EUROMENTOR JOURNAL STUDIES ABOUT EDUCATION

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CONTENTS

THE CONTRAST OF EDUCATIONAL POVERTY BETWEEN MEDIA STRATEGIES AND PUBLIC POLICIES

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Abstract: The article starts from a reflection on the social, cultural and ethical implications relating the complex relationship that minors entertain with the media system through the perspective of educational co-responsibility. This perspective becomes even more necessary following the pandemic crisis which, among its many effects, has led to an accentuation of inequalities, especially with respect to the category of minors. Hence the need for new community educational pacts capable of involving all actors responsible for the growth of minors and the enhancement of formal and informal learning places. This also through the incentive for a conscious and responsible use of the media among the new generations to encourage the development of their skills and abilities, helping to counter the relevant issue of educational poverty, also in its digital declination.

Keywords: media system, risks, inequalities, educational poverty, media education, educational pacts.

Introduction

The challenges posed by the new scenarios in which digital content is carving out an increasingly decisive role in social interaction and in the training of subjects in the developmental age, calls into question the educational system at various levels. Thus, the latter cannot longer remain anchored to traditional channels of mediation, escaping from the confrontation with media languages and from wondering how to enable minors to interact in new environments in a reflective and responsible way[1]. Society as a whole is called daily to renew a real pact for an effective protection of the minor which relates to the current media ecosystem, understood as a vector of values. Therefore, it is increasingly responsible for cultural mediation and strategies for the identification and transformation of youth imaginaries, and it is called to contribute not only to protection,

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[1] F. Bruni, A. Garavaglia, L. Petti (eds.), *Media education in Italy. Objects and areas of training*, Milan, FrancoAngeli, 2019; P.C. Rivoltella, *New alphabets. Education and culture in the post-media society*, Brescia, Scholè, 2020.

but also to the empowerment of children and young people, integrating with other cultural consumption and with the socialization agencies.

Current societies are characterized by a high level of complexity and pluralism. There are reasons of a social, cultural and ethical nature which lead us to believe that not everything should be delegated to the school and the family, but that even a strongly socialized agency such as the media must contribute positively for the development of the skills and competences of minors, also in terms of reducing the digital deficit and implementing media education. An education that goes beyond media technicality to also take into consideration the aesthetic, critical and ethical dimension, especially in the era of the "generation suspended in the limbo of Covid"[2].

Recent national and international surveys[3] show how the "new normality" brought about by the pandemic and distance learning have exacerbated the sense of isolation of young people, making them more present online, but also more alone and exposed to network attacks, a dangerous sounding board for phenomena such as cyberbullying and hate speech[4]. Thanks to the doubling of the time spent connected, it is even calculated that the number of cases of online harassment among children in 2021 has increased nearly 60% and that incitement to hatred has grown by as much as 70% among minors[5]. All types of risk are increasing (risks of content, of contact, of conduct, those that minors run as consumers such as the violation of privacy and the abuse of personal data), seriously affecting the health and well-being of children[6]. These trends are even more worrying if we consider how the coping strategies, those implemented to cope with the emotional and psychological stress deriving from negative experiences online, in most cases tend to be applied afterwards and not in a preventive manner, and how many kids and

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[2] Save the Children, *Pandemic and Children: a generation suspended in the limbo of Covid*, 2022, https://www.savethechildren.it/blog-notizie/pandemia-e-bambini-una-generazione-sospesa-nel-limbo-del-covid

[3] M. Sala (ed.), *Media and Minors White Paper. New media education in the time of Coronavirus*, Soveria Mannelli, Rubbettino, 2021; M. Shychuk, N. Joseph, L.A. Thompson, "Social Media Use in Children and Adolescents", *JAMA Pediatrics*, 7, 2022, p. 730.

[4] D. Pacelli (ed.), *Hate speech and hate words. Representations, effects and interventions*, Milan, FrancoAngeli, 2021.

[5] L1ght, *Rising Levels of Hate Speech & Online Toxicity During This Time of Crisis*, 2021, https://unipd-centrodirittiumani.it/public/docs/Report-L1ght.pdf

[6] OECD, *Recommendation of the Council on Children in the Digital Environment*, 2022, https://legalinstruments.oecd.org/public/doc/272/272.en.pdf

adolescents decide not to talk to any adult interlocutor (school, family, institutions) about what happened online[7].

The complexity of this scenario, in terms of research and intervention, accordingly requires a strategy of joint attention that knows how not so much to marginalize the risks as to enhance the opportunities, focusing on the empowerment and responsibility of the various subjects involved (not only educational agencies - school, family, civil society - but also media organizations and public institutions)[8]. Therefore, national, European and international regulatory and self-regulatory efforts must also aim at a cultural change in terms of assuming responsibility, as in the case of the *TV and Minors Self-Regulatory Code*, issued in Italy by the Media and Minors Committee set up at the Ministry of Economic Development (MiSE), but also of the recent *High Level Principles for Children Protection and Empowerment in the Digital Environment*, drawn up by the G20 Task Force on the Digital Economy[9]. However, if the need is to promote a responsible use of all the platforms on which the contents travel, also to counter the relevant issue of educational poverty, the collaboration between the actors of the control of such contents, public policies and socialization and acculturation agencies is the determining factor upstream of the issue. This is to make real the participatory and multi-stakeholder commitment that looks at the minor as a subject with rights towards which to direct expressive universes that can ensure concrete opportunities for cultural growth, even more necessary in the post-pandemic period.

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[7] C. Efuribe, M. Barre-Hemingway, E. Vaghefi, A.B. Suleiman, "Coping with the Covid-19 crisis: A call for youth engagement and the inclusion of young people in matters that affect their lives", *Journal of Adolescent Health*, 67, 1, 2020, pp. 16-17; S. Vicari, S. Di Vara, *Children, adolescents and Covid-19. The impact of the pandemic from an emotional, psychological and scholastic point of view*, Trento, Erickson, 2021.

[8] D. Pacelli, C. Rumi (eds.), *Look beyond the Media System. Training, rights and protection of minors*, Rome, Armando, 2021.

[9] D. Pacelli, C. Rumi, "The protection of the minor under the Self-Regulatory Code", in M. Bianca (ed.), *The best interest of the child*, Rome, Sapienza University Press, 2021, pp. 231-243;

https://www.mise.gov.it/images/stories/documenti/DECLARATION_OF_G20_DIGITAL_MINISTERS_2021_FINAL.pdf

The growth of educational poverty (also digital)

As evidenced by the most accredited reports on the subject[10], it emerges that we are at the dawn of a new digital transition which on the one hand provides for an acceleration of the biomedia paradigm (the progressive interpenetration between the lives of subjects and digital devices), but also an accentuation of inequalities, especially with respect to the category of minors. In 2021, in fact, child poverty has increased across Europe, especially among minors growing up in large or single-parent families, who belong to ethnic minorities and live in rural or more disadvantaged areas, putting at risk the progress made in recent years[11]. The increase in economic poverty was then added to the loss in educational terms, deriving from the prolonged lack of access to school, extra-curricular, motor and recreational activities. Educational poverty, to be understood as the impossibility for minors to freely learn, experiment and develop skills, talents and aspirations, which already knew very high levels in the pre-Covid era, has significantly increased with the pandemic due to the closure of schools.

The collapse of learning is just one aspect of the problem, which also strongly affects the emotional and relational sphere of an entire generation, the one suspended in the limbo of Covid, which has embarked on new study cycles, coming to terms with the discontinuity and the fragmentation of an experience central to their educational path[12]. In a context already full of obstacles, the foreclosure of the social dimension was then particularly difficult for children with some form of disability who, in various phases, had to give up the fundamental relationships with peers and educators, and for minors of foreign origin who have been more exposed to the risk of lack of integration opportunities.

The loss of relationships with peers, the overexposure to the internet and to the risks associated with online experiences and the reduction of physical activity have seriously weighed on the children who have

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[10] Censis, *XVII Communication Report. The media after the pandemic,* Milan, FrancoAngeli, 2021.

[11] Save the Children, *Guaranteeing Chlidren's Future. How to end child poverty and social exclusion in Europe*, 2021,
https://s3.savethechildren.it/public/files/uploads/pubblicazioni/garantire-il-futuro-dei-bambini.pdf

[12] Save the Children, *Pandemic and Children: a generation suspended in the limbo of Covid*, 2022, https://www.savethechildren.it/blog-notizie/pandemia-e-bambini-una-generazione-sospesa-nel-limbo-del-covid

experienced, with their families, a dramatic impoverishment under various points of view. Among these it is also possible to mention "digital educational poverty" which does not only concern the deprivation of the opportunity to acquire skills at school, but also to learn to understand oneself and others. These elements can be considered equally important abilities for growing and living in the global world, connected on the one hand with physical well-being, on the other with the socio-emotional one[13]. In this case, those who are particularly affected are minors who live in socio-economically disadvantaged families, in houses without a fast connection or in crowded homes, where it is more difficult to study quietly. In addition to the loss of learning, the closure of schools and confinement at home have therefore negatively affected other aspects, often little considered, that characterize educational poverty, linked to physical development and psychosocial well-being.

The use of distance learning, from which many children and adolescents have been excluded, has also highlighted serious delays in the development of digital skills among both teachers and students[14]. The definition of a scenario of this type questions the experts of the sector on the search for new proposals that can intervene in a constructive and strategic way[15]. Thus, media education should finally play a leading role aiming at the development of media skills for a critical, aware and responsible use of the new technologies through a rethinking of the relationship between teaching and digital. This is also in consideration of how the presence of education in new technologies in the curriculum is still limited and how not all European countries have adopted a shared system for assessing digital skills. Skills which, on the one hand, concern the ability to use new technologies for learning, on the other, the ability to interact with new devices to strengthen knowledge and therefore the positive relationship with oneself, others and the complexity of the world in which children grow up.

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[13] Save the Children, *Rewrite the Future. A survey on digital educational poverty*, 2021, https://s3.savethechildren.it/public/files/uploads/pubblicazioni/riscriviamo-il-futuro-una-rilevazione-sulla-poverta-educativa-digitale.pdf

[14] European Commission, *Eurydice Brief. Teaching and Learning in schools in Europe during the Covid-19 Pandemic*, 2022,
https://eurydice.eacea.ec.europa.eu/publications/teaching-and-learning-schools-europe-during-covid-19-pandemic

[15] S. Curti, S. Fornari, E. Moroni, *Sociology of educational poverty. Concepts, methods, policies and practices*, Rome, Meltemi, 2022.

From this point of view, there is a need to accelerate the legitimization of digital education as a path of citizenship education, as well as the acquisition of its institutional dignity also in the public and political debate. Media education is thus a complex system that goes beyond media technicality and exploits the potential of digital from an ecological perspective to improve the performance of training activities, transmit knowledge, stimulate individual skills, guide social behavior, optimize educational and organizational practices[16]. In this perspective, education to the old and new generation media is less and less a discipline in its own right but becomes organic to teaching and intertwined with all the knowledge that can contribute positively to the development and growth of subjects in the developmental age. It is in fact a project of change which, rather than a curricular one, must be seen as cognitive, as responsible acceptance of a challenge capable of acting positively on all the subjects of the educating community, for the purpose of real improvement of educational well-being, with an evident impact on the social and cultural progress of the countries[17].

