational crisis situations at the level of the institution, which constantly forces him/her to discover new methods and strategies to manage conflicts and educational crisis situations, to communicate effectively and assertively, to mould him/herself to the given situations and to create a pleasant and favourable educational environment for both the beneficiaries and the human resource in his/her unit.

I. Educational crisis situations in school organisations

Situations of educational crisis can be defined as moments or periods of time when the education system is experiencing significant difficulties that affect its ability to provide quality education and to achieve its objectives and goals. These difficulties may be of a diverse nature, such as financial problems, political or social changes, natural disasters or other situations affecting the educational environment. In general, educational crises are characterised by a deterioration in the quality of education, reduced access to education and/or the emergence of inequalities in the education system. These situations can have long-term negative effects on individual and collective education and development.

So we understand the impact of the educational crisis on educational organisations and institutions through the lens of the change it brings about. There are also many different types of educational crisis and causes.

There are several causes of educational crisis, and these can vary by country and region. In the following, we explore the causes and factors of educational crises, classifying them according to several criteria:

a) Lack of funding - many countries under-invest in education, which can lead to a lack of resources and low quality of education.

b) Inadequate education system - the education system may be outdated and unable to meet the needs and expectations of students and society at large. There may also be problems with the quality of teachers, the curriculum and teaching methods.

c) Social and economic problems - economic problems, such as poverty and social inequality, can affect access to education and student performance. Discrimination and social inequality can also lead to a lack of access to education for certain groups of pupils.

d) Outdated technology - rapid technological change can lead to inadequate education systems and teaching methods. Lack of access to technology and resources can also limit student performance.

e) Lack of political attention - education can be a low priority in public policy, which can lead to underfunding and lack of interest from government and society at large.

Unlike classroom crises, crises in school organisations can be much more far-reaching and naturally have a much greater impact. These 'problems' are for the school manager, the head teacher, to manage quickly and effectively.

As specialist Romiță Iucu has stated, the types of educational crisis are as follows:

a) Depending on the degree of development:

o Instantaneous - this is triggered in an unexpected way and can become a real obstacle if not managed in time.

o Intermittent - disappears following intervention measures but reappears after a certain period of time

b) by degree of relevance:

o Critical - can lead to the breakdown of the organisation in which they appeared

o Major - have significant effects but do not prevent recovery

c) by the number of subjects involved

o Individual

o Group

o Collective, global

Throughout the work we have observed the impact of effective and assertive communication, or lack thereof, in managing educational crisis situations. Given this, I believe it is necessary to explore in detail what is meant by the term effective and assertive communication, its importance and how it should be used.

Effective and assertive communication refers to the ability to convey clear and concise messages without being aggressive or passive in tone. It involves communicating with clarity, but also with respect for the other person and the ability to express one's own needs and opinions in an appropriate way. Assertiveness is closely linked to empathy.

Active listening is an important component of effective and assertive communication. We should try to be present when we are talking to someone and try to understand their point of view before expressing our opinion. We also need to stay focused on the facts and avoid making statements that are based on feelings or assumptions. This will help reduce tension and make it easier for the other person to understand the message.

Tone of voice can have a strong impact on how the message is perceived. It is necessary to use a clear and calm tone without being aggressive or passive. Effective and assertive communication refers to the ability to communicate clearly and persuasively without being aggressive or defensive in expression. It involves the ability to express your point of view openly and honestly without infringing on the rights and feelings of others.

Educational crisis situations can be caused by various events, it is important to develop crisis management plans to deal with these situations and minimise their impact on the learning process. Managing an educational crisis situation requires adequate planning and preparation, open and transparent communication, providing emotional support and ensuring the safety of all involved.

Having explored what educational crisis situations are, their characteristics and types, both at the classroom level and at the level of the educational organization, it is time to answer the question: how do we solve educational crisis from a school manager's position?

Retreat combines poor concern for both the success of the organization and relationships with subordinates.

The manager who uses this strategy sees conflict as hopelessly unresolvable, tries to avoid the frustration and stress that inevitably accompany it, withdraws from the conflict, or pretends it doesn't exist.

One of the consequences of ignoring the conflict is to block communication from both the bottom up and the top down, which makes things even worse. This approach to conflict can be advantageous, however, if the conflict situation does not matter.

Appeasement is characterised by the manager trying to deal with the conflict by pleasing everyone. It overestimates the value of maintaining relationships with subordinates and underestimates the importance of achieving objectives.

Forcing is an approach to conflict used by the manager who tries to achieve productivity goals at all costs, without considering the opinion or agreement of others, their needs and feelings. He will resort to coercive actions, using various financial, intellectual, ethical means, based on the power and authority granted by the position.

