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SOCIAL SCIENCES

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THE ROLE OF OPEN JOURNAL SYSTEM IN EDUCATION SCIENCE RESEARCH: CHALLENGES AND PERSPECTIVES

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Abstract

Open Journal Systems (OpenJournalSystems.com), founded in 2023, is one of the leading providers of publishing technology solutions for a wide range of clients, particularly academic institutions. Our study is aiming to analyze the potential of Open Journal Systems (OJS) as a solution for the development of education sciences research at academic level, the challenges and perspectives for further improvement. In the same time, the paper also highlights the possibility to include the OJS platform in an optimized knowledge management model, at institutional level.

Keywords: open journal system, OJS, education sciences research, publishing technology, higher education, knowledge management model

The profile of the academic publishing needs, in the last twenty years, was influenced by the principles highlighted by Budapest Open Access Initiative (2002): „Scholars need the means to launch a new generation of journals committed to open access, and to help existing journals that elect to make the transition to open access ”. This principle is based on the numerous advantages of open-source software, that profoundly changed the way in which teachers and students use the new information and communication technologies:

- a) the open-source software code available for all and transparent;
- b) the open-source software code is reviewed by other developers and stakeholders – which in turn means that is highly likely to be improved, enhanced;

c) the open-source software is developed by very skilled and experienced developers with an emphasis on quality and compliance with industry standards;

d) the open-source software is frequently freely available or at a lower price than commercial software;

e) the open-source software has a greater efficiency of development, maintenance, distribution and administration.

Starting from this framework, Open Journal System, an initiative started by Public Knowledge Project (PKP) and Simon Fraser University in 2001, it has proven to be an excellent solution for academic publishing all over the world and has a lot of advantages and use cases in comparison to other similar solutions:

a) Better cost-effectiveness and sustainability;

b) Streamlined editorial workflow;

c) In-built mechanisms for peer review;

d) In-built mechanisms for scientific database indexation;

e) Greater customizability and flexibility;

f) Increased collaboration and networking between members of the editorial board and between authors, reviewers and editors;

g) Better support for indexing, metadata, and enhanced discoverability;

h) Excellent support from OJS team (both free and with a subscription);

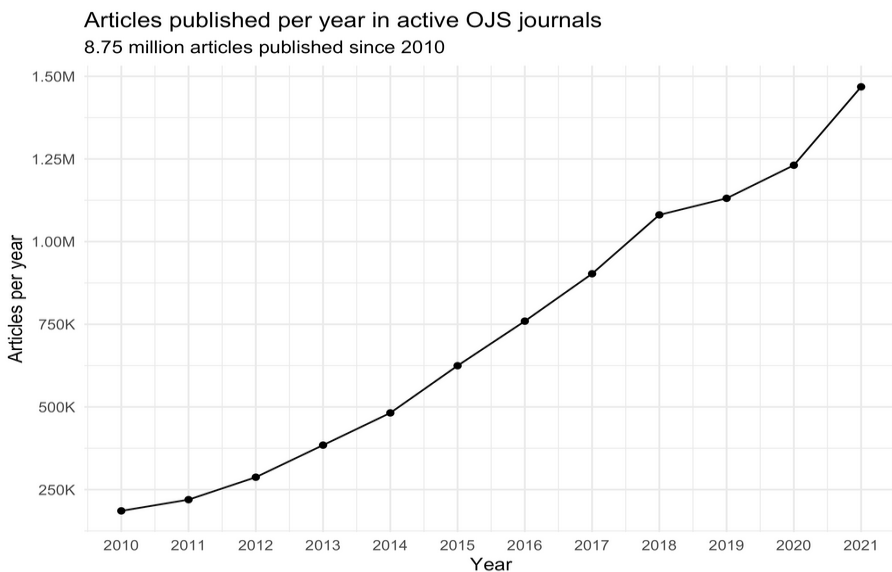


Figure 1. Number of articles published in active OJS journals (Source: <https://pkp.sfu.ca/software/ojs/>)

Academic publishing in the education sciences plays a critical role in advancing knowledge, shaping educational practices, and influencing policy decisions worldwide. However, the field faces several key challenges that impact the quality, accessibility, and sustainability of research dissemination. As education research continues to evolve, addressing these issues becomes increasingly important to ensure that scholarly work can reach and benefit a broad audience.

Taking into the account the advantages of OJS over other similar solutions, it is not a surprise that the number of journals developed on OJS platform has grown over the years. According to the information provided by the OJS website (see Figure 1), 8,75 million articles were published using the platform on 44,000 journals in 148 countries and 60+ languages (see Figure 2), most of them from South-East Asia (16,419). According to the same source, Romania is on 26th place in the top of active OJS journals, the database including 167 active journals in 2021 (<https://rpubs.com/saurabh90/ojs-stats-2021>).

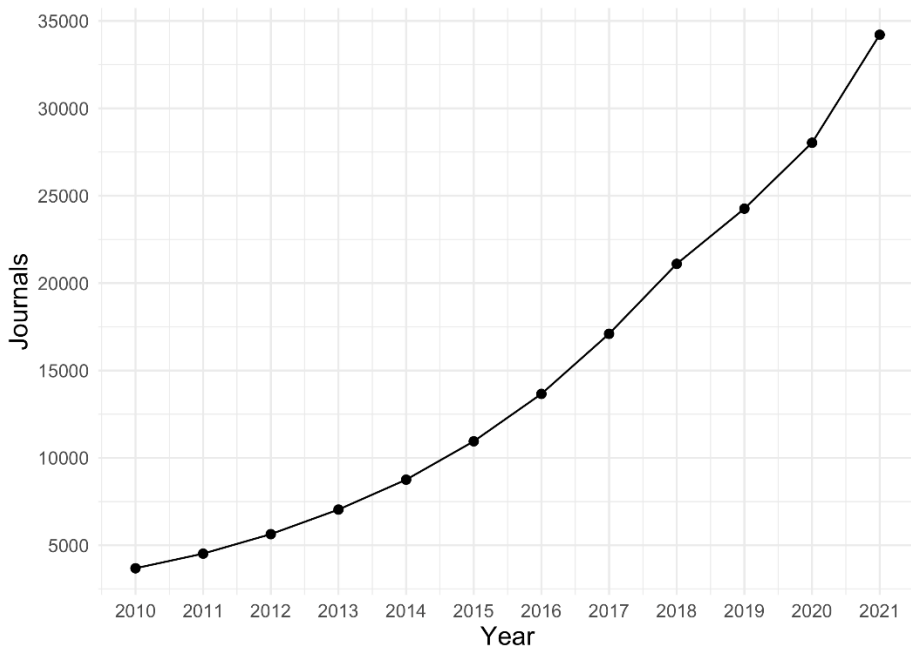


Figure 2. Active OJS journals growth (Source: <https://pkp.sfu.ca/software/ojs/>)

We would like to also highlight several limitations concerning the use of OJS, as follows:

a) The educational resources for journal managers and editors are sparse and hard to follow; additionally they are better suited to people with high technical expertise;

b) The OJS software has many different versions, which adds to the confusion concerning which is the best option for the new or older journal;

c) One important disadvantage is the lack of cloud support and synchronization for the free version of OJS; on the other side, the paid plans offer more flexible solutions, such as: hosting, consulting and training, customization and theming, content migration and Crossref support;

d) The installation and administration of the OJS platform required a relatively high level of technical competence; some very minor configuration issues could render OJS platform unusable; in particular, updating the system requires a lot of effort.

e) The support for mobile devices is very much lacking – there is no iOS or Android application to make use of for OJS administration and maintenance on the go.

In our opinion, OJS system has the potential to be one of the best resources available for academic journal editors. However, several improvements are needed in order to make the platform even better:

a) A *mobile application*, available for the main mobile operating systems that can use the great computing potential of modern smartphones;

b) A *cloud system* that can sync the information from smartphones with the one on the server and can offer a wide range of services for academic journal managers;

c) An *integrated resource portal* with tutorials, courses and manuals explaining the most important uses and functions of the OJS platform. For example, additional information on creating a new journal, the editorial workflow, peer-review procedure, maintenance of the journal, archiving and repository information, integration with the most important scientific databases, configuring user roles, getting statistical usage data etc.

d) *Cheaper and flexible paid plans* for the main services offered by the OJS team: hosting, consulting and training, customization and theming, content migration and database support.

e) A *better updating and maintenance system*, more accessible with people without a very advanced technical competence.

In conclusion, Open Journal Systems (OJS) offers a range of significant advantages for education science journals, making it an indispensable tool in modern academic publishing. From facilitating open access and broader

dissemination of research to streamlining editorial workflows and enhancing collaboration, OJS empowers education researchers and practitioners to share knowledge more efficiently and effectively. Its flexibility, cost-effectiveness, and support for academic standards make it an ideal choice for journals seeking to engage a global audience and contribute to the advancement of educational theory and practice. As education science journals continue to play a crucial role in shaping educational policy and practice, OJS provides a powerful platform to support and amplify their impact.

Key research directions in this area focus on exploring the impact of open access on educational research visibility and citation, optimizing editorial workflows, fostering collaboration among scholars, and assessing the effectiveness of OJS in various educational contexts. As OJS continues to grow in popularity, its role in supporting open access and improving the accessibility and quality of educational research will only become more critical. However, we consider the support for new editors could be improved and could take the form of updated courses on the management of a journal with simpler and more relevant explanations. Continued research into these areas will further refine the use of OJS, enabling educational research to reach new audiences and contribute to the advancement of education worldwide.

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ORGANIZATIONAL CRISIS SITUATIONS RESOLVED THROUGH THE MEDIA

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Abstract

In case of crisis situations, organizations' connections with the press play a salutary role. Complex and complicated, this relationship involves the activation of numerous levers that build a necessary communication with the mass media. The dimensions of our approach did not allow us to highlight all the aspects on which such a link is built, but we have drawn only some general frameworks, important to follow, in case organizations face moments of crisis.

Keywords: communication, crisis, mass media.

1. THE ROLE OF MANAGEMENT IN CRISIS SITUATIONS

Organizational crisis situations represent testing moments for the life of any organizational structure and the management team has here to maintain and properly conduct communication with journalists, to transmit information about facing the crisis, about evaluating its effects, about restoring the organization. The tools that help build the organization's relationship with the press are the release, the conference and the press file. The crisis communication must be concise, with a brief but accurate exposition of the events, with a specification of the measures taken by the organization to mitigate the effects of the crisis. In turn, the press conference will be prepared by knowing the positions supported in front of the journalists, by emphasizing the role of the spokesperson. Much richer is the press file, one of the most important ways of relating to the mass media. The clarity of the relationship leads, with certainty, to the efficiency of the measures taken to combat the crisis. The press remains a necessary means of rapid communication between the organization and its audiences.

Eliminating a crisis situation requires the organization to be aware of, coordinate and control emerging emergencies, by rethinking some measures, prepared in time. Effective crisis management leads the organization to the ability to maximize its chances and to reduce the damage caused by the new situation in which it finds itself. Communication is certainly one such measure.

Besides this, we believe, the relationship with the press is one of the elements that can help an organization overcome the moment of crisis. An important measure, which must be taken immediately, consists in appointing a spokesperson, chosen from among credible people, able to understand the aspects of the crisis, its implications, as well as the solutions that can help the organization to overcome these moments.

The person designated as spokesperson will set an official point of view and will maintain a permanent link with the press. Therefore, he must possess thorough knowledge and have the necessary skills for effective communication with journalists. This becomes all the more important as the media can play a decisive role in overcoming crisis situations in the life of an organization. Often, the media crisis joins the real crisis, amplifying it. There have been situations where fluctuations in the leadership of organizations, panic, excessive justification or counterattack have damaged the relationship with the press and caused a series of reactions that are harmful to the organization. Of course, we are not talking here about the need to develop a relationship of submission to the media, but about maintaining a climate of mutual support. Because, when the organization sees the presentation of the facts to the press as a threat and, consequently, hides the information, then the materials about the crisis are distorted, and the public believes that the organization's resources to deal with the crisis are much reduced. The fear that the disclosure of data will damage the image of the organization actually guarantees the continuous and detailed publication of information about the crisis long after it has ended, as well as the abundance of sensational data, and this because the press will turn to outside sources, which often give rise to rumors and speculation" (Newsom D. et alii, 2003, p. 362).