The value of community educational pacts

In this perspective, new public policies are needed to ensure a safe and advantageous digital environment for minors, high-quality content and to promote awareness and tools to counter educational poverty. Policies based on solid multi-stakeholder alliances that can contribute positively to the development of minors' skills and competences, also in terms of reducing the digital deficit and implementing media education, so that they can become active protagonists of their own learning process. Among these it is possible to place the educational projects, supported by the Italian social enterprise "Con i Bambini" thanks to the Fund for the fight against educational poverty dedicated to the "support of experimental interventions aimed at removing the obstacles of economic, social and cultural nature which prevent full use of educational processes by minors"[18]. The management of this Fund was conferred by the government and banking foundations to "Con i Bambini", which assigned

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[16] I. Cortoni, *Digital Skills at School. A survey by the Mediamonitor Minori Observatory of Sapienza University of Rome*, Rome, Carocci, 2021.

[17] M. Morcellini, "So that education does not become mission impossible. A new vision for the Next Generation", in D. Pacelli, C. Rumi (eds.), *Look beyond the Media System. Training, rights and protection of minors*, Rome, Armando, 2021, pp. 182-195.

[18] https://www.conibambini.org/en/

the resources made available through the publication of specific calls for funding and the selection of project proposals by third sector organizations and educational institutions.

These projects aim to promote targeted, stimulating and interactive learning paths in support of the curricular teaching activity, through the indispensable connection between school, family, services and the territory in order to pool resources, increase the cognitive and experiential baggage of minors, promote re-motivating paths and educational success, encourage the acquisition of digital skills. The interventions, carried out with the methodology of listening, comparison, observation, play and self-knowledge, are primarily aimed at recovering early school leaving and decreasing educational poverty, also in its digital declination. In this sense, education to the media becomes the task of an enlarged educational and training system which includes, in addition to the family and school, various social actors, including the community to which they belong, and which crosses, with specific methods and objectives, the different developmental stages of the child. A media education as citizenship education in the era of digital convergence, which can be understood not only as a complementary or alternative intervention strategy to a regulatory policy for the protection of minors with respect to the media universe, but as one of the key skills to acquire the full development of the person in the knowledge society[19].

In some of these projects, the Department of Communication and Social Research of the Sapienza University of Rome was involved as an evaluator, in order to prepare solid monitoring and evaluation strategies[20]. These strategies are called upon to identify the most appropriate collection of the implementation data of the interventions and a merit assessment of the results achieved at the end of the activities and of the results generated in the long term. Based on the guidelines envisaged by "Con i Bambini" and the indications provided at the European and international level, the

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[19] D. Buckingham, *Media Literacy to grow in the digital culture*, Rome, Armando, 2013; D. Buckingham, *A Manifesto for media education*, Milan, Mondadori, 2020.

[20] The impact assessment activities, launched under the scientific responsibility of Prof. Marco Cilento and Prof. Mihaela Gavrila, concerned in particular the Italian projects "Lo zainetto dei saperi/The schoolbag of knowledge" and "Scuola di tutti, Scuola per tutti/School of all, School for all", promoted respectively by the non-profit organizations "Gruppo Umana Solidarietà ONLUS" and "Amici di Roberto ODV", in collaboration with social cooperatives and schools, aimed at promoting inclusive paths to counter educational poverty.

impact of the project interventions considered was understood as "the final link in the process which connects resources, actions, products, results and effects long-term, positive and negative, primary and secondary, foreseen or unforeseen, directly or indirectly determined by development interventions" [21] . Considering this definition, the characteristics of the project intervention (type of activity, nature of recipients, reference socio-economic context) and the general and specific social objectives of each project, the research group considered appropriate to adopt evaluation methodologies capable of combine different approaches and techniques, especially of a participatory nature. In fact, since these tools intend to evaluate the relevance of the changes generated by an intervention for the recipients and other actors operating in the reference context, they do not focus on the causal attribution or on the quantification of the effects generated by the project, but on the value that the intervention assumes for the community of reference[22].

The design of the methodology for the collection of such data aimed at identifying and measuring both the operational results and the social benefits produced by the selected educational initiatives, supported by the Italian social enterprise. In fact, these tools have aimed at capturing the social and environmental returns of projects, which are difficult to describe in economic indicators, as evidenced by the most accredited literature on the subject[23], through the evaluation of the following factors:

- the set of resources, inputs and processes adopted in the project activities by the lead institution and by the partners who, in pursuing general social objectives and more specific objectives, modify the living and relationship conditions of the recipients of the projects involved

[21] European Commission, *Proposed approaches to social impact measurement in European Commission legislation and in practice relating to EuSEFs and the EaSI*, 2015, https://data.europa.eu/doi/10.2767/28855; OECD, *Social Impact Investment: the Impact Imperative for Sustainable Development*, 2019, https://www.oecd.org/development/social-impact-investment-2019-9789264311299-en.htm

[22] S. Zamagni, P. Venturi, S. Rago, "Evaluate the social impact. The question of measurement in social enterprises", *Social Enterprise*, 6, 2015, pp. 77-97.

[23] J. Emerson, J. Wachowicz, S. Chun, "Social Return on Investment: Exploring Aspects of Value Creation in the Non-profit Sector", *Social Purpose Enterprises and Venture Philanthropy in the New Millennium*, San Francisco, The Roberts Foundation, 2000, pp. 131-173; C. Clark, W. Rosenzweig, D. Long, S. Olsen, *Double bottom line project report: Assessing social impact in double bottom line ventures*, Berkeley, University of California, 2004; F. Perrini, C. Vurro, *The assessment of social impact. Application, approaches and tools*, Milan, Egea, 2013.

directly or indirectly by those activities (students, parents, teachers, educators);

- the change in the recipients of the projects generated directly or indirectly by the project interventions through the activities and investments disbursed in the short, medium and long term;

- the difference that the project interventions make on the living and relationship conditions of the recipients of the projects, taking into account what would have happened without carrying out those specific activities.

Considering how the design interventions are aimed at reducing these phenomena through inclusive paths focused on the enhancement of the school-family-third sector relationship, a multidimensional perspective has been adopted. In fact, the assessment of the individual impact of the projects, intended to empower the minors involved who are placed at the center of their learning path, must be accompanied by an evaluation of the broader context of implementation of the projects and the synergies initiated by the educating communities, aimed at significantly affect the living environment and relationships of minors most at risk of educational poverty and early school leaving. The offer of concrete opportunities and exchanges of knowledge, as well as new expressive spaces, represents the ground on which the project communities are called to experiment in order to create favorable conditions for reduction of educational discomfort.

The objective of the ex-post impact assessment, relating to the two years following the conclusion of the interventions, will be in fact to establish how much the community educational pacts, launched within the projects, and the activities that have followed, have effectively contributed to the reduction of the phenomenon of educational poverty. That through a strengthening of the educational community, integrating and expanding the networks between the actors of the educational systems, and an enhancement of the school and the places of learning, activating supplementary services inside and outside the schools[24]. Formal and informal inclusive environments, aimed at encouraging the re-motivation to learn and the acquisition of new skills and abilities through the development of targeted, stimulating and interactive learning paths to support the curricular teaching activity.

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[24] G. Del Bene, A.L. Rossi, R. Viaconzi, *The educational community. The educational pacts for a school open to the future*, Milan, La Fabbrica dei Segni, 2021.

In particular, it will be critical to understand how much the strengthening of these educational ties, based on a profitable network of exchange and collaboration between teachers, families and the territory, has proved to be strategic for the purposes of a real empowerment of the minors involved and of the community to which they belong. In this perspective, the evaluation of the social impact generated by the selected projects will therefore allow not only to detect the critical elements, but also to deepen the success factors and the good practices implemented also on the media education level. An assessment aimed at providing specific suggestions to the institutes of training and third sector organizations, capable of contributing to the definition of future policies that know how to put children and young people at the center of change strategies for a participatory co-planning of interventions.

From this point of view, the experience of the pandemic can be interpreted as an opportunity to discover new synergies, integrate knowledge and skills, make greater efforts in media education, fight moral disengagement[25]. This also relaunching a pedagogically careful teaching to make children and young people protagonists of digital environments inside and outside the school with the awareness that educational and digital educational poverty can be contrasted thanks to the promotion and enhancement of new educational pacts.

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[25] A. Bandura, *Moral disengagement. How we do harm while continuing to live well*, Trento, Erickson, 2017; M. Gavrila, *Media and Minors: against the moral disengagement*, 2021, https://www.key4biz.it/democrazia-futura-media-e-minori-contro-il-disimpegno-morale

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PLAGIARISM IN THE UNIVERSITY ENVIRONMENT

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Abstract: Plagiarism is becoming recurrent in several fields of activity, and higher education is no exception. Plagiarism is a violation of the quality of teaching, research and university degrees. Thus, in Romanian Universities, professors-researchers are prohibited from any activity related to this institution for acts of plagiarism. The objective of this research is to analyze the knowledge of the students of the University of Bucharest regarding the digital economy of knowledge, the standards of bibliographic references and the concept of plagiarism. To do this, we interviewed 128 volunteer students enrolled in a bachelor's program in all fields at the University of Bucharest.

The results show that the majority of students use technology as part of their studies, with over 87.5% reporting that they have taken courses in scientific writing methodology and academic ethics. Students know the definition of plagiarism and the risks involved when engaging in this practice. Lack of knowledge of research methodology, poor personal ethics, lack of documentation, pressure from professors to finish work quickly are among the causes of plagiarism cited. To fight against plagiarism, they suggest the purchase of anti-plagiarism software, the availability of books, the introduction of undergraduate methodology courses and information on plagiarism penalties.

Keywords: Plagiarism, technology, citation styles, scientific writing.

1. The different facets of plagiarism in the university world

The notion of plagiarism is a term in everyday language that can give rise to different meanings. The meaning of the word "plagiarized" is related to the act of stealing or robbing someone. As for the word "plagiarist", it comes from the Greek word "plagiarius" and means "one who steals the slaves of others, [or] who buys or sells a free person as a slave". According

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to L. Renaut[1], this etymological definition refers to the organization of Middle Eastern societies in the 5th century BC. and to that of Roman society in the first centuries when slaves were tattooed in the name of their owner. The main idea attached to this etymology is therefore the hijacking of a labor force, even the fact of reducing a free person to slavery.