Through emotional implications, the language used generates negative feelings, dissatisfaction, frustration, humiliation. Force may resolve the dispute for the moment, but in the long term even more serious conflicts may arise.

Compromise lies somewhere between the 'force' and 'appeasement' approach and consists of resolving conflict issues through mutual concessions, with both sides achieving some satisfaction. It is often used in negotiations.

I also want to add an essential guide for negotiators in a conflict:

- Develop a clear set of objectives for each step of the negotiation and clarify the context in which these objectives were adopted.
- Don't be nervous.
- When you're not sure, err on the side of caution.
- Be well prepared with sufficient, clear and relevant arguments to support your objectives.
- Be flexible in the position you take and start from the premise that negotiation, by its very nature, involves some waivers and compromises.
- Try to understand the other side's reasoning. If you don't make progress, leave it to someone else and come back when the impasse has been broken. Use the moment to reach an understanding, relating to one of the issues under discussion.
- Follow up on any reactions from the other party.
- Control your emotions
- "Build" a reputation as an honest but firm man.
- Listen carefully to your partner's position,
- Carefully "weigh" each step forward in the negotiation and assess the impact of these agreements on the future course of negotiations.
- Assess the impact of each waiver on the objectives with which you started the negotiations.
- Consider the impact of the present negotiations on the period ahead

In conclusion, an effective manager is essential in resolving conflicts and maintaining a positive and productive working environment in an organisation.

II. Managerial strategies for solving educational crises and their role

Management refers to the process of planning, organising, coordinating and controlling an organisation's resources to achieve its objectives. It includes making decisions, managing people and other resources, and developing and implementing strategies.

School management strategy refers to the approach to planning, organising and controlling educational activities and resources to achieve the school's objectives in an efficient and effective way. This strategy involves defining clear objectives and action plans to achieve these objectives, as well as managing and optimising the school's resources, such as human, financial, technological and material resources.

The main responsibilities of a school principal include:

- Planning and organising educational programmes and school activities;
- Human resource management, including recruitment and evaluation of teachers and support staff;
- Administering the school budget and managing financial resources;
- Creating and maintaining a safe and healthy environment for pupils and school staff;
- Communicating with parents and the local community;
- Developing relationships with other schools and educational institutions;
- Monitoring and evaluating school and student performance.

We can see how the unit director sets the tone for the unit's activities, coordinating them closely, with great responsibility and precision, the impact being truly significant. Everyone working in the unit expects the manager to coordinate, to develop human resources, to rethink the organisation and the school both as an entity and as a concept, and last but not least, to make the most of relations with teaching, non-teaching and auxiliary staff, pupils and teachers.

Management strategy in schools can also be influenced by the socio-economic, political and cultural context in which the school operates. Managers need to consider these factors and develop strategies that respond to their needs and requirements.

In the literature, the best-known classification of leadership styles is that which distinguishes between autocratic, democratic and laissez-faire models (Kurt Lewin - founder of social psychology).

The leader who practices an autocratic style:

- Sets the policies, the way of working and the tasks;
- is not necessarily hostile but makes decisions without consulting others.

This style leads to a high level of resistance and dissatisfaction from subordinates. The style is best used in crisis situations and when the situation is urgent.

The leader who practices a democratic style:

- Sets the policies of the organisation in a collective process;

- is interested in subordinates' ideas and perspectives on objectives and activities.

The style is valued by employees, ensures good working relationships and effectiveness of the work. Because consultation takes time, it is not recommended for urgent tasks.

The laissez-faire leader:

- Does not get involved in decision-making unless asked;

- gives employees complete freedom of decision and action;

- takes no interest in their work.

It is also necessary to talk about the steps to be taken in managing educational crisis situations:

1. Identification and knowledge of crisis situations (it is appropriate for the beginning of the analysis to particularize crisis situations at the level of the school, the group of students, interpersonal relationships, etc.).

2. The etiology of the crisis situation (need for in-depth knowledge of the situation but also of the causes). The role of the school manager is not to blame, to blame, to stigmatise individuals and actions, but to emphasise the idea of cooperation in resolving the crisis.

3. Decision-making: Since crisis situations require a high degree of operational efficiency, any minute lost in the early stages can turn into days of searching and effort later on.This is why crisis periods, which are atypical events, require not only promptness and speed from the teacher, but also options for resolution.

4.Intervention programme: even if the preliminary decision has been taken, as a type of much-needed immediate intervention, for the long-term perspectives the lines of evolution and alternatives for secondary decisions must be drawn.

5. In the implementation of measures, the common goal orientation, the elimination of hostilities and suspicions, and the positioning of all those involved as active participants in the process of solving the crisis, must be constant features of the actions of the teaching staff.