2. MEANS OF PRESS RELATIONS: THE PRESS RELEASE, THE PRESS CONFERENCE AND THE PRESS FILE

The role of the media in mitigating the effects of the crisis that devastates an organization is all the more important since, it is known, people know most of the events through those exposed in newspapers, on radio or television. That is why it is necessary that the information, related to a special situation experienced by the organizations in crisis situations, be correctly done, not to amplify the state of affairs, to help the public opinion to bring its contribution, where appropriate, to solving some manifestations of the crisis. Because the communication problems of an organization faced with a moment of crisis aim at four particular aspects: the internal communication of the respective organization, communication with its audiences, communication with the actors of the crisis and communication with the press.

Related to this last type of communication, it is important that the organization is the first to contact the press, so it must write and send a *press release* immediately. Its role is to inform journalists about the situation created and about the measures that have already been applied. The release must be concise, one page, must include a description of the event, how the organization acknowledges its mistakes that led to the outbreak of the crisis, the name of the person at the head of the team managing the crisis, and the manner in which it is expected that the organization problem will be solved. After the release of the first press release, others will follow over time, as the public must be informed about the evolution or involution of the crisis situation, about the constant efforts made by the organization to remove or, at least, to limit the extent of the crisis.

Once the state of the organization is made public, journalists will search for more and more information, document themselves, analyze similar situations that happened in other organizations, reveal the manner in which they overcame difficult moments. The interest of the media will be all the greater, the more serious the consequences of the crisis: we are referring here to the loss of human lives, to the production of major material damages, to disturbed social, economic or cultural systems, to the involvement of some personalities in the crisis. It creates, therefore, a need for direct, urgent communication between the mass media and the organization, which translates, most of the time, through the organization of a *press conference*.

This becomes an effective means of informing journalists, through which questions are answered, clarifications are given, even some attacks from the media are countered. It is important that, in the event that organizations hold a press conference, their representatives should be prepared, know in depth the actual situation of the institution, and answer honestly the media's questions, some of them even uncomfortable. The crisis team will know the positions, the information, the attitudes, the strategies that will be revealed to the journalists, and the spokesperson will become the most important person in this duel of questions and answers. Numerous situations are commented on in the specialized literature, in which the spokespersons of some institutions were subjected to simulations similar to crises, precisely because of the need to successfully face meetings with the press.

The third stage, followed by an organization in crisis during the period of contact with the mass media, is represented by *the press file*. Of all the communication means between organizations and journalists, the press file is certainly the most important, as it provides essential data about the organization, its history, traditions, values, personalities. Also, here appears a

list of the members of the crisis team, those who make up the core of the fight against the difficult situation the organization is going through.

The formation of a *press file* requires a long time, that is why public relations specialists prepare it from the period of normality, initially sketching the general lines, then assembling them into an efficient and complete document. Of course, when the crisis starts, new, updated information will be added to the information already existing in a press file, absolutely necessary for the mass media to know the actual situation in which the organization is.

CONCLUSIONS

Moments of crisis demand correct, quick, concrete, effective measures, therefore, in the relationship with the press, public relations specialists must adopt the best attitude, namely transparency. This presupposes a total openness to the information needs of the public and to those who help in this knowledge process, with the help of the journalist. The organization's contact with the press is permanent, because the data transmitted is based on efficiency, speed and correctness. Thus, specialists from the public relations department of the organization are recommended to know in detail the measures imposed by the crisis period, to summon the press, even to build a nucleus that will help journalists receive the necessary information. The image of the organization, as it must be perceived by the mass media, will be one of solidarity, of exact knowledge of the factual situation, of possessing all the information communicated to the press, so that their repetition does not occur.

Regardless of the form in which the relationship with journalists is carried out - through press release, press conference, press file or even face to face - it must be approached calmly, without pressure from one side or the other. The clarity of the relationship leads, with certainty, to the efficiency of the measures taken to combat the crisis. The press remains a necessary means of rapid communication between the organization and its audiences.

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SOME ROMANIAN PERSPECTIVES ON EDUCATION AND TRAINING FOR THE DIGITAL ERA AND SUSTAINABLE COMPETITIVENESS

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The European Parliament Resolution of February 16, 2023, on the European Union's strategy to promote industrial competitiveness, trade, and quality jobs (2023/2513 (RSP)) proposes 'the digital transformation of the economy and society as a digital sovereignty in an open manner, based on *strong support for science, research, development, and the scientific community.*'

This also implies a focus on education systems and the need for a "compass," following the model of the *Compass for the Digital Dimension 2030: the European model for the digital decade* (as outlined in the European Commission's Communication on the 9th of March, 2021), based, among other things, on "skills (ICT specialists, basic digital skills), *digital transformation of enterprises, secure and sustainable digital infrastructures, digitization of public services.*"

With such an objective and mechanisms in place, ensuring the security of education systems' inclusion is certain.

To achieve this goal and to advance the field of education, emphasis is placed on members of the educational community, especially teachers, who should be "adequately trained, qualified, and equipped to effectively use technology in their teaching methods."

EU Decision 2022/2481 of the European Parliament and of the Council (2022, p. 14) highlights "teaching digital technologies to better prepare students for short- and long-term entry into the labor market."

The European Union's proposals aimed at ensuring the digital transformation of education systems, targeting a digital goal by 2030, include "*sustainable digital infrastructure* for connectivity and *integration* of the DESI (Digital Economy and Society Index) into the report on the status of the digital decade to monitor progress towards digital targets" (*ibid*).

For the Romanian pre-university education sector, the two proposals from the EU signify a reconsideration of the principles of system development,

a reset towards *sustainable competitiveness*, understood in accordance with the European Agenda for Competences for Sustainable Competitiveness, Social Equity, and Resilience, which includes "professional skills and education, as well as *ecological and digital transitions*, ensuring inclusion" (EU Decision 2022/2481, p. 16).

The European Agenda for Competences for Sustainable Competitiveness (Epale, 2020: 17,

https://epale.ec.europa.eu/sites/default/files/communication_30june_v2.pdf)

promotes competences, stating that they are "essential for sustainable competitiveness, resilience, and ensuring social equity because they provide the skills needed to master ecological and digital transitions."

They are a "response to the need for companies to remain competitive while ensuring social equity for all" (*ibid*).

The Coronavirus crisis has highlighted the importance of possessing the right skills for strategic sectors to perform and for individuals to cope with life and career transitions.

In particular, it has emphasized the need for *digital skills* in many aspects of people's daily lives and for business continuity.

Remote work and distance learning have become a reality for millions of people in the European Union.

Having the right skills means being able to stay easily employed and to master transitions in the workplace.

This requires ensuring *equal access to additional skills development opportunities*.

This entails *strengthening existing skills and access to "real-time" information, a new approach to education and training*, modern, attractive, and flexible for the digital era and ecological transition.

Stimulating lifelong learning can be achieved through *individual learning accounts*, which allow "participation in training activities relevant to the labor market and facilitate access to employment" (Council Recommendation, 2022, <https://www.consilium.europa.eu/ro/press/press-releases/2022/06/16/council-recommendation-on-individual-learning-accounts-to-boost-training-of-working-age-adults/>).

Through this agenda, the Commission establishes a new and dynamic approach to skills policy at the European Union level, aiming to guide member states and *help drive the ecological and digital transition* and ensure recovery from the socio-economic impact of the coronavirus pandemic.

The relationship between *sustainable competitiveness of education systems and digital transition* is based on the concept of new skills and abilities that education systems must focus on.

It is vital to understand what skills education systems should pursue, and therefore, anticipating and identifying new and in-depth information about competencies represents the key to such developmental directions.

Alongside *new competencies*, the relationship between *the sustainable competitiveness of education systems and digital transition* is supported by *digital technology*, a context that facilitates personalized learning, its flexibility, and person-centeredness.

The role of digital technology in supporting sustainable competitiveness through the reconsideration of digital education from this perspective is defined by the *Digital Education Action Plan (2021-2027)* (2020, p. 3):

- "ensuring inclusive and high-quality digital education through relevant educational content,
- transforming education for the digital era,
- adequate investments in connectivity, equipment, organizational capacity, and skills,
- the key role of digital education in increasing equality and inclusion,
- obtaining essential digital skills for all educators,
- achieving digital literacy,
- acquiring basic digital skills by any citizen,
- encouraging advanced digital skills,
- achieving inclusion."

Achieving the outcomes of Education for Sustainable Development (ESD), according to UNESCO (2017, p. 48), is accomplished through "cognitive, socio-emotional, and behavioral learning," aiming at cross-cutting key competencies for ESD achievement.

The 2030 Agenda, adopted by the UN General Assembly (2015, p. 6), is "a global framework for redirecting humanity towards a sustainable path" and presents 17 Sustainable Development Goals (SDGs), with a "transformative and inclusive" role for the "major challenges of humanity's development."

These are: "No Poverty, Zero Hunger, Good Health and Well-being, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation, and Infrastructure, Reduced Inequalities, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Life on Land, Peace, Justice, and Strong Institutions, Partnerships for the Goals" (*ibid*).

It's a comprehensive approach "to ensure a sustainable, peaceful, prosperous, and equitable life on Earth for everyone, both now and in the future" (UN, 2015, p. 7).

There are "social needs for the fields of education, health, social protection, climate change, and environmental protection.

The overcoming of "key systemic barriers to sustainable development" is pursued (*ibid*).

Referring to the field of education, Irina Bokova, Director-General of UNESCO, asserts on this occasion that "education can and must contribute to a new vision of sustainable global development" (UN, 2015, p. 4).

The approach to Education for Sustainable Development aims to "empower informed decision-making and responsible action for the integrity of the environment, economic viability, and a just society for present and future generations" (*ibid*).

UNESCO (2017, p. 7) presents the purpose of Education for Sustainable Development as "developing skills that help individuals reflect on their own actions, considering their current and future impacts, social, cultural, economic, and environmental."

ESD is understood as (UNESCO, 2017, p. 7) "an integral part of the quality of education, inherent in the concept of lifelong learning, holistic and transformative education through the content and outcomes of learning, pedagogy, and learning environment."

In this regard, the transformation of education requires "a shift from teaching to learning, an action-oriented, transformative pedagogy that supports self-directed learning, participation and collaboration, problem orientation, inter- and transdisciplinarity, and the connection between formal and informal learning, the development of key competencies necessary for promoting sustainable development" (*ibid*).

Such an approach ensures the sustainable transformation of the education sector as a whole, to the extent that educators, in a unified and systemic manner, demonstrate motivations and attitudes based on professional training and preparation to implement teaching approaches oriented towards ESD and the sustainability of the field.

Education for Sustainable Development (ESD) is a recognized part of Target 4.7 of the Sustainable Development Goals and identifies, according to UNESCO (2017, p. 8), "learning objectives, suggests themes and learning activities for each Sustainable Development Goal (SDG), describes implementation at various levels, from course design to national strategies."

In this sense, the UNESCO document (2017, p. 10), based on the Agenda set by the UN, presents the *competencies for Education for Sustainable*

Development as "specific attributes needed by individuals to act sustainably and the cognitive, affective, volitional, and motivational elements, interactions between knowledge, abilities and skills, motives, and specific affective dispositions."

The transversality, multifunctionality, and context independence of these competences provide the superior level of competences for Education for Sustainable Development in the form of key competences with a "broader scope," called *transversal competences for advanced sustainable development*.

Authors like de Haan, 2010; Rieckmann, 2012, (in UNESCO, 2017, p. 10) detail *key/transversal competences for sustainability*: "systematic thinking competence, normative competence, strategic competence, collaboration competence, critical thinking competence, self-awareness competence, integrated problem-solving competence".