Nowadays, plagiarism is often understood as a violation of intellectual property law, which originated in Europe in the 15th century and is enshrined in the legislation of each country. According to Perreault, plagiarism is "the act of copying in whole or in part the content of another production into one's own production without citing the source".[2] It refers to the practice of using the work or ideas of others without giving them due credit. As such, plagiarism constitutes theft, a robbery of ideas and theories belonging to others, consciously avoiding to mention from whom they emanate, the fraudsters therefore attribute them to the detriment of their creators.[3]

In the specialized literature, the expression academic plagiarism is increasingly used to refer to the various aspects of this practice among students and teachers in higher education and research institutions, its causes, its extent and the measures taken to remedy it.[4]

In 1960, the year in which the first large-scale study of cheating in the student environment took place, M.B. Bowers Jr. highlighted aspects such as: copying a few sentences without indicating the source; giving answers to other students during an exam; receiving questions or answers for an exam from someone who has already taken it.

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[1] Luc Renaut, « Le tatouage des hommes libres aux IVe et Ve siècles de notre ère », *Histoire et sociétés*, 16, 2011, pp. 11-27.

[2] Nicole Perreault, « Le plagiat et autres types de triche scolaire à l'aide des technologies: une réalité, des solutions », *« Copié – collé… »: Former à l'utilisation critique et responsable de l'information*, Pôle universitaire européen de Bruxelles Wallonie, Bruxelles 2009, p. 11-29.

[3] Brigitte Simonotte, « Le plagiat universitaire, seulement une question d'éthique ? », *Questions de communication,* 26, PUL, 2014, consulté sur

http://journals.openedition.org/questionsdecommunication/9304, DOI: 10.4000/ questionsdecommunication.9304.

[4] Yoann Bazin, *Copier, est-ce frauder ? Enquête sur la triche en milieu étudiant,2019*, consulté sur https://theconversation.com/copier-est-ce-frauder-enquete-sur-la-triche-en-milieu-etudiant 123730?utm_term=Autofeed&utm_medium=Social&utm_source=Twitter#Echobox=1570 567681.

With the advent of the Internet, where most students use digital resources to conduct research work, a new form of plagiarism is emerging. Qualified as electronic plagiarism or plagiarism using technology, it consists, according to N. Perreault, in using the Internet and electronic sources without referring to the author.[5]

Regarding typology, this author distinguishes three forms of plagiarism, including the famous "copy and paste", used in computer science to denote the action of copying a text or an image and then inserting it into another document, for avoid rewriting text and save time. Copying and pasting is the classic form of plagiarism, which involves, among other things, copying verbatim a sentence, a paragraph or an entire page from an electronic source (e.g. web page, blog, forum, e-mail, file Word, PowerPoint file, CD-ROM, etc.) without placing the text in quotation marks and without mentioning the source; insert images, graphics, data (e.g. Excel file, online database) without indicating the source; to partially or fully translate a text and copy the translation without mentioning its source. The second form is the reuse of existing works (accessible on the Web without mentioning the source; copying the work or laboratory report of another student, with his consent and presenting it as one's own, and reusing a work done in another course without first obtaining the consent the teacher). The third and last form is the online purchase of university papers.[6]

D. Sennoun, in his taxonomy, places electronic plagiarism on a continuum from intentional plagiarism to unintentional plagiarism. Thus he distinguishes among others[7]:

- Intentional/deliberate plagiarism: when the student knowingly and inappropriately appropriates words or ideas without referring to their authors.

- Collusion plagiarism: which translates the situation where two or more students cooperate to fraudulently produce an essay or any other

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[5] Nicole Perreault, « Le plagiat et autres types de triche scolaire à l'aide des technologies : une réalité, des solutions », « *Copié – collé… »* : *Former à l'utilisation critique et responsable de l'information*, Pôle universitaire européen de Bruxelles Wallonie, Bruxelles, 2009,vp. 11-29.

[6] *Ibidem.*

[7] Driss Sennoun, *Le plagiat électronique au niveau de l'enseignement universitaire supérieur : États des lieux, propositions de pistes de prévention et détection, cas de l'Université Sultan Moulay Slimane de Beni*, 2010, consulté sur :

https://www.yumpu.com/fr/document/read/62385978/driss.

form of academic writing and submit more or less the same work, which in principle should be individual, under their separate names.

- Self-plagiarism: also called "text recycling" or "text reuse", it is the way in which a student uses for a second time, without notifying the teacher, a work or part of a work already done in the context of another course.

- Ghostwriting: literal ghost writing or black writing. This is when the student pays a third party to do their written work, dissertation or thesis.

- Mosaic plagiarism or Patchwriting or Paraphragiat (Paraphragiat): this type of plagiarism occurs when the student inserts into his own writing fragments of sentences in which he has changed the key words to adapt them to his text without citing the source.

- Unconscious plagiarism: it is a kind of mental illusion in which the student thinks he has produced an original idea when in fact he has brought to his conscious level an old idea buried in his memory.

- Popular plagiarism: it is part of our lives and refers to shared intertextual knowledge, revealing the ubiquity of intertextual borrowing in our social practices.

- Unintentional plagiarism: Accidental, unintentional, naive occurs when students do not realize that the rules governing printed documents, recordings, videos are the same for computer software and Internet sites.

D. Sennoun's continuum highlights the different variables involved in plagiarism. These are form, author's intent, context, and seriousness. It also makes it possible to define the profile of the learner, which goes from the non-plagiarizing student to that of the fraudster, passing respectively to that of the textbook, the cheater and the manipulator. Once the profile of the plagiarist is known, their motivation must be analyzed.

2. Academic plagiarism: reasons and foundations

Since plagiarism is cheating or fraud, the person who commits it has and must have a motive. According to P. Guibert and C. Michaut[8], the reasons that lead students to plagiarize are multiple, but the most recurrent are due to the fear of not having media or validating a training content and suffering humiliation from the part of their peers, teachers

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[8] Pascal Guibert et Christophe Michaut, « Pourquoi les étudiants trichent-ils ? », *Centre de Recherche en Éducation de Nantes (CREN)*, 8, 2012,
https://www.researchgate.net/publication/280846760.

and family. Thus, getting a better grade or making up for the lack of work and not risking losing their degree are the motivations of students who plagiarize. This quest for the best grade, common among struggling students, is also common among students with a track record of excellence. In addition, the phenomenon of plagiarism is amplified in some universities by the misunderstanding of the courses, the permissiveness of the teaching staff and the ignorance of the standards of citation and reference by the students. In fact, it results from a lack of supervision and training.[9]

Based on economic and sociological approaches, the motivations that lead to academic plagiarism are theorized into three categories: the rational actor; differential association and misunderstanding of university rules. The economic approach claims that the decision to plagiarize results from a rational choice of students according to a cost-benefit estimate. That said, plagiarists arbitrate between the advantages of plagiarism (better grade, full or partial validation of the degree) and the associated risk (a zero, invalidation of the degree or year of study, going before a disciplinary committee).

Moreover, the utility of plagiarism can also come from maximizing students' time management: studies, leisure, household activities, and professional activities. It can be explained by the need to save time by reducing the time devoted to studies.[10] However, we must not lose sight of the fact that plagiarism is a form of academic deviance and is learned as a conventional behavior.

Thus, plagiarism does not result from a misunderstanding, lack of knowledge, or conflict, but from a learning process that provides individuals with technical, relational, and rational means to act. This technical and moral learning, achieved during earlier schooling, is decisive in the decision to plagiarize at university.[11] Regarding the last approach, which gives more importance to the misunderstanding of university

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[9] Nicolle Perreault, Plagiat et tricherie à l'ère des technologies de l'information : portrait et enjeux dans l'enseignement supérieur; 2011,
http//cursus.edu/articles/20787/nicole-perreault-en-lutte-contre-le-plagiat-electronique.
[10] Pascal Guibert et Christophe Michaut, "Pourquoi les étudiants trichent-ils?", *Centre de Recherche en Éducation de Nantes (CREN),* 8, 2012,
https://www.researchgate.net/publication/280846760.
[11] S. Howard Becker, *Outsiders. Études de sociologie de la déviance,* Paris, Métailié, 1985, (1ère édition, 1963), p. 65.

expectations, plagiarism would result from a misunderstanding between the expectations of the institution, which are not always explicit, and those of students who consider the workload too high, the organization of inadequate examinations and the transmission of knowledge inadequate.[12]

In this contextual framework, students think about cheating through strategy, while representations and misunderstandings guide them in the same direction. Of these three approaches, that of rational choice is not obvious. Indeed, according to P. Guibert and C. Michaut[13], students have a poor understanding of the benefits that can be obtained from plagiarism and are not aware of the risk of sanctions incurred, especially permanent exclusion from any higher education institution for proven fraud or withdrawal of degree. Consequently, more previous forms of socialization, relationship with studies and misunderstanding of university rules explain this phenomenon.

Data collection was done through a questionnaire that allowed us to collect socio-demographic information from the students, information on the use of technological tools such as the computer, use of social networks, document research on the Internet, plagiarism and training on bibliographic reference standards. For data analysis, we used descriptive statistics for the quantitative part and content analysis for the qualitative part.

3. Students' use of technology

These days, it is not easy to do research in academia without a computer and knowledge of the various methods of online documentary research. Our survey shows that out of 128 students, only 4 do not have computers. As for the smartphone that can replace the computer, there are 10 of them who don't have one.

Thus, 116 of the 128 students use the computer to log in. 38 students exclusively use the Wifi that the university makes available for free, and 65 students use the University Wifi and also buy connection volume from local access providers. Internet connection duration varies by student. The minimum is one hour of connection per day (6 students), followed by two hours per day for 40 students and five hours of connection per day for 35 students. Students also use technology as part of their studies. Our results

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[12] Valérie Montfort, « Normes de travail et réussite scolaire chez les étudiants de première année de sciences », *Sociétés contemporaines*, 40, 2000, pp. 57-76.

[13] Pascal Guibert et Christophe Michaut,« Le plagiat étudiant », *Éducation et sociétés,* 2 (28), 2011, p. 149-163. DOI : 10.3917/es.028.0149,

https://www.researchgate.net/publication/266209289.

highlight the ownership of a computer by the majority of students. In addition, the latter connect to the Internet to do documentary research and participate in exchanges on social networks.

4. Documentary research on the Internet

One of the objectives of our research is to know if students have participated in computer science and document research courses on the Internet. Regarding computer and internet courses, 114 out of 128 students say they have attended, and 13 of them say they have never attended a computer course.

In terms of lessons received, 13 students out of 128 report having received courses in office automation (Word Processing, Spreadsheets and Computer Aided Presentation); 63 say they have received training in office automation and web browsing (web browsing and e-mail software). The other students state that they also received courses in statistical software (24 students) and programming courses (12 students), and finally, one student says that he took a course on database management systems.

Thus, to the question: what is a search engine?, out of the 128 students, 32 do not know how to define a search engine. One states that it is an electronic platform for research; 37 say it's an information search website and 58 say it's a search app in all fields. The different answers, not being precise, highlight the ignorance of a large number of students about the definition of a search engine. The proportion of 32 out of 128, for students, denotes an absence of computer and internet culture.