6. Control must accompany any action taken; its importance lies in the need to locate the phenomenon as accurately as possible and to avoid and prevent other effects of the crisis or even parallel micro-

analyses. The thoroughness of interventions, the degree of homogeneity and consistency are checked and optimised by means of monitoring.

7. The evaluation aims to measure and assess the final state of the group after the resolution process has been completed. An essential objective of the evaluation stage is to draw conclusions from the impact of the crisis and to engage all those involved in actions to understand and prevent future situations of this kind.

We also must talk about the concept of organisational behaviour which refers to the study of how people interact within organisations. It focuses on the behaviour of employees and how it influences the performance of the organisation. In general, organisational behaviour focuses on factors such as culture, communication, motivation, leaders and teams.

Management and organisational behaviour are closely linked and are essential to the success of organisations. By understanding how people behave in educational organizations and using effective management practices, educational organizations can increase productivity and satisfaction, improve relationships with participants in the instructional-educational act and process, and gain a beneficial advantage to the educational system.

A genuine conflict resolution programme has three components:

1. a set of principles designed to solve problems;
2. a structured process;
3. skills for creative cooperation between individuals and between groups.

A crucial topic to touch on throughout this paper is organizational psychology. In order to explore in depth, the work and even the effectiveness of a manager of an educational organisation we need to study and seek to understand how school organisations work.

It should be noted that educational organisations are somewhat different from other organisations/corporations we know. Educational institutions have a mission like any other institution and organisation, they have employees, beneficiaries, a dedicated space for work and even a manager who is in charge of managing them.

Organisational psychology can be used to understand how members of a school team work together, how to improve communication between students and teachers, how to foster a culture of collaboration and continuous learning.

III. Final Conclusions

Throughout this paper we have explored in depth the key competencies of a manager of an educational organisation, the challenges they face, how they need to communicate both effectively and assertively, managerial strategies in the context of leadership and management, methods of managing educational crisis situations as well as what they are, their levels and how they manifest themselves but also the psychosociology behind educational organisations which helps the manager to understand their role and status, effective and assertive communication and how educational organisations work.

The paper was approached from the perspective of the manager of an educational organization who coordinates and manages educational crisis situations at the institutional level, uses managerial methods and strategies, communicates effectively and creates a harmonious and conducive educational environment for both learners and the human resource working within the educational organization.

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COMMUNICATION AS THERAPY

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Abstract

The present study is located on the perimeter of communication as science. It focuses on the study of a special type of communication: communication as therapy, communication as a delicate intervention in the imaginary and in the current reality. The method used is a case study type. The case of therapy through literary-poetic communication is investigated. The conclusion reached is that through lyrical communication a change is produced in the real plane. Lyrical speech is a second kind of speech in relation to the psychological speech centered on therapy. Both speeches are communicative interventions. If the secondary, derived discourse has a therapeutic effect, then it follows that the primary discourse has a therapeutic effect and that the therapeutic tool is communication.

Keywords: communication, therapy, therapeutic effect, communication as therapy

1. What is happening to us

"When the earth will spin around me" (Editura Colorama, Cluj-Napoca, 2023) by Aurora Popescu is a book written with talent, which helps us see better what is happening to us, although it seems that it is not happening in the right way essentially nothing. It contains poems developed over 30 years and represents a remarkable poetic debut.

Aurora Popescu discovers poetry as self-therapy and putting things in order. He does not write simply to express himself, but above all to express others, to express the world. Take on what oppresses them, what stresses them, what overwhelms them or what tyrannizes others. Then he meditatively sublimates the pressures of the world into poetry as a therapy for his pressures. It is the poetry of a liberator from others and from himself. His lyrics are an elegant, delicate, graceful and intricate mirror through which things are set. Everyone's states, situations, anxieties and inquiries are reflected in this mirror. Not everyone finds or invents the language of such a mirror. In the mirror is the life of the poet, of each of us, of us, of the world, of the cosmos. In the mirror, everyone sees what they are able to see and experience, feel. Beyond this metaphor, Aurora Popescu's lyrics are a discourse of moments, moments and lyrical vibrations.

We all experience moments of poetry, epic moments, tragic moments throughout our existence. Aurora Popescu has her moments of real or imaginary poetry, irradiated by others or by herself. His poems are more than those moments, they are like lyrical charge over those magical seconds with taste and vibe of eternity. The quality that Aurora Popescu has to metamorphose, to sublimate life or imagination into beauty is called talent.

The poet writes as if the future is coming undeservedly and unfairly faster towards us. We had a certain rhythm and it seemed like we were going to catch the end of the world. With acceleration we find that only our end is given to us and we certainly catch it. Suddenly it seems that the future is upon us. Leave fear and haste; these are nothing but the fact that the present turns too quickly into the past, the past becomes memory and oblivion, and we see ourselves as earth.