These *transversal competences for sustainability* are related to the 17 Sustainable Development Goals and generate specific learning objectives that "help students transition to a sustainable world" (*ibidem*).

The specific learning objectives for each of the SDGs describe their achievement in the cognitive domain as "the knowledge and skills needed to better understand the SDGs," in the socio-emotional domain, which "includes social skills that enable collaboration, negotiation, and communication, as well as self-reflection to promote the SDGs," and in the behavioral domain, oriented towards action (*ibidem*).

The implementation of learning for SDGs through Education for Sustainable Development is recommended by the UN (2016, p. 7) and monitored through the global indicator for Target 4.7, "the extent to which (i) global citizenship education and (ii) education for sustainable development are integrated at all levels in: (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessment".

For Romania, from the perspective of sustainable competitiveness, according to the *Strategy for Romania's Sustainable Development 2030* (2020, p. 37), education will be "of quality and will promote lifelong learning opportunities for all".

The proposed mechanisms are "access to and participation in quality education."

Access refers to all children's access to early education, while participation refers to "equitable and quality primary and secondary education, leading to relevant and efficient outcomes."

In this context, "all students acquire the knowledge and skills necessary to promote sustainable development" (*ibidem*).

The domains included in *Romania's Sustainable Development Strategy 2030* are "formal education, educational infrastructure, early school leaving rate, and dropout rate, lifelong learning, education for sustainable development, financing, adopted reforms" (2020, pp. 37-39).

As 2030 Targets, *The Strategy* (2020, p. 40) proposes "the acquisition by students of the knowledge and skills necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, appreciation of cultural diversity, and the contribution of culture to sustainable development."

It is proposed to "expand sustainable development as principles and specialization in higher formal education and emphasize the role of interdisciplinary research in the development of a sustainable society."

The document represents the national legislation transposition of the United Nations' *2030 Agenda for Sustainable Development* (2015).

By 2030, the achievement of aspects related to (2015, p. 34) "access to free, equitable, and quality education, relevant skills for workforce participation, knowledge and skills necessary to promote sustainable development through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, appreciation of cultural diversity, contribution of culture to sustainable development, substantial increase in the supply of qualified teachers through international cooperation for teacher training in developing countries" is foreseen.

Among the scaffolding objectives of this Agenda, the one referring to *Strengthening the means of implementation and revitalizing the global partnership for sustainable development* includes important areas for sustainable competitiveness: finance, technology, trade, and capacity building.

These are elements that, in European Union documents, are rethought in terms of concepts such as sustainable competitiveness, social equity, and resilience.

We are witnessing an evolution of the concepts used by international organizations (United Nations, European Union), focusing on the individual and community, on rights and progress, on common values.

The field of education must be transformed based on sustainability principles, precisely because of the contribution education systems make to social and economic balance. One mechanism for this is the digitization of education, encompassing aspects related to digital technology and the training of teachers for the digital era.

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COMMUNICATION AND CULTURE THROUGH MOVIES. CASE STUDY *MIRACLE WORKER*

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Abstract

Movies are a nice way to relax, but they also can be a great way to learn and educate. It is amazing how much knowledge can be revealed through a regular family movie for instance. From how to communicate and understand others even if it might seem we are separated by cultural barriers, to how to behave in different given situations by using appropriate communication styles or cultural connections. The present study presents you with such research by analyzing from different perspectives the movie *Miracle worker*.

Keywords: communication, culture, movie education

Introduction

Cultural background makes a powerful mark on our perception of life situation, our reaction, our behavioral and on the way, we act face to a given situation or to a person. That is why it is important to learn how to communicate properly with people that have different cultural backgrounds than ours. Just think of the most common barrier in communication: language. If someone speaks to you in a language you never learned, you will not understand what that person wants to tell you. And unfortunately, nowadays, not understanding what someone wants to say may transform that person into an unwanted, outcast individual.

The correlation between cultural background and communication is significant. Cultural background shapes our communication styles, norms, values, and perceptions. It influences how we express ourselves, interpret messages, and understand non-verbal cues. Being aware of cultural differences can help improve cross-cultural communication and avoid misunderstandings.

Understanding intercultural communication helps us make important steps to a more peaceful society all over the world and in what ever the context may be.

The cultural background does not refer only to different geographical spaces or different nationalities or ethnic groups. Each community has its own cultural fingerprint, which includes the community of families. Each family has its own rules and ways of doing things and that impacts the way a person will position itself later in life to different situations and/or people. For instance, a simple fact like how we celebrate Christmas can be different from one family to another. It's not necessarily a gap that could lead to misunderstandings, but little things like that gathered could emerge in disruptions.

In this article we want to present you with a technique that aims to help people, and mostly students, to open their minds and find the necessary instruments to dive through cultural barriers so that communication to be a success in any given situation.

Movies and education

Movies have an unparalleled capacity to forge a deeper bond with audiences than any other form of media. What happens on-screen conveys meaning that transcends the words said by its characters through visual imagery, sound effects, music analyses, philosophical arguments and symbols. A combination of all these elements is filmic language. (Jensen & Salmose, 2022) Although it evolves rapidly and changes all the time, it nonetheless shows a certain continuity, which makes films universally understandable. Cinematographically culture, cinematographic art is a universal communicative and educational medium. Its role as a unique means of communication and education between nations and cultures, as well as within them, grows steadily within the convergence of information society and globalization. Movies reveal a collective consciousness and cultural identity of a nation that deserves meticulous study. (Wang & Feng, 2024)

As an art form, a mode of representation, and a communicative medium, cinema and films have multi-national, multi-ethnic, and multi-ideological aspects. It was never meant to be void of social choice. Understanding how such functions are fulfilled, fulfilled satisfactorily or, due to various reasons, not fulfilled, could considerably enhance 'film literacy' (Bucciferro, 2021), sensibility, and creativity among the film-going public and/or the television-viewing audience. Perceptions of social and cultural forces shaping the cinema would lead to a better understanding of the media phenomena, and thereby even enhance a broader acknowledgement of the autonomy of the art of cinema. In sum, an analysis of the roles of cinema/films

and their multi-faceted socio-cultural implications may eventually make films just as important as books and museums.

Movies are a form of visual art and a medium for communication. More specifically, movies are apparent, or audiovisual, narratives that exhibit their stories moving along a linear time. After a few decades of development, movies have become one of the most popular forms of entertainment in the world. They have also been studied by academicians in disciplines such as art, cultural studies, education, linguistics, literature, philosophy, political science, psychological science, sociology, etc. Movies have also been used as teaching materials in classrooms in various disciplines.

Cinematic communication is one of the dynamic, social, and emotional means of literary and artistic expression. In the past, there were combative exhibitions or performances, folk wisdom, philosophy, festival performances, ballads, theatre, shadow play, live music, the radio, curved screen cinema, television, and video art from the video capitalism age. A nation's past is the history of narrative art; it is a narration of collective memories that foster national identity and social bonding. Movies as a symbolic medium are projected onto the screen for vision. The screen could be an oval or a rectangular theatre screen, a den of projection, a small rectangular television screen, a flat computer screen, a thin-eyed smart phone screen, an underground vault of projected imagery, a side of the tall building on the street covering red carpet events, or a cadre on drums, reflecting a society's cultural and spiritual pursuits. In synchrony with narrative art, there are digital dramas, or doodles, played on or off screen. The visual elements of narrative art convey the chain of events professing a story of mortality, identity, and escapism. (Stadler, 2020) The chain of frames captures and portrays the illusion of life, motion, and the hidden meaning behind still photographs containing time, place, relationships, progressive change, personality, and mental state. In this artistic idealization, rhetoric, ideology, and propaganda are imitated by corresponding forms of oral exposition, sibilant sound design, musical tempo, descriptive vision, choreographed movement, framed ratios, rhythmic editing cutting, adjusting silhouette and color, and multiple-screens assemblage. Still, many problems of researchers and scholars alike remain in this ever-morphing realm of signifying decades. Early educational films, reaching wide audiences from the late 19th to the 1950s, became a discourse in what is now called the "industry of politics," "culture industry," or "bandwagon." (Molenda) But films as acculturation are dangerously promiscuous. Therefore, this paper puts forth a case study of 'The Miracle Worker' to explore cinematic communication—indicating the

ambiguity of inherent good, subsequent trial and defense awkwardness, and contradictory discursive trails—as a means of humane education.

Movies and communication

Films are one of the most powerful forms of communication in the modern era, with the ability to convey complex messages, ideas and emotions through image, sound and narration. This art form combines visual, auditory, and narrative elements to create an immersive and immersive experience that can influence public opinion, educate, inspire, or provoke discussion.

In the context of communication, films play several important roles:

1. **Cultural Communication:** Films reflect and transmit the values, norms and traditions of a society. They can provide a window to other cultures, promoting intercultural understanding. For example, Hollywood movies have influenced how American culture is perceived globally.

2. **Emotional communication:** Movies can evoke strong emotions – from joy and excitement to sadness or fear. Emotions are an important channel in communication, allowing the audience to connect to the story and characters on a deep level.

3. **Propaganda and social influence:** Throughout history, films have been used to influence public opinion and to convey political or ideological messages. War propaganda films or documentaries that promote social causes are clear examples of how cinema can shape opinions and beliefs.

4. **Education and awareness:** Documentary or biographical films bring to the public themes and topics of general or specific interest, from climate change to social or historical issues. They can be a powerful educational tool, able to simplify complex concepts and make information accessible to a wide audience.

5. **Narrative Communication:** Films use structured narratives to convey messages and themes. Each story has a meaning, and the choice of scenarios, dialogs, sets and symbols contributes to the way the central message is conveyed. Storytelling is one of the oldest forms of knowledge transmission, and films take it to a new level.

Movies are more than just entertainment products. They represent a sophisticated form of communication, capable of bringing together art, culture and technology to influence and shape the way people think, feel and act.

Methodology

The investigation of the role and impact of movies in communication and education has been conducted using a case study approach of the 1962 cinema movie, “The Miracle Worker,” comprising two interconnected sub-

sections, thus modelling the methodology of a qualitative research, which is appropriate for investigating complex social contexts such as that of the present work. By focusing on a single case, the effects of this particular movie on the communication and teaching-learning process in formal education has been studied in detail, with the data collection and analysis appropriate for exploring the complexity of a research topic. Special attention has been paid to the description of the data analysis using an analytical framework, other than the well-known 'hierarchical structure description (HSD)' tools of qualitative research. The analysis focuses on pedagogical movies that are narratively complex, addressing issues of comprehension and awareness of communicative interaction. A narrative perspective allows an exploration of the ways in which modes of understanding are represented and made problematic. Aspects of the paradigm converge, represent, and affect the understanding of the communicative processes depicted. By focusing on the representation of these aspects, the analysis reveals how the characters' grasp of modes of understanding emerges and transforms. The delineation of different modes of understanding demonstrates the diversity of viewpoints through which the story world can be comprehended, and the ways in which some characters' efforts to communicate or acquire understanding become problematic.

Case study

"The Miracle Worker" is a biographical movie telling Helen Keller's stories of meeting Anne Sullivan and overcoming difficulties. It is a Hollywood product, a biopic, a dialogue-dominant narrative, and a classic film. It communicates messages by showing Helen's struggle for language acquisition, Sullivan's dedication and persistence to teach Keller, and the love between Sullivan and Keller. These messages are colored by political and ideological factors of the time. The messages portrayed by the film can be taught actively by arranging teacher-directed approaches, tasks, teacher-student interaction, and self-investigation approaches.