Analysis of student responses shows a great deal of confusion between search engine, bibliographic database, web portal, social media, institutional repository, and web browser. However, 77 out of 128 students cited Google and Google Scholar as their search engine. In this group of respondents, they are 43 out of 77 who cite Google and Google Scholar as the search engines they use. 31 adds both to Google, Cairn which is a portal and 2 completes its list with Researchgate which is a social network specialized in scientific articles. From this we can deduce a fairly good knowledge of the search engines they use and a confusion with the other two sites mentioned, the social network and the portal, probably due to the presence of scientific articles on these two sites. For other students, the confusion and/or lack of knowledge about search engines is probably related to finding scientific articles in the cited sites.

5. Online journals and databases

Faced with the lack of recent documents in university libraries, the use of online scientific publications allows students to conduct quality and up-to-date documentary research. But using online resources means knowing online scientific journals and how to access them, being able to recognize self-service articles, and being able to download them for later use.

Regarding the online journal, 39 of the 128 did not know what an online journal was and did not give any name of the online journal. 52 students say that an online journal is an online collection of articles made available to researchers and students. The rest of the students advance as a definition: periodic publication of online articles and online journal supported by an institution. Lack of knowledge of what an online journal is can still be a handicap for students who are called upon to write a thesis, in a university that has libraries that are not always up to date.

Online documentary databases are also essential sources of information for students. When asked what a document database is, 52 of the 128 students said they had no knowledge, and for the rest of the students, the answers ranged from: field-specific organized data, data bank, and research data repository.

6. Management of bibliographic references

Correctly making bibliographic references allows the student to write his thesis respecting the styles of bibliographic references. The software can be used to manage reference lists, create computer libraries, import references from scientific journal websites or ISBN codes, etc. Therefore, they greatly facilitate the student's scientific work, while allowing him to avoid plagiarism by automating citations and generating references.

Thus, when asked if the interviewed students know what bibliographic reference management software is, 82 say they know what it is and 46 say they don't know. Of the 128 students, 44 reported being trained in the use of bibliographic reference management software. The software cited is Zotero.

Using bibliographic reference software goes hand-in-hand with reference standards training. Research methodology courses are included in the various courses our respondents come from. In these courses, students learn about types of research; data collection and analysis and report writing. As part of research report writing, knowledge about citation standards in a dissertation and bibliographic references are provided. Regarding our survey, 112 students out of 128 stated that they

received courses in scientific writing methodology during their undergraduate internship.

Asked how we should qualify copying sentences from an article, altering them, and using them in a dissertation, 121 students thought this was scientific theft or plagiarism. Some of the students pointed out that simply taking inspiration from an author's idea and using it without citing it is plagiarism. What if it's not a scientific article, but a personal website or journal site? Is it plagiarized? Yes, the students answered in the interviews that followed. For some, not being in the scientific literature favors this. "We can take what Google shows us, tweak it a little bit and make it our own. This is not plagiarism because Google doesn't belong to anyone."

What can be the causes of plagiarism according to the students? I received many answers to this question. For the majority of students surveyed, 90 out of 128, ignorance of research methodology is the basis of plagiarism. Other students cite the search for ease and lack of self-confidence; lack of personal ethics; lack of documentation; lack of reading; pressure from teachers to finish work quickly; the insufficiency of economic resources and the temporary unavailability of accompanying persons. We note that these causes are diverse, depending on the students and are related to their research practices, the availability of documentary resources in libraries.

Conclusions

During the research I conducted an exploration with 128 volunteer students enrolled in all fields within the University of Bucharest. The aim was to identify their knowledge of the use of digital technology in research, bibliographic reference standards and plagiarism. The results show that students use technology in their studies and highlight that most have a computer, connect to the Internet to do documentary research and participate in exchanges on social networks. It should also be noted that most students received computer training before enrolling in university courses. Regarding documentary research, the results show that students make a lot of confusion between search engine, bibliographic database, web portal, social networks, institutional repository and web browser, they are less familiar with what is a journal or a online database.

From their answers, it seems that students generally understand the concept of plagiarism. Thus, plagiarism is defined by 111 students as the complete reproduction of an author's research without mentioning the source. This definition is consistent with what D. Sennoun called in his

taxonomy intentional/deliberate plagiarism. They were able to identify the causes of this practice and the risks involved. For causes, we note the lack of knowledge of the research methodology cited by 90 students; the search for ease and lack of self-confidence; lack of personal ethics; lack of documentation; lack of reading; pressure from teachers to finish work quickly; the insufficiency of economic resources and the temporary unavailability of accompanying persons. These causes are consistent with those identified by N. Perreault to explain plagiarism in higher education.

As for the solutions, the students propose "that every department of the University of Bucharest's faculties be equipped with anti-plagiarism software" and state that it is necessary to insist on the training of students, but also on the training of teachers in matters of plagiarism.

There are many areas of social life where we face the phenomenon of plagiarism. Some appropriate other people's works, ideas, statements and make them their own without bothering to cite the sources, i.e. the owners. In the academic world, especially research, cases of plagiarism are known and sometimes sanctioned. Given the cases that history reveals to us, it is important to identify the knowledge that students have about the standards of bibliographic reference and plagiarism, in a context where computers and the Internet are increasingly used in the academic world.

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THE RELATIONSHIP BETWEEN LOCUS OF CONTROL, TEST ANXIETY AND SCHOOL PERFORMANCE

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*Abstract: Test anxiety is a specific situation frequently encountered in high school and university student population. Test anxiety is known as negatively affecting school/academic performance. Purpose: In the current study we have attempted to investigate the relationships between test anxiety and locus of control. **Hypothesis**: One hypothesis was tested, namely: students having a 'control' style based on externalism tend to show a higher test anxiety level. **Participants**: Data were obtained by response analysis of 198 students (139 girls and 59 boys), attending courses at the Faculty of Educational Sciences in Bucharest. **Instruments**: Participants filled up the Test Anxiety Inventory-Spielberger and the Internalism-Externalism Scale for Children and Youngers Chelcea, as well as a questionnaire referring to age, gender and academic level. **Results**: There were significant differences among gender in test anxiety scores. Female students exhibit higher statistic averages at all test anxiety measures, but only differences in Emotionality and total scores were significant. The results also indicated a statistically significant correlation between test anxiety and externalism scores.*

Keywords: test anxiety, emotionality, worry, externalism, achievement motivation, gender.

Test anxiety - conceptual boundaries

Test anxiety is a variable specific to the school and academic environment, which many pupils and students experience. Thus, according to Moore[1], approximately 30% of all American students suffered

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***translated into English by Lecturer PhD., Mihaela Mocanu.

[1] M.M. Moore, *Variations in Test Anxiety and Locus of Control Orientation in Achieving and Underachieving Gifted and Nongifted Middle School Students*. Unpublished doctoral dissertation, University of Connecticut. http//www.gifted.uconn.edu, 2006.

from a certain level of test anxiety. Among the symptoms characteristic to test anxiety we can find: associating the test result with personal value, fear of being rejected by parents or friends, time pressure, fear of losing control. Physical symptoms include rapid heartbeat, dry mouth, profuse sweating, stomach pain, dizziness, frequent urination. In this sense, some researchers have considered test anxiety as a chronic condition, which forces them to face negative results that do not correctly reflect their level of knowledge. Test anxiety negatively interferes with attention span and memory performance, making it difficult to remember topics studied for the test/exam.

A considerable number of research works have been carried out in order to study the consequences that test anxiety has at individual level, including performance on cognitive ability tests or school tests (*achievement tests*). The findings of these studies converge to the conclusion that test anxiety causes a decrease in performance in tests designed to evaluate cognitive and intellectual skills[2]. Also, research results have highlighted a positive correlation between the high level of test anxiety and school performance in the sense that a high level of test anxiety is negatively reflected in school results.[3]

It has been shown that test anxiety negatively interferes with performance in various tests that measure cognitive and intellectual functioning both in experimental laboratory situations[4] and in real life ones - as is the case with tests and exams taken by pupils or students. Zeidner[5] identified a direct relationship between the self-reported level of test anxiety and the information processing difficulties that the subjects experience when faced with various tasks. One approach explaining the low negative correlations between test anxiety and performance emphasizes the importance of some situational aspects. Bowler[6] claims that test anxiety plays an indirect role, dependent on available time and test preparation. If a written exam is announced unexpectedly and therefore preparation for it is not possible, the variation in performance

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[2] R. Hembree, *Correlates, Causes, Effects, and Treatment of Test Anxiety* in Review of Educational Research, 58 (1), 47-77, 1988.

[3] R. Hembree, idem

[4] M. Zeidner, *Test Anxiety: The State of the Art*. New York: Plenum, 1998.

[5] M. Zeidner, idem.

[6] R. Bowler, *A Brief Review of Test Anxiety in West German Schools*. In R. Schwarzer, H. M. Van der Ploeg, & C.D. Spielberger (Eds.). *Advances in Test Anxiety Research* (Vol. 5., pp. 85-90). Lisse, The Netherlands: Swets & Zeitlinger, 1987.

can be explained by individual differences as to the students' essential study and learning skills. On the other hand, if it is possible to prepare for the test in time, anxious students will focus on developing *coping* mechanisms to overcome the possible threat that the assessment situation represents for them. Students with a high level of test anxiety have difficulties in cognitive processes, other than those related to failure to recall information, as classical research claimed. Thus, students with a high level of test anxiety show problems in the processes of encoding and retaining (keeping) information, which lead, in most cases, to an inadequate conceptual representation of the contents they have to learn.[7]

In order to explain the relationship between test anxiety (fear of assessment) and academic performance, Salamé proposes an interactional model that takes into account two variables: *achievement motivation* and *failure orientation*.[8] Achievement motivation is defined by the conjunction between the level of aspiration and the importance that the pupil or student attaches to the examination, while the orientation towards failure is described by the negative perception that the pupil or student has regarding the level of their own competences, the expectations regarding the failure and the aversion towards the exam. Combined achievement motivation and failure orientation determine, on the one hand, the emotional reactions that the pupil or student manifests when they are about to face an exam (for example, increasing the level of anxiety as the exam approaches) and, on the other hand, the direction of the behaviors intended for adjustment and, at the end of the exam, the performance that the pupil or student will achieve.

Gender is considered one of the variables that have an important impact on the development and manifestation of test anxiety. Numerous studies have demonstrated/indicated that female subjects tend to score higher than male subjects on inventories or scales measuring test anxiety.[9] The meta-analysis undertaken by Hembree[10] highlighted the fact that differences depending on the gender variable, regarding the level of test anxiety, begin to

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[7] J.C. Cassady, The impact of cognitive test anxiety on text comprehension and recall in the absence of external evaluative pressure. *Applied Cognitive Psychology*, (18, 311-325), 2004.

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[10] R. Hembree, *Correlates, Causes, Effects, and Treatment of Test Anxiety*, *op. cit.*

appear in the population of students corresponding to the middle years of elementary school, becoming more noticeable for the populations of high school students, respectively college students. The same author showed that the size of the difference between the scores obtained by girls and those obtained by boys in the Emotionality component is considerably larger than that of the difference between the scores in the Worry component, this pattern indicating that the differences according to gender concern especially the affective dimension of test anxiety.