The first sensation is a tonic one: here the earth will revolve around me, we are the sun of our social system. That's right, it just surrounds us and leaves us with no way out.

2. Structuring

The volume of 67 poems is relevantly prefaced by Gela Enea. is dedicated by the poet to her mother and opens with three poems about the mother's omnipresence ("Mother with a thousand hands", "Letter", "That day when the earth will revolve around me": "my mother's hands/ will take my cold "). Then it appears in several poems, such as: "Rebirth" ("I should forget that you died/ (...)/ you made me/ my mother"), "Her name" ("I think my mother didn't read any poetry"), "Scaiete", "Solstition". 7 of the 67 poems in the volume are directly or incidentally connected to the mother. It can be said that the main theme and the thought that radiates throughout the volume, according to the dedication, is the mother.

The second major theme of the book is time; this mobilizes the meaning of 25 poems. We can talk about several forms of time. First, time is recollection: "I remember (…)/ (…)/ time stood still/ (…)/ I see my mother/ reading (…) my letter" ("Letter"). Time warps "time bends under us" ("Promises"). One form is the time after when there will be time for everything: "I park more and more poorly/ and forget more and more often where/ I cram some memories/ peace teas/ some expensive anti-wrinkle creams/ insomnia pills/ the protective factor/ and the pink shoes/ one day I'll have time for everything" ("State of Grace"). Time appears as seasons, spring, autumn, winter; for example, autumn brings unhappiness to trees "Crosses on graves/ (…) leaves" ("Autumn"). An interesting form of duration is inverse time: "the dice were wasted/ in my destiny/ (…)/ time/ chose to flow in reverse/ one day I will end up alone/ by myself" ("Inverse "). Time puts us under pressure and life runs, "age runs" ("Fear"). The passage of years makes man a victim of time, a delayed being: "soon we will learn to be victims/ (...)/ the lateness has begun" ("Too late"). We encounter the time when man prepares to die: "more and more alone/ we prepare to leave without being prepared/ (...)/ let's go to the future" ("Lessons from the Future"). Man is a victim of time; this is the time of exiting the scene: "I still miss the end/ it's still hard for me/ to witness/ dying" ("Victim"); the trees are the "morning/ of a coffin" ("***"). We also have a poem of the time after us, beyond death: "we no longer exist/ on the radio it is announced/ that the Big Bang theory/ was a lie" ("The Lie").

A theme that polarizes the interest of 9 poems is love. We have lost love ("We", "Partaj": "never understood/ who wins/ when we both lose"), resigned love ("You"), sacrificial love ("Love"), coffee-flavored love bitter ("Taste"), love as a cage ("Another cage"), love as capital punishment ("Knife", "poetry is a knife with a long blade / that stabs us both"), consumed love ("Tenderness"), compelling love ("Points") and changed love ("Relationship": "from single/ to a complicated relationship").

The fourth theme that permeates the volume is the theme of the poetic self and the theme of poetics or poetic art. The speech of the poem is a memory affected by Alzheimer's, imperfectly written with the left hand that only brings a deficient self-discovery: "I write with my left/ at the edge of time/ (…) / the way home/ is Alzheimer's" ("Alzheimer"). The lyrical self, specializing in lost causes ["lost causes are my specialty" ("Story")], wanders without knowing "what time it is" ("Disorientation"), trying in vain to "turn back the clock" ("Inhabited Winter"). He lives in a place where "nothing ever happens" ("***"), where he sees "hand made smiles". It is not found "in this world of zig-zags" ("Zig-zag"). Here he writes his "thoughts under the pulse of the moment" ("Send"), with no spare time. because "it's been getting evening for a while" ("Her name"). Write because there is no more time; "I don't have time to postpone anything" ("Now"). He writes for not forgetting, for remembering: "I'm afraid not to forget that I was here/ (…)/ under the hungry thighs of time/ (…)/ the grains of remembering" ("Darkness"). The lyrical self huddles "between the clay covers/ of the passage" ("A death, a smile and a poem"). The signature poem of the book is "A death, a smile and a poem". Grave lyrical meditation on death becomes poem under the guise of a smile. Death smiles at us from poems.

We are dealing with a remarkable positioning, with a book written with talent and whose great poems are at the end: "Too late", "State of grace", "Inverse", "Zig-zag", "On the peaks", "From the seasons", "Memory of maps", "Close to the truth".

3. Conclusion

Lyrical speech uses elements of psychological discourse and has therapeutic effects. It remains to be researched whether an emphasis on psychological therapeutic elements preserves the therapeutic effects in the lyrical register or takes them to a purely psychological register.

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