"The Miracle Worker" tells the inspiring story of Helen Keller, a bright and determined young girl rendered deaf and blind from a tragic illness. The ultimate art of communication is shown through Helen's dramatic development from an angry, frustrated isolated shut-in, into a social being who can relive, express, and communicate her emotions through language. The early attempts of her family all failed. Their indulgences spoiled her even further, while their superficial attempts at learning sign language were ineffective because she had no concept of language or communication as the connection of sounds or signs to known ideas. Thus, Helen's behavior ranged

from uncontrolled rage to passive but stubborn refusal to respond. (Rosenbaum & Gianvito, 2020)

In desperation, Helen's mother seeks the help of Ann Sullivan, a Perkins Institution graduate who was visually impaired herself, an aspiring missionary who had taught the New York director's deaf blind brother. Ann, a tenacious woman, arrives at the Keller's Alabama home painfully aware of how her own poor family background may impair her efforts to reform a disgraced but determined family (Keller). A scuffle ensues between the Keller family and Ann, but Helen escaped the battle of adults and finds solace at Ann's side. This alien acceptance immediately provides hope for Helen, prompting a long bargaining session between Ann and Helen's parents.

Ann realizes that the only way to teach Helen what language is to break her of her habits, so she isolates her from her family in order to give her the perfect environment for living by the rules. A six-week compromise begins during which Helen is steadfastly obedient but driven to a stubborn rage by her frustrations at her new teacher's unwavering, uncompromising methods. Seeking revenge, Helen smashes their precious doll; however, Ann surprisingly continues her immovable placidity and use of signs. Steadfast, Ann retrieves the doll and refuses to offer any comfort years so the child would understand the meaning of love or empathy that was attached to the sign used. Tragically upset, Helen tragically injures her own photographer, but Ann's repetition of 'h-u-r-t' without emotional inflection offers unease and shock rather than punishment and outrage.

Despite escalating aggressive retaliation, Ann endures and enduringly persuades Helen's continued cooperation. On the verge of childhood peace, Helen's mother spreads false rumors that her plaint's ear-witness can hear, but Ann attacks the intuitively dangerous misinformation inspiring fresh rebellion. However, over time, Helen begrudgingly develops a begrudging cooperation enjoying their approximate sense of rhythm with signs. Yet Helen's formidable will mouths victory, tossing Ann's attempts at spelling her name into repose, proudly asserting 'H-E-L-E-N,' and leaving Ann resigned to comforting her love for the child, feeling more saint than godmother.

The breakthrough occurs in what is termed the "water episode," a moment of heated confrontation during which Helen twists the spigot loose, spraying herself in the face, whereupon Ann seizes her wrist, shouting the word 'water' and darting through signs. In shock, Helen's eyes open wide, living up to the story's name, and at that moment, the great mystery of deafness and blindness for Helen was drawn to words through language.

Language and communication are the key forms of an exchange between human beings and in society. Problems of learning and

comprehension pose a severe handicap for children who have sensory difficulties and at times prevent both their realization as individuals and their positive integration in society. The starting point for this thesis is the significant role played by language and communication in our lives. The development of individual thought is deeply connected to an individual's ability to use language. Oral language, as well as written language, represents the most developed form of social communication and an individual's capacity to communicate at a particular level reflects, to a great extent, his or her inner development. (Kim, 2020) Movie representations of experiences close to those faced by people with multiple sensory difficulties help us develop greater empathy towards their plight.

Information flows between people and between individuals and the ideas, culture, and knowledge they express using mutual, shared language. A person who is born deaf or blind and who, for both sensory deficits, does not receive adequate sensory stimulation during the important critical periods in various emotional and knowledge components that are essential for the formation of rich, creative personality associated with sight and hearing. Therefore, acquiring social skills related to listening and vocalizing within a social group can be limited and incomplete. Despite these perceptual losses, deaf and blind people are able to communicate by compensating for these losses. The example of the deaf-blind person Helen Keller, who the movie under analysis is about, is an example of how deaf and blind people can overcome their invisibility and isolation, if given the right educational approaches, such as manual tactile language. This powerful approach aids in the acquisition of signs for the deaf, practice in its use, and favors structure of elementary communication development. Helen did not use and learn language simply to associate vocal sound with objects. Rather, she exhibited the use of the oral/auditory channel as a vehicle for comprehending and constructing meaning within the human world and then expressed her individual thinking. But it is not only the obvious context of communication in case of a person with disabilities. We asked our students to replace the situation in the movie with the idea of trying to communicate with someone that comes from a different culture – sometimes understanding with someone that not only speaks a different language, but also has different cultural customs can be challenging, and yet, if we want, we can find way to understand each other.

Nonverbal communication, with which people convey meaning through use of facial expressions, eye contact, hand, head or body movement, is a common form of communication in real life. From "The Spy Who Came in from the Cold," the first half of the movie was filled with nonverbal

communication, as they were largely composed of flashback scenes, aimed to illustrate the interpersonal cognition of two main characters. (Abakumova et al.2021) Visual technology and nonverbal communications complement each other. For example, visual technology is more effective than verbal technology for moving the audience when conveying happiness, sadness, meanness, et al., through facial expressions, body language, and tone of voice. Through body language, expressions of emotions, and tone of voice, movies can move the audience with greater speed and depth in the works created focusing on interpersonal relationships. When future scholars share information using movies as a medium, they should pay relatively more attention to nonverbal communication. (Schonig, 2021)

The probable function of movies as a teaching medium includes the entertainment of pupils or students and the provision of audio-visual support to the educator in his teaching task - the activation of audio-visual stimuli that can stimulate the interest and concentration of the students. It is submitted that whether or not movies are designed with educational or purely entertainment intent, selected moving pictures are capable of making a real contribution to important educational objectives. Movies may initiate discussion or research, stimulate interest, or provide insights and understandings not otherwise available. A movie's virtue is its ability to depict for pupils the past and present of its art form as it reflects events, significant aspects of historical and social development, behavior patterns, and values. These objectives of teaching may be served by this lucid, living quality of the moving picture which involves the student in ways that print cannot.

A motion picture like *The Miracle Worker* teaches an essential 'fact' if done "right." Specifically, it teaches a lesson about Helen Keller and her teacher, it teaches a lesson about Anne Sullivan herself as well. In addition, the movie surely affords other opportunities to discuss and think. The movie becomes a valuable aid to such 'discussion and thinking'. It is important, accordingly, to realize the multiple objectives fulfilled by a movie. Such recognition should not lead to people thinking primarily in terms of entertainment nor in terms of educational value (AKHFIANA, 2023). People might better take a broader approach to the role of movies in communication and education themselves. *The Miracle Worker* represents a favored movie. Crucial advantages of *The Miracle Worker* support the hypothesis that the film links to the purpose of shared education. (Putri & Fitri, 2020)

Also, what we want to reveal in this study is that this movie, mainly because it is based on real life aspects, helps students to overcome the barrier of this or that cannot be done. For instances, we started the movie and after the first minutes, when the girl attacks the little boy and then her mother comforts

her, we stopped it and we asked the students if, based on what they saw and the fact the little girl could not see or hear, do they think she can make a life of her own? All the students (question asked for 8 years to students from different fields of study) said no. They are all amazed at the end when we reveal to them who Hellen Keller was and what she has achieved.

Conclusions

Movies play an important role in communication and education, both inside and outside the classroom. In them, the director's understanding, comments, and views about the issues or the nature involved are presented before the audience. This provides students with the background and a wide range of stimulating experiences for their frequent references and discussions in the areas they are taught. It is important to apply movies more effectively for communication and education, especially contemporary moral ethics and social psychological interactions being successfully satisfied. After the warm-up and discussion, the instructor can present more lessons from the fruit of the warm-up, presenting the academic objectives of the film and relating them to the subject of the course for the students to focus on. This is a student-centered approach that respects the thinking and feelings of the students while revealing the problem. It was indicated that not only professional educators, but instructors in every course were expected to contribute to cultivating the development of positive character values in the public.

Retelling *The Miracle Worker* requires a comprehensive understanding and appreciation of the themes displayed in the movie. Yes, its depth and breadth are such that it is very likely that scholars from different cultures will investigate the works from different perspectives. Some effective problems of educational and entertaining teaching have been developed to stir students' interest and thinking about the themes. No further doubt, this suggestion is valuable. With a proper presentation and discussion of *The Miracle Worker* or other advanced movies in class, together with appropriate pedagogical techniques, the desired academic, social, and psychological objectives it can also be successfully met and satisfied in every aspect.

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PLATFORMA CLASSMARKER

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Rolul evaluării în educație nu se limitează doar la măsurarea performanței academice, ci include și monitorizarea progresului individual al fiecărui elev. Evaluările regulate ajută la identificarea punctelor forte și a punctelor slabe ale studenților, oferind astfel informații esențiale pentru personalizarea procesului de învățare. Mihaela Ionescu subliniază în lucrarea sa *Evaluarea în învățământ: Ghid metodologic* importanța evaluării continue ca metodă de ajustare a strategiilor educaționale la nevoile fiecărui elev. În contextul digitalizării crescânde, platformele de evaluare online au devenit un instrument indispensabil, permițând o evaluare rapidă și eficientă, care poate fi accesată de la distanță. Conform Emil Păun și Dan Potolea, tehnologiile educaționale moderne, inclusiv platformele de evaluare online, oferă un suport esențial pentru adaptarea procesului educațional la cerințele actuale ale societății. ClassMarker este una dintre aceste platforme, oferind o soluție robustă și versatilă pentru crearea de teste personalizate, adaptabile nevoilor variate ale utilizatorilor.

ClassMarker este cunoscută pentru interfața sa prietenoasă și designul intuitiv, care permite o navigare ușoară și rapidă. Platforma este destinată nu doar instituțiilor academice, ci și organizațiilor corporative care au nevoie de evaluări rapide și eficiente pentru formarea angajaților. Crenguța Oprea, în lucrarea sa *"Strategii didactice interactive"*, evidențiază rolul central pe care platformele digitale precum ClassMarker îl pot juca în optimizarea procesului de formare și evaluare, contribuind la o mai bună integrare a noilor tehnologii în educație. Oferind o gamă largă de funcționalități, ClassMarker permite personalizarea completă a testelor, incluzând opțiuni de branduire și stilizare, astfel încât să se potrivească cu imaginea instituției sau organizației utilizatoare. Acest nivel de personalizare asigură o experiență de testare profesionistă și relevantă pentru utilizatori, ceea ce este esențial într-un mediu educațional sau de afaceri competitiv.

Pentru a accesa platforma, utilizatorii trebuie să se înregistreze cu un cont, proces care poate fi realizat în câteva minute. Există opțiuni de conturi gratuite și plătite, fiecare oferind un set diferit de funcționalități. Ion Tiberiu

Radu menționează în „Evaluarea în procesul didactic,” că utilizarea tehnologiilor moderne în evaluare poate optimiza semnificativ experiența de învățare și evaluare pentru elevi, permițând accesul rapid la resurse și feedback instantaneu. Conturile plătite oferă beneficii suplimentare, cum ar fi posibilitatea de a crea teste nelimitate și acces la rapoarte avansate. Profesorii pot administra cu ușurință clase și grupuri de studenți, gestionând accesul la teste și monitorizând progresul fiecărui participant. Aceste funcționalități sunt esențiale pentru asigurarea unei evaluări corecte și eficiente, indiferent de numărul de participanți sau de complexitatea testelor.

ClassMarker oferă o mare flexibilitate în crearea testelor, permițând utilizatorilor să adauge întrebări cu răspunsuri corecte multiple, să includă întrebări cu imagini, audio sau video, și să definească reguli specifice pentru fiecare test. Simona Tripa subliniază în “Evaluarea competențelor în contextul educației moderne” că personalizarea evaluărilor este crucială pentru a asigura relevanța și eficiența acestora, adaptându-se astfel la nevoile individuale ale studenților sau angajaților. De asemenea, există posibilitatea de a salva întrebările în bănci de întrebări, facilitând reutilizarea acestora în teste viitoare. În plus, platforma permite importul de întrebări din fișiere CSV, economisind timp și efort în configurarea testelor. Utilizatorii pot seta, de asemenea, limite de timp pentru finalizarea testelor, pentru a simula condiții de examen real.