Hill and Wigfield[11] identified, both for elementary school and high school students, as well as for college students, significant differences between girls' and boys' test anxiety scores.[12] For each school level, girls obtained higher scores than boys. In an attempt to explain the observed differences between the scores obtained by female subjects and those obtained by male subjects regarding test anxiety, Zeidner showed that female subjects tend to be much more sensitive to evaluative stimuli, especially to those announcing a negative evaluation. Men tend to a greater extent than women to perceive a test situation as a personal challenge rather than a threat, which is why the anxious reactions that occur during a test situation are interpreted by them in a positive way.

Another explanation for the differences observed between female and male subjects in scores on scales or inventories measuring test anxiety was related to the different growth and socialization patterns of girls and boys. Girls are educated to recognize and express their anxiety - socially perceived as a specifically feminine trait. In this sense, the reactions from society towards the anxiety expressed by women tend to be of a more supportive and comforting nature, this prompting them to recognize rather than hide the anxiety towards the test that they feel. Men are educated to see evaluative situations as challenges that they must face, while women tend to see evaluative situations as threats, which they can cope with by resorting to strategies based on focusing on their own emotions or on avoidance behaviors.

Therefore, the data found regarding the level of test anxiety do not reflect a real difference between women and men, but are rather the

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[11] K.T. Hill & A. Wigfield, Test anxiety: a major educational problem and what can be done about it. *The Elementary School Journal*, 85 (1), 105-126, 1984.

[12] T.S. Hall, *Is test anxiety a form of specific social phobia?* Unpublished Master's thesis. College Park, University of Maryland, 2005.

expression of differences related to self-presentation and the availability of female and male subjects to admit openly that they suffer from anxiety[13].

Procedure

Purpose and hypothesis

By means of the study we carried out, we set out to identify the relationships between test anxiety, anxiety and locus of control among students at the Faculty of Educational Sciences. The relationships were approached from the perspective of possible associations and the contribution that the last two variables have in explaining individual differences in terms of dysfunctional negative cognitions (the Worry factor), respectively the emotional responses specific to test anxiety (the Emotionality factor). We sought to identify the meaning and magnitude of the correlations between the measured variables.

Taking into consideration the results of the studies presented above, we started from the assumption that students for whom a predominantly externalist attribution style prevails tend to register higher levels of test anxiety.

Participants

The research batch consisted of a number of 198 people, students at the Faculty of Educational Sciences, Bucharest. The ages of the students varied between 19 and 32 years (m = 26 years; s = 1.18 years). The distribution of students according to the gender variable was: 59 boys and 139 girls. The 198 students completed two instruments, namely: the Test Anxiety Inventory (TAI), the Locus of Control Scale.

Instruments

1.The *Test Anxiety Inventory (TAI)* was built up and developed with the aim of measuring individual differences concerning the specific reactions to test anxiety, seen as a personality trait related to an assessment situation[14] . The inventory contains 20 items with four answer options (A – *almost never*, B – *sometimes*, C – *often* and D – *almost always*), from which the subject must choose the one that suits him. The respondents are asked to indicate how often they manifest certain specific

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[13] M. Zeidner, *Test Anxiety: The State of the Art*, op.cit.

[14] C.D. Spielberger, *Manual for the State-Trait Anxiety Inventory, op. cit.*

symptoms of test anxiety before, during and after an evaluative situation. In addition to measuring individual differences related to the predisposition to anxiety in various test situations, the scales of the inventory allow the assessment of the two components of test anxiety described by Liebert and Morris [15] : negative cognitions related to performance and failure (the Worry factor), respectively the emotional reactions resulting from the intensification of the activity of the autonomic nervous system (the Emotionality factor). All 20 items are included in the calculation of the total score, considered the indicator of the level of test anxiety present in a subject. Since the answer to an item can be marked from 1 to 4, the minimum total score that a subject can obtain is 20, and the maximum is 80. The high total score obtained by a subject indicates a heightened level of anxiety against testing (as a latent trait, manifested in evaluative situations). On each of the scales, by which the two components of test anxiety are evaluated, a subject can obtain a score between 8 and 32. In our research, we calculated the internal consistency (α-Cronbach coefficient) for each of the scales of the inventory, as well as for the set of items. The obtained data are the following: Emotionality scale – 0.86, Worry scale 0.79 (the whole batch); the set of inventory items -0.91.

2. The *locus of control*, characteristic of an individual's cognitive style that can be distributed on a continuum between internalism and externalism, was measured with the *Internalism-Externalism Scale for Children and Young People (IE-CT)*, adapted in Romania by S. Chelcea[16] according to the Nowicki-Strickland Locus of Control Scale/N-SLCS.[17] In the version we used in our study, the scale included 40 items, to which students answered 'yes' or 'no'. Each answer was rated with zero points or one point, depending on the correction grid. The total scores of the students were obtained by summing the scores of the 40 items. Following the indications provided by Chelcea, we considered a high total score as expressing externalism. In the current study, we obtained the following internal consistency values: 0.66.

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[15] R. M. Liebert & L.W. Morris, Cognitive and emotional components of test anxiety: A distinction and some initial data. *Psychological Reports, 20*(3, PT. 1), 975–978, 1967.

[16] S. Chelcea, S., *The Locus of Control and the Emergence of Rumours*. In *Personality and Society in Transition. Social Psychology Studies*. Bucharest: Science and Technology Society, 1994.

[17] B. Strickland, *The Gale Encyclopedia of Psychology* (Second edition). Farmington Hills: Gale Group, (Ed.) (2001).

Results

Descriptive statistics

In the table below we have shown the averages, standard deviations and indicators of the shape of the distributions for the variables we measured.

From the standard deviation values, we find out that girls obtained, compared to boys, more heterogeneous distributions of scores on the TAI inventory. Instead, for the 'locus of control' variable, the boys obtained a more heterogeneous distribution of scores than the one obtained by girls. In the case of the scores for study skills and habits, the distribution obtained by girls was slightly more heterogeneous than the one obtained by boys.

Table 1. Descriptive indicators of measurement variables

	Indicators	Anxiety	Worry	Emotionality	Locus of control
Total number of students (No. = 198)	M	38.65	12.80	16.73	14.34
	s	11.04	4.09	5.36	4.77
	Skewness	0.79	1.14	0.82	0.37
	Kurtosis	0.10	1.20	0.34	0.11
	Min	20	8	8	4
	Max	72	28	32	29
Girls (No.= 135)	M	40.25	13.03	17.48	14.71
	s	11.03	4.20	5.60	4.41
	Skewness	0.80	1.20	0.81	0.50
	Kurtosis	- 0.07	1.50	0.02	0.38
	Min	23	8	8	6
	Max	72	28	32	29
Boys (No = 63)	M	35.22	12.30	15.09	13.52
	s	9.61	3.80	4.40	5.43
	Skewness	0.71	0.51	0.42	0.39
	Kurtosis	0.10	- 0.09	- 0.04	- 0.26
	Min	20	8	8	4
	Max	61	22	26	28

Comparisons according to gender and age variables

From the comparisons we made, we found that girls obtained significantly higher scores than boys, on the Emotionality scale of the TAI inventory (t = 2.88, p < 0.01, d = 0.45), as well as on the entire inventory (t

= 3.13, p < 0.01, d = 0.46). On the Worry scale, girls also obtained a higher average, but the difference was not statistically significant.

For the locus of control variable, the difference between girls and boys was statistically insignificant (t = 1.53, p = 0.13, d = 0.24).

As far as the age variable, the data were obtained after performing an analysis of variance (One-Way ANOVA), taking age as the independent variable and the scores on the two scales of the TAI inventory as dependent variables. The results indicated the tendency of scores to increase on both scales with increasing age, students over 30 years old having obtained higher scores for both scores of the TAI scale.

Correlations between the measured variables

From Table 2, we can see significant correlations between test anxiety and the other variables we measured. The correlation values were between - 0.51 and 0.95, predominating correlations with moderate absolute values.

Table 2. Correlations between the measured variables

	1	2	3	4	5
1. Test anxiety (total scores)					
2. Worry	0.82 **				
3. Emotionality	0.95 **	0.59 *			
4. Control locus	0.48 **	0.52 **	0.39 **	- 0.54 **	0.16

* p < 0.05; ** p < 0.01

Positive and high correlation values (over 0.80) were recorded between the scores on each of the scales of the TAI inventory and the total scores. This result is natural, if we take into account the fact that the scores on the items of the scales are included in the calculation of the total score on the inventory.

The positive and moderate correlation between the scores on the scales of the TAI inventory is due to the fact that both items that measured cognitive concerns (the Worry factor) and those that measured emotional reactions (the Emotionality factor) were built up so that they could target facets (dimensions) of a factor related to test anxiety.

On the other hand, the scores on the TAI inventory correlated positively, moderate in absolute value and statistically significant with the scores on the scale for measuring locus of control (externalism). The correlation value between the Worry scale scores and the locus of control scores was higher than the correlation value between the Emotionality scale scores and the locus of control variable.

Discussions

The data we obtained in our study are consistent with the data reported in the studies that dealt with the relationships between test anxiety and other variables related to the cognitive and emotional functioning of the individual.

Thus, the girls obtained, compared to boys, significantly higher scores on the Emotionality scale, as well as on the entire TAI inventory. These data confirmed those reported by American authors.[18] It is shown that, in general, women are considered to be more sensitive in relation to evaluative situations and, consequently, show the tendency to be more anxious about a possible negative evaluation/failure.

The studies carried out by a number of authors [19] offer as a possible explanation for the gender difference in terms of test anxiety scores, the differences that exist between women and men from the point of view of the patterns of socialization. Women feel a greater tension in relation to school/academic (in)success, as they fear failure. Women tend to see every testing situation as another possible chance of failure, which is associated with a higher level of test anxiety among them.

On the other hand, the data we obtained revealed the tendency of the scores on the Worry scale from the TAI inventory, as well as the total scores on test anxiety, to increase as the age of the students in the research group increased. This result is consistent with the data reported by other authors who showed that the level of test anxiety increases with age (this increase is observed until the period corresponding to the college years), after which it begins to decrease according to Wheeler.[20]

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[18] A. Fiore, *Gender differences in test anxiety*. Unpublished master's thesis. College of Human Resources and Education, West Virginia University, 2003.

[19] M. M. Moore, *Variations in test anxiety and locus of control orientation in achieving and underachieving gifted and nongifted middle school students*, 2006.

[20] J.M. Wheeler, *Anxiety levels of school age students prior to and following high-stakes testing*. Unpublished dissertation submitted in partial fulfillment of the requirements for the degree of educational specialist in school psychology, 2005.

The increasing trend of the level of test anxiety depending on the age variable that we found in our study could be based on several factors: 1) increasing pressure from the family and professional environment (most students after 30 are married, have children and work as substitute teachers in education) in terms of their academic results; 2) the accentuation of the defensive attitude among younger students, who were probably less willing to recognize the specific symptoms of test anxiety; 3) the increase in the complexity of school materials and tasks, an aspect that can contribute to the overload of older students, taking into account the complexity of their professional and personal lives.