Distribuirea testelor se poate face rapid și eficient prin crearea de link-uri unice pentru fiecare test, care pot fi trimise prin e-mail sau distribuite prin alte canale de comunicare. Profesorii pot controla accesul la teste prin setarea unor parole sau limitând accesul la anumite intervale de timp. Ioan Cerghit în “Metode de învățământ” discută despre importanța adaptabilității platformelor digitale la diversele cerințe ale procesului educațional, subliniind că securitatea și confidențialitatea sunt esențiale pentru succesul unei astfel de platforme. De asemenea, pot crea teste private care necesită autentificare pentru a accesa conținutul, asigurând astfel securitatea și confidențialitatea datelor.

Corectarea automată este un avantaj semnificativ oferit de ClassMarker, reducând considerabil timpul necesar pentru evaluarea testelor. Ioan Nicola în “Tratat de pedagogie școlară” subliniază beneficiile evaluării automate, care nu doar că economisește timp, dar și asigură o corectitudine sporită, eliminând posibilele erori umane. Întrebările de tip grilă sau cu răspunsuri scurte sunt corectate instantaneu, iar rezultatele sunt disponibile imediat după finalizarea testului. Pentru întrebările de tip eseu, profesorii pot revizui răspunsurile și adăuga comentarii și note direct în platformă. ClassMarker permite, de asemenea, personalizarea sistemului de scorare,

oferind posibilitatea de a atribui ponderi diferite pentru diferite întrebări sau secțiuni ale testului.

Elevii pot rezolva testele de pe orice dispozitiv conectat la internet, ceea ce face platforma extrem de convenabilă pentru învățământul la distanță. După ce au finalizat testul, aceștia pot primi feedback instantaneu, în funcție de setările testului. Simona Tripa menționează că feedback-ul rapid și detaliat este esențial pentru procesul de învățare, deoarece permite elevilor să își corecteze erorile și să își consolideze cunoștințele în timp real. Feedback-ul poate include nu doar scorul obținut, ci și explicații detaliate pentru răspunsurile corecte și greșite. Aceasta ajută la consolidarea învățării și oferă elevilor oportunitatea de a-și îmbunătăți cunoștințele. De asemenea, platforma permite revizuirea testelor anterior finalizate, permițând elevilor să își analizeze performanța de-a lungul timpului.

ClassMarker se remarcă prin ușurința de utilizare și versatilitatea sa, fiind potrivită atât pentru educația formală, cât și pentru formarea profesională. Platforma este adaptabilă nevoilor diverse ale utilizatorilor, oferind opțiuni variate pentru personalizarea testelor și administrarea acestora. Mihaela Ionescu evidențiază în lucrarea sa că posibilitatea de personalizare a evaluărilor și de administrare eficientă a acestora reprezintă un factor crucial pentru succesul oricărei platforme educaționale. Capacitatea de a furniza feedback instant și rapoarte detaliate este un alt avantaj major, facilitând monitorizarea progresului și identificarea rapidă a zonelor care necesită îmbunătățire. De asemenea, securitatea datelor este o prioritate, ClassMarker implementând măsuri stricte de protecție a informațiilor personale.

Cu toate că ClassMarker oferă numeroase beneficii, există și câteva dezavantaje de luat în considerare. Dependența de o conexiune stabilă la internet poate fi o provocare, mai ales în regiunile cu infrastructură digitală limitată. În plus, Emil Păun și Dan Potolea menționează în lucrarea lor că adaptabilitatea unei platforme la diverse contexte educaționale depinde de accesibilitatea tehnologică a utilizatorilor săi. De asemenea, complexitatea testelor poate fi limitată de opțiunile disponibile pe platformă, în special în cazul testelor care necesită un nivel ridicat de interacțiune sau personalizare. Un alt aspect de considerat este costul abonamentelor plătite, care poate fi o barieră pentru unele instituții sau organizații cu resurse financiare limitate. În ciuda acestor limitări, Ioan Nicola subliniază că platformele precum ClassMarker, cu toate că nu sunt perfecte, rămân instrumente extrem de utile pentru modernizarea procesului de evaluare în educație.

Un exemplu notabil de utilizare a platformei ClassMarker este implementarea sa în cadrul unui program de formare continuă pentru angajații unei companii multinaționale. Compania a utilizat ClassMarker pentru a

evalua competențele tehnice ale angajaților săi, într-o serie de cursuri de formare în IT. Testele au inclus întrebări de tip grilă, întrebări deschise și probleme de rezolvare, iar rezultatele au fost utilizate pentru a personaliza programele de formare ulterioare. Simona Tripa arată că utilizarea feedback-ului detaliat și instantaneu în cadrul evaluărilor contribuie la dezvoltarea competențelor esențiale ale angajaților, îmbunătățind astfel performanța generală a organizației. Pe lângă aceasta, o universitate prestigioasă a utilizat ClassMarker pentru testele de admitere, beneficiind de capacitatea platformei de a gestiona un număr mare de participanți și de a oferi rezultate imediat după finalizarea testelor. Acest exemplu evidențiază flexibilitatea platformei în gestionarea diverselor nevoi educaționale și corporative, demonstrând utilitatea sa atât în evaluările academice, cât și în cele profesionale.

ClassMarker reprezintă o platformă esențială în domeniul evaluărilor online, oferind o soluție completă și flexibilă pentru utilizatorii din diverse domenii. De la crearea și distribuirea testelor până la corectarea și feedback-ul automatizat, ClassMarker facilitează un proces educațional eficient și eficace. Într-o lume din ce în ce mai digitalizată, platformele de evaluare online devin din ce în ce mai relevante, iar Crenguța Oprea concluzionează că integrarea acestor tehnologii în educație este esențială pentru a răspunde cerințelor și provocărilor viitorului. ClassMarker se afirmă ca un instrument indispensabil pentru educatori și formatori, contribuind la modernizarea procesului educațional și la crearea unui mediu de învățare mai eficient, adaptat nevoilor contemporane. Un aspect esențial al platformei ClassMarker este capacitatea sa de a susține învățarea personalizată. În contextul educațional modern, personalizarea este considerată crucială pentru optimizarea rezultatelor academice, deoarece permite adaptarea metodelor de evaluare la nevoile individuale ale fiecărui elev. ClassMarker oferă posibilitatea de a crea teste personalizate pentru diferite grupuri de studenți, facilitând ajustarea nivelului de dificultate și a tipului de întrebări în funcție de nivelul de cunoștințe al fiecărui elev. Ioan Cerghit subliniază importanța personalizării în educație, menționând că abordările flexibile, precum cele oferite de platformele online, contribuie semnificativ la îmbunătățirea motivației și performanței elevilor.

Pe lângă opțiunile standard de testare, ClassMarker se remarcă prin integrarea de funcționalități avansate, cum ar fi posibilitatea de a include întrebări multimedia (imagini, video, audio), ceea ce face evaluările mai interactive și atractive pentru utilizatori. Aceste caracteristici sunt deosebit de utile în evaluările care necesită demonstrarea competențelor practice, cum ar fi cele din domeniile științelor, limbilor străine sau artelor. Platforma permite de asemenea setarea unor parametri specifici pentru fiecare test, cum ar fi durata,

numărul de întrebări afișate, sau ordinea întrebărilor, ceea ce oferă un control complet asupra experienței de testare.

Un alt avantaj important al platformei ClassMarker este capacitatea sa de a genera rapoarte detaliate și personalizate ale rezultatelor testelor. Aceste rapoarte includ nu doar scorurile brute, ci și analize detaliate ale performanței pe fiecare întrebare sau categorie de întrebări. Profesorii și formatorii pot utiliza aceste rapoarte pentru a identifica tendințele de învățare, dificultățile întâmpinate de studenți, și pentru a ajusta strategiile de predare în consecință. *Crenguța Oprea* evidențiază faptul că utilizarea analizelor de date în educație este un pas esențial în dezvoltarea unor practici educaționale bazate pe dovezi (Oprea, 2007, pp. 96-120). Aceasta nu doar îmbunătățește calitatea procesului de învățare, ci și oferă un feedback valoros care poate ghida deciziile educaționale viitoare.

Platforma ClassMarker contribuie și la creșterea implicării elevilor prin evaluări interactive și accesibile. Posibilitatea de a rezolva testele de pe orice dispozitiv conectat la internet face ca procesul de evaluare să fie mai puțin stresant și mai adaptabil stilului de viață al studenților moderni. De asemenea, feedback-ul instant oferit după completarea testelor este un element de motivare puternică, ajutând elevii să înțeleagă rapid unde au greșit și cum își pot îmbunătăți performanțele. Astfel, evaluarea devine un instrument activ de învățare, nu doar un mijloc de măsurare a cunoștințelor.

Nu doar instituțiile educaționale, ci și mediul corporativ poate beneficia de funcționalitățile ClassMarker. Platforma este utilizată pe scară largă în formarea profesională, oferind companiilor o soluție eficientă pentru evaluarea competențelor angajaților. De la testele de onboarding pentru noii angajați până la evaluările periodice de performanță, ClassMarker facilitează un management al talentului bazat pe date concrete. Companiile pot astfel să își optimizeze procesele de recrutare și formare, identificând rapid zonele care necesită dezvoltare suplimentară.

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EARLY EDUCATION – HOW TO TEACH SMALL CHILDREN (0-3 YEARS) BASIC SKILLS

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Abstract

The most important part of the brain (app.90%) develops until age 3. So, the education and the skills we teach children during this period are essential. When we take the child to a kindergarten, it is crucial that the activities he/she finds there to help him positively and beneficially to progress to the full in all the aspects: emotional, communicational, movement skills, talking, understanding, making connections etc. This research aims to submit to your attention some activities and the amazing results observed on children during a period of year, at a private kindergarten.

Keywords: early education, kindergarten, educational activities

There is a growing alliance of researchers who insist that a child's experiences in the age period from zero to three are critical and have a significant impact on how children develop and how well they learn academically once they start school. Research has shown that children's earliest experiences and relationships establish the foundation for their future physical, cognitive, emotional, and social development. From birth to age three, human brain mass increases by more than 200 percent, far exceeding any subsequent equivalent mass increase during any stage of life. (Siegel, 2020) Such rapid growth has a set of developmental implications; an environment that is especially stimulating and responsive relative to the child's capacities will maximize the potential for brain development. Conversely, persistent neglect, abuse, severe maternal stress, prenatal exposure to toxic substances, and severe nutritional deficiencies are agents that can disrupt early brain development. Taken together, one's environment can serve to support a child's genetic inheritance or serve to compromise such inheritance.

We can no longer afford to be ideologically blind to the child's earliest experiences, given the growing evidence that children begin learning as soon

as they leave the hospital. Nor can we ignore the fact that all children need better cognitive and emotional foundations to succeed in school if they are to be successful in the workplace and assume the responsibilities of informed adulthood.

The development of basic skills (specifically attention, listening, understanding, expression, memory, concept formation, creativity, motor skills, and self-regulation) is the key developmental task of the first three years of life. Small children develop these skills primarily through interactions with individuals. Caregivers teach the basic skills either formally or informally throughout the time that children are awake. In fact, a caregiver is always teaching a child, and children learn best in interactions that are playful and responsive.

The developmental tasks of young children are qualitatively different from the developmental tasks of older children. While basic skills are important to older children and adults, it is only the young child who requires a concentrated supportive effort to learn the fundamental elements of all subsequent learning. Unfortunately, few structured help resources are available to families or to service professionals who endeavor to provide child guidance and intervention in educational or assistive learning settings. Developmental resources that are available generally focus on beginning reading and writing skills or on more specific and more complex areas of skills development such as speech, sensor development, motor skills, early intervention, intelligence, and learning development.

Developmental Milestones in the First Three Years

There are key and predictable ages at which children can be expected to develop certain abilities. They are building a foundation, and many of the beginnings of more advanced skills in areas of language, motor, sensory, cognitive, and self-help are becoming established. Here is a thumbnail sketch of major skill acquisition milestones in the first three years.

Infants develop the ability to coordinate and execute voluntary movements and physical mobility. Fine and gross motor skills will lay the groundwork for language development. From birth, a child develops muscle control of the head, neck, arm, and leg muscles. Newborns prefer symmetrical movements, visual focusing at about seven inches from the face, taste salty and sweet from birth, and respond to sounds from birth. (Newell, 2020) They use their own body as a source of stimulation and enter the world with no apparent sense of taste or texture. At this point, children pucker up when tasting something sour due to infant developmental and sensory experiences. Two to five days following the infant's birth, they will begin to see patterns

and shapes, and around one month, their ears will be able to respond to sound. At around four months, they will use their body to command attention and comfort in situations. At this point, the infant will be able to look around using their upper and lower back muscles, will be able to scoot around in circles, close body openings, and start to develop preferences in taste. Finally, at six months, they become aware of themselves as a separate person, becoming more sensitive to their bodies' reactions. (Spelke, 2022) At six to twelve months, head control matures; the child begins to sit, roll over, crawl, and eventually pull themselves up using flat feet. The baby begins to crawl around.

Between nine and fifteen months, they can focus on objects outside of their own body and stand unsupported. During this time, they are able to explore the world through locomotion. At fifteen to twenty-five months, hand control is refined, and thumb-finger coordination develops within the child while they walk. The toddler is more able to be mobile and manipulate the environment through exploration, imitation, sensory play, and make-believe. At eighteen months, the child will be able to pick up and hold objects at varying levels of perception. (Aychet et al., 2024) At this time, the infant becomes more independent and makes tentative attempts at self-care. Around twenty-five to forty-seven months, the leg muscles develop, allowing the child to master running, jumping, and alternating feet on stairs. At this point, they will maintain head stability in activities like feeding, dressing, toileting, and helping with other routines. They will also use self-care skills to boost self-confidence. Using developmental information throughout the day, an age-appropriate program will be responsive and supportive of each infant's individual experiences, needs, and contributions to the total group. (Spelke, 2022)

Cognitive Development

The general pattern in cognitive development is from sensorimotor learning to representational thought, followed by an explosion of language facility and ready learning of pre-reading and pre-mathematical abstractions. Initially, babies can learn only by physical manipulation, through their senses and physical interaction. Quite suddenly, they show an ability to make internal representations of various sorts. Afford them the opportunity for action in a rich and varied environment that makes use of all senses, and the cognitive benefits will be considerable, although physical restriction and poverty of environments may retard cognitive growth. Because children are curious and eager learners, we know that these abilities are small in family and preschool children only when work or play frustrates them. Learning activities should be a process of cooperation or sharing, not isolated or mandatory activities.

Interest, attention, enjoyment, exploration, action, and involvement lead to many learning experiences. Consequently, conceptual teaching approaches call for learning about such abstractions as relationships, objects, time, shape, size, direction, color, and texture. Concept learning will be fostered as children learn to recognize the physical and auditory properties of things and people. With a little thought, we can find that many cognitive concepts can easily and naturally be talked about and taught with interest and challenge, as children find that they are invited to participate. Without such presentation, basic concepts in intellectual development cannot be abstractions, but must remain what children can only touch, see, smell, taste, and hear. (Gray & Holyoak)

Language Development

The ability to communicate our thoughts and feelings through language makes us distinctly human. The development of language in the individual child begins at birth and continues as long as we live. Babies begin by cooing, then babbling, and finally repeating sounds. Words are learned well before a child can use them effectively to communicate. The method of learning spoken language and written language is basically the same. While there are often problems in taking the leap from the spoken word to the written word, there should be no special method of teaching children to read or write. The most important things adults can do to help children develop language skills are to talk and listen to them. Even the one-month-old infant can be talked to, and this is one of the most important things that the new parent can do to advance language development. (Brodin & Renblad, 2020)

Encouragement and praise are essential to language development; skills such as listening are as critical as those which are used for effective communication. Young children need opportunities to talk, express themselves, and practice their language skills. Children who are reticent and silent as toddlers and preschoolers may be less successful as adults. This is because extensive practice is essential to the development of mastery skills in spoken communication. Required language skills at each stage of development vary. After about 18 months of life, children can understand nearly all that is said to them but are able to vocalize only a few sounds. The typical two-year-old child can only make short phrases. Vocabulary is generally about 50 words at 2 years, 100 words at 2 and a half years, and 1000 words at 5 years. Over time, children need to be exposed to an increasing number of new words. Antonyms and synonyms become important in the development of a concept of opposites, multiple meanings of words, and abstract words. (Hanafi et al.2020)

Motor Skills Development

Motor skill development takes a central position for the young child. Physical activities through sensory processes offer the infant diverse ways of understanding various fine skills. In the beginning, the child depends on flexor muscle strength; trunk and back control is assumed later, upon which cold muscles become active. One begins to realize their hands' strength through pushing, pulling, and lifting after this four-month process. The infant begins to seize objects in the first six months, and the strengthening of mental-motor connections begins when the hand regains greater precision after nine months. (Spelke, 2022)

However, movement is not only a compound effort but also a kinesthetic involvement related to cognition. Even before the beginning of the association of the two hemispheres of the brain, the baby carries out several mental activities with every movement they make. Building a connection with the happenings develops the feeling of absolute mental and physical integrity, even with an activity that they might not be aware of. The baby discovers their surroundings by crawling since their hands, arms, and trunk are getting ready for carrying, reaching, and taking their own weight. This unrelated physical activity through the nerve paths provides the baby with various experiences. Therefore, assisting individuals to discover the world around them through their learning by moving is one of the most essential aspects of the education of physical skills of small children. Individuals learn by studying how to recognize specific subtle positions of the body, namely while sitting on their heels, on one knee, or squatting. Their postures and behavior indicate when they have accomplished such movements, how they balance themselves, and their crucial muscle force. Therefore, it is better to conduct such awareness activities alone and concentrate on the matter without any disturbances. Such manipulative activities would extend minimal emotional reactions to the surroundings. For the competent growth of hand-eye-mind coordination, the basic assumption that infants conform to is the fact that infants who understand their surroundings and comprehend what they are doing can utilize numerous materials and objects in various ways and gain knowledge of myriad problem solutions.

Key Principles of Teaching Basic Skills to Small Children

Here are some basic principles to keep in mind when trying to teach small children basic skills. Every child is different, but these principles are obtained from generalizations about how small children are likely to behave. It is a guide, not a strict rule, and will not apply equally to everyone.

1. **Small Children Have Short Attention Spans** Small children do not pay attention to any one thing for very long. Their attention span is short, so if you want to maximize learning, it is best to have them do many things very quickly. If you try to engage small children in any one activity for long, they get restless, which creates the practical problem in a group setting of interfering with everyone else. So break everything you do down into small units. Use a variety of teaching methods—songs, games, drills—they can do each for short periods because the total time required is spread out over many activities. (Ginsburg, 2020) (Hari, 2023)

2. **Small Children need to be engaged by differentiation** bored small children do not learn. Everyone knows that every child is different, but this repeats the concept of learning styles as evidence of this basic principle of child education. Teaching small children is a fundamental skill, meaning it should be possible to get most of them to do it at no significant cost in terms of tailoring what you do to their individual personalities, and without needing to focus as individuals on their wishes and desires, which may or may not be consistent with your educational purpose. The single most important way that experience changes your skill at interacting with small children is that people who work with small children a great deal learn how to walk to the front of a room, put on their "teacher voice," and generally create an atmosphere where a group of very different children all know what they are supposed to be doing. (Tam et al.2021)

Play-Based Learning

Play is serious business for very young children. Children learn by playing, and it is their most natural and effective learning mode. Through play, young children develop the social, emotional, physical, and cognitive skills needed for successful functioning throughout the lifespan. Even the youngest children can engage in play. Children as young as two months of age can focus visually on an object, and children who are four months old reach for interesting or colorful objects, exhibit excitement or fear, express selection, and demonstrate persistence. These early behaviors lay the foundation for future learning in areas such as creativity, sociability, relationship formation, and impulse control. From the first day of life, all babies and toddlers benefit from the attentive love and positive response from the adults and caregivers who provide care for them, and they learn from a variety of early experiences.

In 1926, a foundational statement was made: "Everything that children do, either of their own spontaneous desire or because they are following the suggestions of older people, can be called play, as long as in their eyes it is play." (Landreth, 2023) Over time, many organizations, groups, and

individuals have demonstrated the benefits of play for children. In fact, the U.S. has recognized children's right to play, and various organizations have supported play as an essential method for educating infants and toddlers. In practical terms, there are many ways for adult caregivers and early childhood education professionals to provide engaging approaches and environments that address specific subject matters. These entities must understand that play is the learning process, and the content of the play must challenge children while allowing for bursts of unbounded joy, excitement, and self-expression that occasionally diverge from the play script. To support the adults in this work, it can be helpful to consider the length and diversity of the history, social and psychological research, and the knowledge base that continues to grow around play and learning for infants and toddlers.

Repetition and Reinforcement

Young children learn any difficult skill from falling down and getting up by the concept of verbosity, which states that behavior followed by pleasing results is more likely to be repeated than behavior followed by something unpleasant. Parents can use this external reinforcement to get their child to do what they want by making it worthwhile for the child, or they can help her develop an internal reinforcement system through rewards and plenty of encouragement. Rewarding toddlers does not have to involve giving them presents if parents discourage the spoiled child and force them in a shop. A ride in the wagon to the house can be very reinforcing to a child, for example, and doesn't cost a thing. In a similar low-cost, low-effort category are the uses of praise and attention. Both are more reinforcing to a small child than many treats or other things parents give them. Since toddlers are eager for attention most of the time, parents can simply show their child's attention when they do something they want them to do; then the child will keep doing it. (Shernoff et al.2020)

Some behaviors are instilled in young children by means of a reward and punishment method, but it cannot be given to a small child through time-out or 1, 2, 3... punishment. If young children are not able to do something or make the right choice, they should be excused to give their attention to something else. If what they want is to be able to cut off or break something, let them solve it because it's a part of learning for a young child to give way to their actions. It is confusing to punish a young child who simply didn't put their toys away properly; for example, he'll be surprised and hurt if put under a new command. He'll feel unfairly punished because he doesn't understand the consequences of not putting his toys away. (Jean-Richard-dit-Bressel et al.2024)

Individualized Instruction

"Infants bring with them locks of individual and unique ways of responding to their new environment." (Trevvarthen, 2015) These words seem particularly appropriate when the extraordinary diversity in response patterns exhibited by infants is considered. This ability to respond in highly differentiated manners presents an instructor with a special problem in terms of what and when to teach. This problem is further compounded when it is remembered that many of the traditional indices of learning and achievement may not be readily applicable in these situations. Since the growth of everyone brings with it different timetables of skill development, much individualized attention on the part of a teacher is required.

Although all behaviors of an organism, when interpreted accurately, should have some relevance toward revealing the organism's success in meeting present problems, it must be remembered that society does manage to survive in such puzzles by being highly selective about picking those behavioral facets which it considers important. Influential factors, such as environmental variations and prior experience, are closely related to an organism's physical and physiological abilities. These abilities, in turn, are frequently interpreted as the readiness with which a particular type of learning will occur or as its probability of occurrence at a specified point in time. Since in walking, for example, a young organism must first develop postural control, rudimentary movements, and then finally full responses, it might well be of little practical educational value to place too strong an emphasis on attempting to correct the child's performance deficiencies at earlier ages to ensure rapid progress toward established norms. Postural control and balance probably vary widely in individuals within a normal range of functioning, and it has meaning only when it becomes closely related to straight-line motion. Thus, to be most effective, instruction of the child is both sequential and interwoven among the various areas of growth. Simply, each task representing a different area of growth is presented to the individual only when the developing organism appears capable of learning that task. And all three of the areas of growth are considered in developing educational strategies.

Study case: Daycare Minions from Craiova

For this research we have focused on the methods and their efficiency children experience at day care Minions from Craiova, Romania. We have observed the children from baby group during a year and we compare the results. We focused on 10 children, aged 1 year and 2 months to 2 years and 2 months.