This result is in accordance with a number of studies[21], which stated that test anxiety increases with schooling level. This would be due to the stressful situations represented by the exams, the school tasks perceived to be more and more demanding and the increase in responsibilities from year to year. According to the cited author and his collaborators, students in their last year show a tendency to have high expectations regarding the results of the graduation exam, which depends on the performances during the years of study and which is considered very important for their future career. Al-Doughmi et al.[22] cast doubt on the observation that the frequent exposure of pupils and students to evaluative situations contributes to reducing the level of test anxiety among them.

In the study we carried out, we recorded a positive, significant and moderate correlation in absolute value between the scores on the scales of the TAI inventory. This result confirmed the data of the studies cited by Zeidner[23], according to which cognitive concerns and emotional reactions related to test anxiety correlate positively with each other. The results that we obtained in our study, contradictory to the expectations we had, can be explained by the fact that the subjects in the experimental batch are very concerned about their self-image and especially how they are perceived by others. The fact that they are teaching staff (working as substitute teachers) induces them a feeling of "fear" in front of the exam in the sense that a possible failure would affect their image and authority in front of their own students.

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[21] I.G. Sarason, Stress, anxiety, and cognitive interference: reactions to tests. *Journal of Personality and Social Psychology*, 46 (4), 929-938, 1984.

[22] Al-Doughmi, M.A., Shuriquie, N.T., Abdulhamid, M., Al-Ghwairy, A., Shuneigat, W. (2006). The impact of exams on anxiety levels among university students. *Journal of the Royal Medical Services*, 13 (1), 14-19.

[23] Zeidner, *Test Anxiety: The State of the Art*, *op. cit.*

The data we obtained indicated positive, significant and moderate correlations in value between the scores on the TAI inventory and the scores on the locus of control variable (externalism), thus confirming the results reported in other studies.[24] Thus, Moore appeals to Barlow's theory of apprehension to explain these results. According to Barlow's theory, people who believe they have limited control over the events they encounter in life are more prone to experiencing anxiety, compared to people who believe they can control the events they face throughout life. In the present case, we can say that when a student facing a test situation believes that he cannot control his own skills and the chance of success, he tends to show anxious symptoms. In this way, they end up being more prone to developing anticipatory failure anxiety and thus test anxiety.

Conclusions

The findings in our study are consistent with the results of other studies, which dealt with test anxiety and its relationships with other variables related to the individual's emotional functioning. The established hypotheses were partially confirmed but in the direction of those assumed in the sense that an externalist attribution style positively correlates with a high level of test anxiety, and a high level of self-confidence positively correlates with a high level of test anxiety contrary to our expectations. The value of the results must be analyzed, first of all, from the perspective of the relevance they have for the explanatory model of the causes and factors favoring test anxiety. Also, the value of our results must be interpreted in relation to the practice of diagnosing the symptoms of test anxiety in the school population and the intervention programs aimed at preventing this scourge, which negatively affects, along with other factors, the academic performance of students.

From a theoretical perspective, the results we obtained suggest that, in evaluating test anxiety among students, we must take into account their individual characteristics. Among these characteristics, locus of control (the style of attributing one's own successes/failures) can play an important role.

Along with these variables, in the evaluation of the complex etiology of test anxiety, the school psychologist must also take into account: certain stable dispositions of the personality (traits, such as emotional stability or conscientiousness, structures related to the motivation to achieve success

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[24] M.M. Moore, *op. cit.*

in school, one's own image and self-esteem, etc.), certain factors related to school or family environment. These factors interact dynamically, determining the manifestation of certain behavioral patterns of students, related to academic performance, among which specific symptoms of text anxiety can be encountered.

Test anxiety is an undesirable scourge that affects the school population to a worrying extent. Therefore, concerted action on the part of all educational agents (teachers, school psychologists, school principals, parents) is strictly required in order to provide psycho-pedagogical assistance to students who are facing the troublesome symptoms of test anxiety, as well as in order to reduce the incidence and manifestation of this scourge. From the point of view of programs designed to prevent and reduce test anxiety in the school population, the results of the study we undertook suggest that permanent work with students (individual and group psychological counseling, monitoring school performance) is a necessity, even from the first year of high school. The students' approach can be differentiated, depending on the skills they have (cognitive-intellectual, motivational, certain personality traits) and the fluctuations in their school performance.

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ACTIVE LEARNING AND A GOOD RELATIONSHIP WITH STUDENTS – THE FOUNDATIONS OF FACILITATING LEARNING

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Abstract: The article's aim is to review the main factors which contribute to an optimal teacher-student relationship using active learning. We overview how the effectiveness of a teacher is not his personality structure, but the relationship he establishes with students, as well as the pedagogical methods used. The teacher-student relationship is one of the most important factors for learning. The learning facilitator teacher, as opposed to the one who only transmits information, helps students to learn skills by themselves and to develop critical thinking by involving them in a personal process outside the course when they process texts related to the course. To counteract the progressive deterioration of students' attention, the effective teacher will introduce something original every 15 minutes. Basically, instead of a 50-minute lecture, he will introduce 3 mini-lessons of 15 minutes integrated by a pedagogical activity that changes the rhythm of the presentation. Working in a team, framing clinical contexts, theatre techniques and problem- and project-solving learning are reviewed from several studies examined. The students are as often as possible in the role of actors involved in the educational process, thus favouring active learning, which involves more than just listening and gives them the opportunity to explore their own ideas, attitudes, beliefs related to the topic studied. In conclusion, while revisiting the limits of active learning we emphasize that a relationships based on honesty, mutual respect and emotional involvement between teachers and students is essential to the effectiveness of education

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with clearly defining of learning objectives the success of active learning and its benefits mentioned above could be easily achieved.
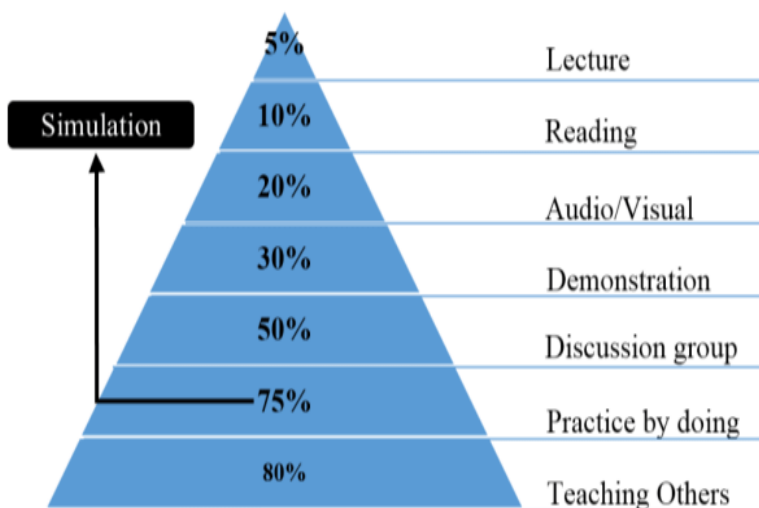
Keywords*: active learning, pedagogical methods, teacher-student relationship, learning facilitator teacher.*

Human learning is a continuous, lifelong process that takes place at the level of the whole person - body (genetic, physical and biological) and psyche (knowledge, skills, values, emotions, beliefs) and involves the integration of two very different processes: the process of external interaction between the learner and his social, cultural or material environment, and an internal psychological process of elaboration and acquisition.

Kolb's cycle of learning, based on the notion of experience, is one of the most cited research projects in the field of education and deserves to be recalled. Kolb defined learning as the process by which knowledge is created through the transformation of experience. For Kolb, experience is not knowledge, but only a foundation for creating knowledge. Kolb says that he does not intend to develop a third alternative to behavioral and cognitive theories of learning, but rather to suggest through experiential learning theory a holistic integrative perspective on learning that combines experience, perception, cognition and behavior.[1]

The pyramid of learning - representing the percentages of memorization according to the learning method - indicates the differences between passive learning (reading, listening to the course) and active learning from the perspective of the usefulness of these ways of processing information.

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[1] D.A. Kolb, *Experiential learning: Experience as the source of learning and development.* Englewood Cliffs, NJ: Prentice-Hall, 1984.

%5 — Lecture
10% — Reading
20% — Audio/Visual
30% — Demonstration
50% — Discussion group
75% — Practice by doing
80% — Teaching Others

Simulation

(National Training Laboratories of Bethel -Maine, USA)

The basic elements of active learning are: the student's activity and involvement in the learning process, in contrast to the traditional lecture where students passively receive information. Prince[2] demonstrated that active, collaborative and cooperative learning as well as problem-based learning improves outcome as well as attitude towards learning. Adopting evidence-based teaching practices such as active learning has been shown to increase student learning, engagement and interest in higher education.

Despite these compelling findings, translation of this educational research into classrooms has been slow, in part because of teacher concerns about student resistance. Andrews's study, however, suggests that professional fears about adapting these teaching practices are largely misplaced and also suggests a number of strategies to reduce student resistance.[3]

Studies show that what determines the effectiveness of a teacher is not his personality structure, but the relationship he establishes with students and the pedagogical methods used. Svincki & McKeachie[4] drew five major

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[2] M. Prince, *Does Active Learning Work? A Review of the Research*. Journal of Engineering Education, 2004, 93, 223-231.

[3] H. Waugh, & T.C. Andrews, *Diving into the Details: Constructing a Framework of Random Call Components* CBE life sciences education, 2020, 19(2), ar14.

[4] M. Svinicki, & W.J. McKeachie, (eds.) (2010). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers (13th ed.)*. Belmont, CA, US: Wadsworth.

conclusions related to the factors that contribute to the effectiveness of the educational process:

a) The relationship between teacher and student. Studies show that, even in the university environment, the quality of interpersonal relationships that teachers maintain with students is one of the most important factors for learning. A teacher who has a good relationship with his students, but who is not very bent on pedagogical methods, will be a better teacher than one who is technically impeccable, but who has a bad relationship with students. Often, the didactic process will be more effective if, for example, 15 minutes are invested in an activity that allows improving relations with students than in preparing the material to be presented. Relationship building begins on the first day of the academic year and continues throughout the semester when questions need to be answered and challenges managed.[5]

b) An effective education is characterized by the existence of a contract between teachers and students, specifying the expectations of each party.[6]

c) A teacher is effective if he involves active learning and the more students actively participate in the learning process, the easier they will memorize the material.[7] Attending a lecture in an amphitheater and copying the presented slides are passive learning activities that involve poor memorization and comprehension. In contrast, extracting information from a written text, relevant arguments from it, evaluating the quality of a scientific study, ranking or establishing links between information, applying an abstract solution to a concrete problem, reformulating ideas or explaining others are all activities involving active learning.[8]

d) Recapturing students' attention every 15-20 minutes. Most teachers are aware of their own attentional limits, but

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[5] W. Buskist, & B. Saville, *Rapport-building: Creating positive emotional contexts for enhancing teaching and learning*. APS Observer, 2001, 14, 12-13, 19.

[6] G.R. Johnson, *First steps to excellence in college teaching (3rd ed.).* Madison, WI, US: Magna Publications, 1995.