In the beginning, most of the children didn't have a very elaborate vocabulary nor did they have complex skills development. During a year they were exposed to different activities that stimulated their skills like:

1. The little ones participated in an educational activity where they learned some essential road signs. By interacting directly with the signs, the children understood their importance in orientation and safety on the streets. It also discussed the important role of the policeman in maintaining traffic rules and ensuring security in their community. This practical lesson has helped to create a thorough awareness of each person's responsibility.

2. In today's activity, the little ones had an exciting and educational experience, learning to write the number 1 in the smashed corn. Through this playful activity, they developed hand-eye coordination, fine motor skills and explored interactive ways of learning numbers. With joy and enthusiasm, they created the number 1 in the smashed corn, thus strengthening numerical knowledge in a creative way.

3. The children explored the number one through an interactive exercise. Each child had the number 1 and a corresponding object in front of him, pronouncing together the sound of the figure. This playful experience contributed to their cognitive development and familiarity with the numerical concept of the number 1.

4. The children participated in an interactive educational activity, in which they had figures from 1 to 3. They were challenged to identify the appropriate figure on the chicken presented and place the correct number of eggs under it. A fun and practical way to practice digit recognition and the concept of numerical association.

5. The little artists developed their motor skills and imagination through the captivating activity of coloring whales. Each child was given a sheet of a drawn whale, and with their fingers they added colored dots to give life to these sea creatures. With every colorful touch, they helped create a work full of joy and expressiveness.

6. With attention and creativity, the children had the mission to unite each image with the appropriate shade, thus developing the abilities of observation and association. An educational experience full of fun and discoveries in the underwater world!

7. The children had an engaging and educational activity, in which they tested their observation and matching skills. By uniting the images with the corresponding shadows, they explored the world of wild animals in an interactive way. This activity not only stimulated logical thinking and association, but also introduced them in a playful way into the fascinating universe of wild animals and their distinctive forms.

8. Today, children participated in a creative activity, adding a playful note to their paper squirrel. Skillfully and painstakingly, they gently attached small balls of crepe paper to complete the squirrel's tail. This activity not only developed fine motor skills, but also stimulated imagination.

9. The children traveled in time, exploring the crucial event in the history of Romania on January 24, 1859 - the Union of the Romanian Principalities. Through an interactive activity, they created a collective work representing the map of Romania, painstakingly pasting blue, yellow and red rice grains, symbolizing the unity and diversity of the country. Through this experience, they learned not only about their rich past, but also about collaboration and creativity.

10. The little ones participated in an exciting activity in which they dressed a large doll in winter clothes. This experience not only familiarized them with the appropriate clothing for the cold season, but also strengthened their knowledge, encouraging them to develop practical skills in choosing and applying winter clothes, thus promoting independence when dressing.

The children also participated 2 times a week in dance classes appropriate to their age.

All these activities that we listed only a few, but the little ones enjoyed daily fun, interesting and educational activities, helped the little ones to develop a wide range of skills, their progress being obvious. They developed vocals, pronunciation, movements, and logical connections.

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COMMUNICATION AND BIOGRAPHY

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Abstract

The present study is limited to the contemporary approach of unfolding, describing and explaining different forms and types of communication. Specifically, a text from the area of literary communication is taken as a corpus. With the help of the descriptive-meta-analytical method, the communicative articulations of the text are radiographed. It is concluded that literary communication follows natural communication.

Keywords: communication, literary communication, meta-analytical method

I. Introduction

Augustin Jianu's third volume of poetry ("Cognomen") is one of confirmation. On the one hand, it tests and strengthens the coherence and thematic cohesion of the previous ones. On the other hand, he sees the continuity of the lyrical inspiration, the elegance of the vision of the world and of poetry. In other words, the delicate gait of productive thinking is preserved. If the first two volumes showed themselves to be ones of search, questioning and uncertainty, this one is one of self-authorization, of illuminating one's own identity. If previously the cold lyrical self investigated itself, now it vibrates within the conscious and assumed interiority of its own identity. Concretely, what brings new "Cognomen" is a refinement of the attitude towards the poetic matter and towards the way of writing. The predominant feelings that modulate the volume are *silă*, *lehamitea* and *revolt*. The criterion that shapes the relationship between inspiration and discursivization is the "absence of literary perversion" ("Certainty").

II. Communicating the biography

Augustin Jianu's poetry is biographical-reflexive as a discourse and realist-iconoclastic as a report on the everyday world.

The volume contains dated poems, written between March 16, 2021 and April 1, 2024. During this period, planetary social events are the pandemic, the impregnation of Europeanism, global warming and war.

The poem "Marathon" talks about the pandemic: "Advertising is global,/ The fatal dissolution,/ And the official injection,/ As the only solution". Also, the poem "And I accuse you!": "Bury us alive,/ Bury us completely,/ Old people over children/ And what a miserable plot!".

Global warming is illuminated in poems such as "The Winter of the Green Certificate" or "The Green of Lies and Farewell": It is a general condemnation,/ A camp built in secret,/ With their global warming/ And the treacherous green fetish".

The war is evident in the poem "Zaporozhye": "in the colony they talk/ about war,/ (...)/ I feel sorry for it,/ I feel disgusted,/ in the hostile world.", February 24, 2022.

The European Union is at the center of the poem "Brusselsians to the End": "We are Europeans. are we the best? (...)/ we are in solidarity/ with global warming/ (...)/ On grounds of solidarity/ of Europeanism/ of ape-ness/ of emotional empathy/ that's why we/ have/ become/ a nation of idiots."

A personal poetic event is the loss of love, see "Adiere (Unsent Letter)": "Nothing will ever be the same again, / My beloved who subtly deserted (...)/ For a while you will live from memories,/ For a while no one will oppose,/ Our disaster was not in the news,/ And I didn't have a name then", October 10, 2021 or "I'm looking for you and I can't find you/ (...)/ Khorezmia, Khorezmia,/ I miss us,/ (...)/ From the last heliport,/ What hides under the yellow haze,/ Your last flight log.", October 12, 2021.

Also, the death of a well-known "Ovid": "When one of your own dies,/ You argue in your mind with God."

If life is a struggle, then this volume, in its biographical-reflexive component, appears to us like a campaign journal.

It is a fundamental choice to call things by their proper names, to tell the truth and to speak plainly, the Greeks called this parrhesia ("to say everything that is on your mind"). This principle is loaded in the ventriloquist metaphor in the poem of the same name ("Ventriloco"): "I can tell you, but it would do you no good at all,/ For my words are dry of love/ And I would fail in the role of a ventriloquist,/ Who tries to recite to you from the psalter." In the poem "Goodbye!", the lyrical self sees itself as "unruly and grumbling./ Sardonic only and cruel in attitudes". The iconoclastic attitude generates disgust, laziness and revolt, see the poem "Silă și revoltă".

On this realist-iconoclastic component, some poems are focused, especially on the literary world. In "Epilogue to a Roadmap" the literary

environment is evaluated: "There are epigones and there are pygmies,/ In Romanian writing". In the same register is the poem "Aberbecii veacului mărunț (II)": "We have become a nation of writers/ And of slanderous scoundrels,/ We are Dinesti, Brebani, omnivalent,/ Gatherings of impotents".

Masterful in this line is the poem "Versificatorii": "damn lucky!/ the country has been filled with poets/ poet next to poet...like the wheat/ where you go only poets/ (...)/ this century will belong to versifiers/ or it will not be at all!". Also interesting is the poem "Perversiuni": "I have had enough of great masters,/ I have had enough of imposture,/ (...)/ Too many modest, too much fuss,/ With writings worthy of reproach".

In "Mucuri și sfârcuri" the idea of access to the Writers' Union is touched upon: "Heard of that one...writes,/ He also writes on the sly,/ (...)/ To enter the Union,/ No talent, but many foams. /(....)/ Heard of these...write?/ Words, coffin nails".

About criticism is the poem "Cronica literară": "a nobody/ writes nothing about/ another nobody/ the nobodys". Magical, in this direction, is the poem "Versificatorii":

Neither the ICR is forgotten: "A gang of illiterate plagues,/ What I only write with graffiti on the walls," the poem "I.C.R.", nor any literary magazines, qualified as "questionable magazines" ("Valac-Hilya"). Some writers are seen as buffoons: "The Jester": "Too small for a coat that's far too big,/ A greasy fellow with croupier eyes,/ He snorted while invoking as his muse,/ A neighborhood whore."

III. Conclusion

We, who believe we know Augustin Jianu, cannot help but notice in the order of reality that he has an energy and a force that some of us do not have or do not have to the extent that he manifests them. First of all, he has a direct sincerity: if you are stupid and you are going crazy, you do not have to think about it, because Augustin Jianu will come and tell you the truth. If you are consecrated and have your nose in the air, you can rest assured, if Augustin Jianu is there, he will rightly tell you that you are conceited. If you believe yourself to be a personality and do everything to disgustingly emphasize the fact that you are, Gusti will rightly help you come down to earth. If a certain conception seems to take over the minds of the naive, Augustin Jianu will be there to refuse credulity, puerility and establish the right measure. This admirable character is an iconoclast, he exposes, refuses and categorically rejects stupidity, conceit, ineptitude, stupid naivety, imbecile authority, hollow personalities, false values, imposture.

About his own way of writing and about poetry in general, we encounter very beautiful verses in "The Poetry Lesson" and in the poem "The Poet" it is evident that "Poems are tears of emotion./ That's the only way I live.", "The poet is exceptional,/ A collector of emotions and butterflies,/ Of applause, of fears and hopes./ But especially of love". Man cannot live without poetry is evident from the poem "Orizonturi de recut": "How sad is man without poetry,/ How sad is poetry without man,/ How sad is the tree without a living leaf,/ How sad is the autumn leaf without a tree". In the poem "Certitudine" it is shown that "the most beautiful poetry./ is written by an angel/an angel whose spiritual baggage/ (...)/ could have is candor/ and the absence of literary perversion".

The most valuable poem of the volume is "Dialogue absurd...or maybe not". The poet wants to be authentic and succeeds in being so. His lyrics are of a high aesthetic altitude. Therefore, this third book illustrates Augustin Jianu, in a generic sense, as a genuine poet.

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CONTEMPORARY RADIO TRENDS. OPPORTUNITIES AND CHALLENGES IN THE NEW AUDIO LANDSCAPE

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Abstract

Despite the rapid rise of digital platforms, streaming services, and social media, radio has maintained its relevance as a medium of communication and entertainment. This popular medium has adapted to the evolution of technology and the profound changes in consumer preferences by embracing the new trends that have reshaped the means of delivery and the modalities of content creation. Some of the most important contemporary trends in radio presented in this article are podcasts and on-demand content, digital streaming, social media engagement, the growing focus on niche content and the interactive mobile applications.

Keywords: radio, podcast, social media, digital streaming, trends

One of the world's oldest mass communication mediums has experienced a spectacular transformation in the contemporary digital landscape. Blending the essential principles and traditions with the state-of-the-art technology, radio has been continuously adapting to the changes of media paradigm, avoiding the fading into obsolescence. The modern listeners demand personalization, accessibility, and interactivity and the radio stations all over the world rely on digital, satellite, and internet-based formats, offering a more diverse and interactive listening experience than ever before. In a successful attempt to maintain its relevance and popularity, radio has embraced all the new technological advancements, as the vice president (Music) of Saregama India, Kartik Kalla, writes: "The radio industry has consistently adapted to the latest developments led by content and technology, thereby cementing its continued presence and prosperity. Radio is a highly efficient medium for disseminating information because its communication practically reaches a comprehensive set of audience. Radio has an inherent ability to connect with its listeners on a personal level while simultaneously

engaging a large base of audience via its medium. It has intangible benefits over other mediums in terms of portability, affordability, and accessibility. Radio has developed into a progressive medium that sets the pace for technological advancements within the broadcasting sector. Not only does it help educate the masses, but it also brings attention to the need for social change, fosters curiosity, and empowers individuals to take action. It enlightens and broadens the public's horizons, causing a shift in how people perceive their surroundings"¹.