[7] Levy, & W. Peters, *Undergraduates' views of best college courses.* Teaching of Psychology, 2002, 29, 46-48.

[8] J. Teven, & J. McCroskey, *The relationship between perceived teacher caring with student learning and teacher evaluation.* Communication Education, 1996, 46, 1-9.

overestimate students' attentional capacities.[9] It's a reality that students get bored quickly during a course, and it's even more true for today's generations who grew up in a digital environment with the Internet and video games. And the less they focus on the course, the more they talk to each other. To be effective, a teacher must be careful to maintain a heightened level of attention throughout the course.

In the active learning process, the teacher has an expanded role from information transmitter to learning facilitator. Kemp & Keefe[10] believed that an information transmitter is a teacher who believes that what the student does not learn in his course he will never learn. It is therefore essential for him to communicate and make them retain as much information and knowledge as possible. Thus, he will feel obliged to prepare himself to facilitate this for students: he structures the material, simplifies information and brings only the most relevant to the fore. End-of-year exams refer to information presented by teachers. The better students are able to reproduce class notes, the better their exam grade will be. Such a teacher believes that his task is primarily to convey as much information as possible. A teacher who sees himself as a facilitator of learning is different from the one described above, he helps students learn through themselves. Students acquire a large part of the relevant information starting from written tests or exercises, role plays. A learning facilitation process spends part of the didactic process explaining various aspects of additional reading, illustrating the presented theories with examples and demonstrations. This type of teacher will facilitate the following activities: imparting knowledge, finding written texts adapted to students, imparting and practicing learning methods with students, imparting skills, motivating and stimulating students, developing critical thinking.[11]

A didactic process is more effective if it involves students in a personal endeavor outside the course, and this consists in processing texts in relation to the course.

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[9] S.G. Paris, M.Y Lipson, & K.K. Wixson, *Becoming a strategic reader*. Contemporary Educational Psychology,1983, 8, 293-316.

[10] P. Kemp, & R. O'Keefe, *Improving teaching effectiveness: Some examples from a program for the enhancement of teaching.* College Teaching, 2003, 51, 111-114.

[11] M. Ferguson, *The role of faculty in increasing student retention*. College and University, 1990, 65, 127-134.

Studies show that a student will learn more if he spends half of his time in class and the other half in a personal activity.[12] A good way to increase the effectiveness of personal activities is to teach students the work methods they need.[13]

The personal activity - mandatory reading - consists of reading mandatory readings (books, scientific articles, websites) that students should complete weekly in order to acquire the knowledge and skills targeted by the respective discipline. Collins[14] described five arguments in favor of the idea that reading provides an effective teaching process:

1. It facilitates active learning, but it can be transformed into an even more active exercise – if it also aims to answer a series of questions or be the basis for writing an essay.
2. Prepares students for the profession by accustoming them to the learning process starting from written texts[15]; it is estimated that the volume of scientific knowledge doubles every 20 years, so every professional will encounter a situation in his professional career in which he will have to train in a new topic.
3. The use of mandatory readings is an anti-forgetting tool; the idea could be advanced that students cannot fully understand the explanations unless they read the required reading before coming to class.
4. The mandatory reading before the course allows the use of cognitive functions during the course to understand the material, to evaluate experimental evidence in favor of a theory.
5. Primary literature - extracts from specialized books, articles published in scientific journals, original texts - processed in

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[12] C.E. Weinstein, T.W. Acee, & J. Jung, *Learning strategies*. In B. McGaw, P.L. Peterson, & E. Baker (eds.), International encyclopedia of education (3rd ed.). Amsterdam, Pays-Bas: Elsevier, 2010.

[13] D. Udovic, D. Morris, A. Dickman, J. Postlethwait, P. Wetherwax, *Workshop biology: Demonstrating the effectiveness of active learning in an introductory biology course.* BioScience, 2002, 52, 272-281.

[14] Collins, *Processes in acquiring knowledge. In R.C. Anderson, R.J. Spiro, & W.E. Montague (eds.), Schooling and the acquisition of knowledge (pp. 339-363).* Hillsdale, NJ, US: Erlbaum, 1977.

[15] C. Meyers, & T. Jones, *Promoting active learning: Strategies for the college classroom.* San Francisco, CA, US: Jossey-Bass, 1993.

working groups vs. secondary literature - textbooks/pedagogical packages - can facilitate active learning.[16]

Boyd[17] proposed a series of actions in order to motivate students towards reading the required literature:
- o The workload should be reasonable - the objective being not to demoralize them, but to arouse their interest and gradually accustom them to the idea that the acquisition of knowledge is done by reading written documents;
- o The assignment should be precise – defining the precise reading / assignment for each course in order to progressively accumulate knowledge;
- o The announcement that the exam will refer to the mandatory reading - small assessments with 3 grid-type questions from the mandatory reading;[18]
- o Proposing activities in which students cannot fully participate unless they have completed the required reading.

Keeping students' attention through different/new activities every 15-20 minutes is another goal of the effective teacher. Empirical studies show that students' attention is maximal at the beginning of a course and that it progressively deteriorates after 15 minutes, before stabilizing at a relatively low level. To counteract this decrease in attention, it is necessary to introduce a new/original activity every 15-20 minutes, which allows to regain the students' attention. Basically, instead of a 50-minute course, the teacher will propose 3 mini-courses of 15 minutes separated by a pedagogical activity that changes the pace of the presentation.

A number of pedagogical activities that favor active learning can be implemented, with the aim of putting students in the role of actors rather than passive consumers. An example of active learning would be looking for relationships between concepts, extracting the most pertinent information, or going through a Kahoot with questions - learning experiences. Materials can be used - visual support - slides, containing a

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[16] K. Pulvers, & G. Diekhoff. *The relationship between academic dishonesty and college classroom environment.* Research in Higher Education,1999, 40, 487-498.

[17] D. Boyd. *Using textbooks effective: Getting students to read them.* American Psychological Society Observer,2003, 15, 25-26, 32-33.

[18] C. Roser, *Encouraging students to read the texts: The jigsaw method.* Teaching History: A Journal of Methods, 2008, 33, 20-28.

maximum of 40 words, with fonts larger than 24 and with a frequency of one slide per minute and a half, involving as many types of messages as possible creating mental associations that generate ease of understanding and memorization. It is shown that if a concept is activated, it passively propagates to other concepts with which it is connected, aiming at the creation of new associative networks.[19] A course can be transformed into an interactive process if feed-back is constantly requested,[20] by skillfully asking students to ask questions, to be summarized, to be carefully processed and to receive an answer, but also to value the person with whom the dialogue is entered. What allows learning to continue even between courses is the way in which the final messages are conveyed, the teacher's enthusiasm and final argumentation.

Also, working in a team, as a form of active learning, improves five of the six dimensions of critical thinking in students (analysis ability, curiosity, systematization ability, truth-seeking and self-confidence).[21] Clinical cases and projects based on problems in active learning (problem-based and project problem-based learning) aim at objectives not yet achieved by traditional learning, such as learning the ability to self-direct and structuring knowledge and reasoning. At the same time, the development of metacognitive skills represents the effects of introducing students to the basics of research and defining their own educational objectives. However, this form of active learning has the disadvantages of a long duration of cognitive involvement and a relative lack of supervision by the teaching staff, the students being left to discover the limits, the purpose and the uncertainty of the research basis of the fields studied.[22]

Another method that supports the importance of active learning is its inclusion in specific professional contexts such as clinical contexts in medical education. Thus, self-regulated learning through situational learning, job offers, theories of self-determination and goal achievement

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[19] D. Ausubel, *The acquisition and retention of knowledge*. London, UK: Kluwer Academic, 2000.

[20] M.D. Sorcinelli. *Dealing with troublesome behaviors in the classroom*. In K.W. Prichard & R. M. Sawyer (eds.), Handbook of college teaching: Theory and applications. Westport, CT, US: Greenwood Press, 1994.

[21] M.A. Zeb, U. Mahboob, & N. Shaheen, *Effect of team-based learning on critical thinking: A quasi-experimental study*. Pakistan journal of medical sciences, 2022, *38*(8), 2234–2238.

[22] D. Stentoft, *Problem-based projects in medical education: extending PBL practices and broadening learning perspectives*. Advances in health sciences education: theory and practice, 2019, 24(5), 959–969.

offer a holistic perspective of active student learning that emphasizes concepts such as reactive and opportunistic learning. These have a determining role in the formation of professional self-identity, highlighting the major role of the social environment and professional relationships that a young student has at the beginning of the journey.[23]

An active learning method that brings together affective and behavioral components related to medical communication is borrowing techniques and principles from theater. For example, role play, sociodrama, applied improvisation and practical aspects of the involvement of theater partners together with facilitators in the role of teachers have improved the level of empathy in communication adapted to the local culture, increased the degree of awareness among students of the role of communication in situations difficulties, giving bad news and resolving conflicts.[24]

Finally, from the perspective of Vygotsky's socio-cultural learning theory[25] and Piaget's development theory[26], experiential learning is one of the classic forms of active learning, present for centuries in various professions, especially the medical one, where factors affective, cognitive and behavioral alike contribute to the concentration of learning throughout life by "transforming experience" into knowledge. Thus, if a student fails in a task, the solution can be found when we look for the student's explanations for his own success/failure and not when we look for a certain external cause, for example lack of self-confidence to perform a certain task and not lack of knowledge for this task. Offering participative roles to students, providing explanations for professional errors typical of the clinical/professional context studied and adapting some action/treatment guides according to practical situations, derived from theoretical ones, support a good teacher-student collaboration and a mutual involvement with benefits for both part in the structuring of a self-

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[23] J.J. Berkhout, E. Helmich, P.W. Teunissen, C.P. M. van der Vleuten, & A.D.C. Jaarsma, *Context matters when striving to promote active and lifelong learning in medical education.* Medical education, 2018, *52*(1), 34–44.

[24] W.L. Hobson, Hoffmann-Longtin, Active Learning on Center Stage: Theater as a Tool for Medical Education, *MedEdPORTAL: the journal of teaching and learning resources,* 2019, *15*, 10801.

[25] L.S. Vygotsky, *Thought and language*. Cambridge, MA: MIT Press, 1986.

[26] J. Piaget, *The theory of stages in cognitive development*. In D. R. Green, M. P. Ford, & G. B. Flamer, *Measurement and Piaget.* McGraw-Hill, 1971.

identity and the fulfillment of personal objectives according to expectations.[27]

Regarding the practical activities, which are carried out in smaller settings, which would allow a close contact with the students, the element to be maximally exploited is the availability of the teaching staff towards emotional contact and the use of more active learning methods. The objective of these activities being the transmission of skills, we will go through the analysis of articles, experiments, studies, meta-analyses together, so as to transfer knowledge and skills acquisition skills. The active learning we propose involves more than simple listening, [28] it emphasizes the development of the student's skills, compared to the transmission of information, giving the opportunity to explore one's own ideas, attitudes, beliefs related to the topic studied.[29]

Conclusions

Limits of active learning such as lack of spaces, clinical work (in the case of certain professionals who also carry out clinical activity in parallel with teaching), lack of education and training, fear of losing control, skepticism of being an adequate motivator/facilitator, resistance students to interaction, the perception of a time-consuming activity, sometimes chaotic, the lack of desire of students to interact in a team can change the perception among teaching staff and students of active learning as a "social risk" to be avoided. This arises from the specificity of certain active learning activities such as working in a team or solving problems that can question the authority of teachers, can increase the uncertainty and ambiguity of certain study topics, and communication problems will thus be precipitating factors of this "risk".