On-demand audio content has become almost compulsory worldwide and one of the most significant trends in radio is the impressive rise of podcasting, a phenomenon that has grown from a tiny market niche into a major form of media. Podcasts are audio programs made available for on-demand listening, distributed on the websites of the radio stations or on online platforms like Spotify, Apple Podcasts, and Google Podcasts. Compared to traditional live radio, podcasts offer more flexibility, allowing listeners to access content at their leisure. The development of podcasting has been caused by several factors, but one of the most important, if not the most, is that on-demand content allows for time-shifted listening, offering an advantage over the real-time broadcasts provided by traditional radio.

The lockdown periods of time during the Covid pandemic made many people turn to the on-demand audio content distributed on the Internet, therefore 2021 saw a spectacular increase of podcast consumption all over the world, including Great Britain, as emphasized by several studies on media market: "2021 saw an uptick in podcast listenership of public radio broadcasters as well as a heightened focus on increasing podcast content. In December, the BBC said podcast listening via its BBC Sounds platform rose by nearly 25% from January to November 2021. According to the BBC, there were 558 million plays of podcasts and on-demand radio programmes on BBC Sounds in the UK in 2021. Overall, the broadcaster recorded 1.3 billion plays of music, radio, and podcast – an increase of 8% compared to the same period in 2020"². This positive trend was also emphasized by Jonathan Wall, controller of BBC Sounds: "Listening to podcasts and music mixes has really grown again this year, with new music and podcast tabs on BBC Sounds making it even easier for listeners to find audio to suit what they're looking for. It's great to

¹ Kartik Kalla, *Key Drivers of Radio: The Market Trends and Digital Tools*, <https://www.financialexpress.com/business/brandwagon-key-drivers-of-radio-the-market-trends-and-digital-tools-2962930/>

² <https://www.publicmediaalliance.org/five-public-media-audio-trends-to-keep-an-eye-on-in-2022/>

see our firm favourites and brilliant big name talent continuing to delight the audience, as well as new titles prove to be really popular this year”³ .

The BBC Sounds achieved a resounding success over the past few years and the professionals of UK’s public radio network did not conceal their satisfaction to providing a platform that had started to reach more and more audience, as Charlotte Moore, BBC Chief Content Officer, states: “Whilst listening habits continue to evolve, the latest quarterly figures demonstrate the power of breakfast radio, bringing people together in all four corners of the UK, with more listeners choosing to start their day with music from across the BBC’s radio networks. We want to offer audiences more choice and help them discover distinctive, high quality audio content from the BBC whenever they want to, and I’m delighted to see continued growth of BBC Sounds which has achieved a record 643 million plays of all content across radio, podcasts and music mixes. BBC Sounds has peaked at over 5 million users for the first time this quarter, which is a fantastic achievement for the platform in its 5th year. Our speech networks continue to provide listeners with top quality on-demand programming and podcasts”⁴. BBC Sounds registered a record quarter between January and March 2024, with a weekly audience of almost 5 million users across the app, website and voice activated devices and, for the first time ever, a peak of more than 5 million listeners⁵.

The Head of Broadcast and Content Production Studies at the Ariel University, Tal Laor, reviewed the way in which radio managed to adapt to the new media paradigm: “In radio, considerable effort is made to make content available to listeners on diverse platforms, creating formats such as podcasts and radio on-demand (Bonet et al., 2011; Laor, 2019a; Steinfeld and laor, 2019). The word ‘podcast’ (a combination of ‘iPod’, a brand of portable media players made by Apple, and ‘broadcast’) refers to information-based online broadcasts available for live listening or downloading at any time (Berry, 2006). Many consumers consider podcasts to be a type of radio platform because a podcast’s audio content can be listened to without reference to visuals (Punnett, 2016). The popularity of audio on-demand and podcasts is increasing steadily and many US podcasts attract more than 73 million listeners per month (Edison Research, 2018). Serial, an original podcast documenting the investigation into a murder in 1999, reached 5 million downloads, becoming the most popular

³ Ibid.

⁴ <https://www.bbc.com/mediacentre/2024/bbc-sounds-peaks-at-over-5-million-weekly-users-for-first-time-and-boost-listeners-bbc-music-breakfast-shows>

⁵ Ibid.

podcast in iTunes' history (Punnett, 2016)"⁶. Laor also stresses the advantages of radio on-demand, which allows personalized choices: "Content can be tailored to the tastes of individual listeners in a way it can't on traditional radio. Although users can connect via social media, streaming services ignore all notions of a collective and focus on the desires and interests of each individual consumer (Glantz, 2016). Research also indicates that on-demand segmental listening offers the added value of selection of specific aspects of content based on individual preferences. The division of content into segments is presented to consumers as a time-saving tool to allow listeners to focus on relevant content by filtering out irrelevant content. This concept is known as 'time squeezing', allowing the consumer to 'shrink' content in time and space and to adjust it to lifestyle preferences (Moshe, 2012). Accessibility of segments and programmes on demand encourages listeners to consume additional and new content by spillover (Moshe et al., 2017)"⁷.

Podcasting is just an element in the process of reinventing radio and this medium has turned to a niche market strategy, as professor Jarosław Kinal from the University of Rzeszow (Poland) observed in an article published in 2018 in which he described the historical background input radio format and the modern scientific definitions of the phenomenon: "Nowadays, the impact of marketing solutions for media system is particularly noticeable in case of the so-called traditional media, i.e. newspapers, radio and television. With reference to the declining expenditures and audience, publishers of these forms of media are looking for niches allowing survival. In the radio broadcasting sector, the niche is well defined target audience mentally attached to the program or Radio. In the era of market consolidation is often that a company has in its portfolio several radio stations with different target groups"⁸.

Kartik Kalla is aware of the boost radio received by adapting digital technologies as part of its continuing process of adapting to the new audio landscape, a process the media executive calls "radigitalization": "Rapid 'Radigitalization' i.e. the amalgamation of radio and digital solutions has aided the growth of our business and will continue to play a key role in heightening the audience as well as the advertiser base. Digital technologies have offered a greater proliferation for delving into tech-enabled entertainment options

⁶ Tal Laor, *Radio on Demand: New Habits of Consuming Radio Content*, Sage Journals, 2022, <https://journals.sagepub.com/doi/full/10.1177/17427665211073868>

⁷ Ibid.

⁸ Jarosław Kinal, *Modern Models of Radio Broadcasting as an Example of the Formatting of Emission Panels*, in *European Scientific Journal* February 2018 /SPECIAL/ edition ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431

among audiences. The radio business has been able to recreate and reimagine its terrestrial intellectual properties (IPs) on digital platforms in an efficient manner owing to the complementary nature of audio and digital solutions. The significance of AI in the digital entertainment context is also growing progressively more relevant as it is an excellent tool to push bespoke content to the audience depending on their preferences”⁹. Radio Today, a website that provides news, features, and reviews related to the radio industry in the United Kingdom, observes that the “digital shift has allowed radio to reach audiences in ways previously unimaginable”¹⁰ and reviews the most important contemporary elements of the radio landscape: digital streaming platforms, podcasts and on-demand content, interactive mobile apps, smart speaker integration, and social media engagement. Kartik Kalla lists the essential digital tools employed in today’s radio in order to support several functions such as scheduling, recording, editing, and transmitting: “Software for scheduling enables radio stations to plan and arrange their programming in advance, digital audio workstations (DAWs) is a software utilised for audio recording, editing, and production, streaming software enables radio stations to live-stream their programming over the Internet, tools for managing and scheduling postings on social media networks, as well as monitoring engagement and analytics, software for podcasting that permits radio stations to make and distribute podcasts, software utilized for scheduling and managing the music played on a radio station, and software for automation enables radio stations to automate duties such as playing pre-recorded programmes, advertisements, and music. These tools are essential for radio stations to operate more efficiently, reach a larger audience, and engage with listeners in novel ways”¹¹. The listeners engage with their favorite stations and shows in the new ways provided by the integration of social media with radio content. Twitter, Facebook, Instagram, and other social media platforms serve as efficient complementary tools for radio broadcasters in order to promote their content, engage with their audience in real-time, and creating a sense of community. Most of the radio shows encourage nowadays live interaction through social media, listeners being able to comment or vote on topics put up

⁹ Kartik Kalla, *Key Drivers of Radio: The Market Trends and Digital Tools*, <https://www.financialexpress.com/business/brandwagon-key-drivers-of-radio-the-market-trends-and-digital-tools-2962930/>

¹⁰ <https://radiotoday.co.uk/2024/07/the-evolution-of-radio-in-the-digital-age-adapting-to-new-listener-habits/>

¹¹ Kartik Kalla, *Key Drivers of Radio: The Market Trends and Digital Tools*, <https://www.financialexpress.com/business/brandwagon-key-drivers-of-radio-the-market-trends-and-digital-tools-2962930/>

for debate on air. The propagation of smart speakers such as Amazon Alexa, Google Home, and Apple's HomePod has also broadened the horizon for radio consumption. Smart speakers have revitalized this medium by facilitating the access through simple voice commands to radio stations, podcasts, and streaming services. Thus, the use of smart speakers to acquire audio content has increased dramatically recently, providing an additional platform for radio broadcasters to reach audiences in homes, offices, and anywhere else.

But this profound transformation came with a series of challenges, the most difficult one being the multitude of alternatives to be found in the digital realm, the almost infinite options that the World Wide Web provides: "Radio stations have had to adapt to new competition, not just from other audio mediums but from a myriad of digital entertainment options. This has led to innovative approaches in content creation and audience engagement"¹². The challenges ignited an explosion of creativity for the creators of radio content, both in form and substance, and what seemed to be a vital threat transformed into the dawn of a new age for this popular medium: "With the Radigitalization strategy, the intersection between radio and the digital realm is poised for a prosperous era"¹³. And the statistical data resulted from different market surveys and analysis confirm this ascending trend in 2024 not only in Europe, but also in the USA: "The total use of audio is significant - Americans spend more than four hours with audio every day - and it's important to view it from multiple lenses. Consumers give nearly 70% of their daily ad-supported audio time to radio, 20% to podcasts and the rest to streaming audio (music services) or satellite radio (select channels)"¹⁴.

The African digital station Mount FM, based in Ghana, lists on its website the key industry trends that shaped the 2024 landscape of radio broadcasting: digitalization and hybrid broadcasting, podcasting and on-demand content, personalization and AI-driven content, mobile and smart device integration, interactive and engaging content formats, monetization strategies and revenue models, local and hyper-local content, sustainability and environmental initiatives. In conclusion, the radio industry was characterized by "digitalization, content diversification, personalization, mobile integration, interactivity, innovative monetization strategies, localization, and sustainability initiatives. These industry trends reflect the

¹² <https://radiotoday.co.uk/2024/07/the-evolution-of-radio-in-the-digital-age-adapting-to-new-listener-habits/>

¹³ Kartik Kalla, *Key Drivers of Radio: The Market Trends and Digital Tools*, <https://www.financialexpress.com/business/brandwagon-key-drivers-of-radio-the-market-trends-and-digital-tools-2962930/>

¹⁴ <https://www.nielsen.com/insights/2024/nielsen-the-record-audio-listening-trends/>

dynamic nature of radio broadcasting as it continues to adapt to changing consumer preferences, technological advancements, and market dynamics. As broadcasters embrace these trends and leverage new opportunities, radio remains a resilient and influential medium in the media and entertainment landscape"¹⁵. Contemporary trends in radio reflect the adaptability of this medium in an environment influenced by the swift evolution of technology and the changing consumer behavior. The development of podcasting, digital streaming, personalized content, and niche content demonstrates radio's dynamic transformation. At the same time, trends like hyperlocalization, social responsibility, experiential marketing, and technological innovation prove how radio keeps staying relevant by enhancing its intense connection with the listeners.

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¹⁵ <https://mountfm.com/2024/03/20/industry-trends-for-radio-in-2024/>