However, with effort on both sides, a clear definition of learning objectives and a relationship based on mutual trust, the success of active learning and its benefits mentioned above can be easily achieved.

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[27] Yardley, P.W. Teunissen, & T. Dornan, Experiential learning: transforming theory into practice. *Medical teacher,* 2012, *34*(2), 161–164.

[28] C. Bonwell, & J. Eison, *Active learning: Creating excitement in the classroom.* ASHE-ERIC Higher Education Report No. 1. Washington, DC, US: The George Washington University School of Education and Human Development, 1991.

[29] L. Sanders, *Improving assessment in university classrooms,* College Teaching, 2001, 49, 62-64.

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ESP THROUGH THE LENS OF REFLEXIVE PEDAGOGY: ADVANTAGES AND DISADVANTAGES

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Abstract: During the COVID19 pandemics, teaching/learning/testing have undergone lots of changes made for the transition to online classes. Teaching English for Specific Purposes (ESP) online witnessed a paradigm shift and new approaches that were all facilitated by the use of technology have been developed or improved. Pre-pandemics, Bill Cope and Mary Kalantzis proposed "reflexive pedagogy" based on the idea that it is not the technology used that matters but the pedagogy itself which makes the difference, so they proposed reflexive pedagogy as opposed to didactic pedagogy which is composed of 7 affordances ranging from ubiquitous learning to differentiated learning with the purpose of moving focus from mimetic learning to epistemic learning via reflection and use of technology. Having this new approach in mind, the present paper attempts to analyse the advantages and disadvantages when teaching English for Specific Purposes. While the advantages are numerous due the possibility to use technology anytime, anywhere, anyhow, there are still certain constraints regarding learning foreign languages which utilize the mimetic approach in certain circumstance. Thus, the study focuses on the activities developed with the students from the University of Bucharest enrolled in the Faculty of Chemistry, approaching a wide range of subjects with a review of reflexive pedagogy in terms of advantages and disadvantages for ESP. While reflexive pedagogy is extensively useful for listening, speaking, reading and learning specialized vocabulary, writing seems to be affected as a way of progressing in learning. As an overall observation, reflexive pedagogy proves quite useful for teaching foreign languages with certain drawbacks.

Keywords: didactic pedagogy, reflexive pedagogy, e-learning ecologies, ESP, technology

Introduction

Foreign languages have a big history with the use of technology being one of the most important tools utilised in the language labs and language classes in general. Although these teaching tools aid learning, there are specific activities that need to be done in order to help learners

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comprehend the language but these are still done following a didactic pedagogy which relies on mimetic learning placing the instructor in the middle of the learning process within the classic approach in which the learner is dependent on the content, the media used and the instructor in order to learn. Bill Cope and Mary Kalantzis propose a change in teaching: they shift the focus from the instructor to the learner within a context which challenges the teaching style. Thus, the new teaching pedagogy – reflexive pedagogy – gives learners the freedom to learn in various environments, using all available technology that suits their needs, relying on peer interaction and creating their own understanding of the subjects studied at their own pace. This is the e-learning ecology - the basis for reflexive pedagogy - which proposes more efficient and tailored learning methods according to the learner's learning rhythm. Reflexive pedagogy, as the name already implies, invites learners to reflect to the content they find useful for the learning process but also to involve their own knowledge and experience as a means to enhance learning. The epistemic method associated with reflexive pedagogy makes learning more personal and leads to continuous development of the learner as it does not stop after closing the manual. It is a perpetual process – ubiquitous – taking place anywhere, anytime, anyhow. The aim is to make the learner evolve in their own rhythm and thus to become independent in using all the available data and acquired skills. Being influenced by e-learning ecologies, the next part of the paper analyses this particular influence of the environment on reflexive pedagogy.

From e-learning ecologies towards reflexive pedagogy

In order to lay the bases for reflexive pedagogy concepts and framework, Bill Cope and Mary Kalantzis drew inspiration from the surrounding environment. Their principle is based on the idea of observation, interpretation, use of one's own experience and the ability to logically connect ideas in order to create knowledge. Thus, metaphorically speaking, the learning landscape goes beyond the classic classroom and Bill Cope and Mary Kalantzis (2017) explain their point of view: "We use this metaphor because a learning environment is in some senses like an ecosystem, consisting of the complex interaction of human, textual, discursive and spatial dynamics" [1]. So, extended learning using all resources available is one principle of e-learning ecologies. On their site,

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[1] B. Cope & M. Kalantzis, *e-Learning ecologies*. London: Routledge, 2017, p. 1.

E-learning industry[2] defines e-learning ecology in the following terms: "In many respects, an eLearning ecosystem is very similar to a scientifically-based ecosystem. Science defines an ecosystem as being a community where organisms interact with one another and with their physical environment. Every organism has a role to fulfil and there must be a harmonious balance between all aspects of the ecosystem in order for the organisms to flourish and evolve." In the same manner, e-learning ecologies imply the idea of collaboration, interaction and communication between learners.

According to Esposito et all [3] "ecology refers to the dynamic relationship between individual organisms and their environment (as a whole identified as an 'ecosystem') characterized by the interactions with other living or non-living organisms". Having ecosystems as learning opportunities, learners have the possibility to expand and draw knowledge, explore and create new meanings.

At the same time, Louviere [4] associates "ecology" with the web, making a parallel that connects learners to the opportunities offered by the internet. Esposito et all give a more intrinsic definition when talking about 'ecology' in terms of educational environment: "The notion of ecology refers to the activities occurring among the learners using digital tools and is concerned with the endless cycle of technology change to which users and educational institutions are subject and have to respond" (Esposito et all 2015) [5]. Also, Hodgson and Spours [6] highlight the "ecology" term attributing it "the power of change and stasis in a variety of environments, contexts and spaces of activity, which exist in linked scales and levels, ranging from the global to the local, from the micro to the macro" (Hodgson and Spours, 2009). So, "ecology" in reflexive pedagogy is the

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[2] https://elearningindustry.com/the-elearning-ecosystem-metaphor-key-characteristics-and-basic-components, accessed on 24th November 2022.

[3] A. Esposito, A. Sangra & M. Maina, "Emerging learning ecologies as a new challenge and essence for e-learning. The case of doctoral e-researchers", in *International Handbook of e-Learning* vol. 1, Ch 24, 2015, p. 331.

[4] G. Louviere, "Ecosystems in the learning environment" in *Educational Facility Planner*, no 45, vol. 1/2, 2014, p. 10.

[5] A. Esposito, A. Sangra and M. Maina, *Emerging learning ecologies as a new challenge and essence for e-learning. The case of doctoral e-researchers*, in "International Handbook of e-Learning" Vol. 1, Ch 24, 2015, p. 332.

[6] A. Hodgson & K. Spours, *Collaborative local learning ecologies: Reflections on the governance of lifelong learning in England* (IFLL Sector Paper 6) Leicester: National Institute of Adult Continuing Education, 2009, p. 9.

sum of all available resources that facilitate learning at small and large scale. Esposito et all[7] conclude that "learning ecologies is adopted to explore learning contexts and processes of communities of learners and individual learners; and it is thought as 'hybrid' when physical and virtual configurations are considered as competing or blurring" (Esposito et all, 2015). The results of applying learning ecologies to the education purposes has lots of advantages, mainly because it encourages students to use all the available resources in order to deepen the learning process, facilitate communication and expand their knowledge horizon.

Lyudmila Andryukhina et all[8] stress on the students' independent status but also highlight the importance of the social component as part of the learning process and how only technology itself is not useful if it represents the only source of education: "This complexity of education system should be disclosed from the perspective of the social system and its unavoidable humanistic component, underestimation of which inevitably leads to a dead-end in solving the problems of personalization and individualization of the educational process" (Andryukhina et all 2021). Besides the social aspects involved in this type of education system, there is also the learner's involvement and determination which lead to a successful education act. Albert Sangra et all[9] discuss this social aspect of the learning process: "The learner's intentionality to achieve knowledge and develop skills is the axis for interpreting the concept as a unified lived experience, as it makes sense of the multiple relationships and resources that comprise the learning activities" (Sangra et all 2019).

While analysing the e-learning ecologies and the peer relationship, Esposito et all[10] state one important aspect of reflexive pedagogy: the elimination of the competition aspect in the learning environment: "This approach stresses co-operation, relationships and inter-dependence rather

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[7] A. Esposito, A. Sangra and M. Maina, "Emerging learning ecologies as a new challenge and essence for e-learning. The case of doctoral e-researchers", in *International Handbook of e-Learning* (vol. 1), Ch 24, 2015, p. 332.

[8] L. Andryukhina, N. Sadovnikova, S. Semenova, T. Sumina, N. Tserkovnikova, "Ecosystem Functions of Individual Style in a Digital Educational Environment" in *TEM Journal*, vol. 10, no 1, 2021, p. 406.

[9] A. Sangra, S.E. Raffaghelli, and M. Guitert-Catasús, "Learning ecologies through a lens: Ontological, methodological and applicative issues. A systematic review of the literature" in *British Journal of Educational Technology*, Vol. 0, No 0, 2019, p. 3.

[10] A. Esposito, A. Sangra and M. Maina, "Emerging learning ecologies as a new challenge and essence for e-learning. The case of doctoral e-researchers", in *International Handbook of e-Learning* (vol 1), Ch 24, 2015, p. 333.

than competition and polarisations. Reaching balance and sustainability becomes crucial for embedding innovations, against approaches focusing on technology as a 'challenger' and a driver of disrupting change in the pre-existing educational system" (Esposito et all 2014). Besides co-operation, Esposito et all mention the importance of adapting technology to the teaching tools and move focus from technology towards the learner and the new learning methods.

Begoña Gros and Francisco J. García-Peñalvo[11] consider that learning environments should offer learners the necessary tools, be dynamic and involve the learner as much as possible while the pedagogy used should be adapted to it: "The ecology concept requires the creation and delivery of a learning environment that presents a diversity of learning options to the student. This environment should ideally offer students opportunities to receive learning through methods and models that best support their needs, interests, and personal situations. The instructional design and content elements that form a learning ecology need to be dynamic and interdependent. The learning environment should enable instructional elements designed as small, highly relevant content objects to be dynamically reorganized into a variety of pedagogical models. This dynamic reorganization of content into different pedagogical models creates a learning system that adapts to varying student needs." (Gros and García-Peñalvo 2016). So, the "one-size-fits-all" is becoming obsolete and the tailored courses are becoming more prominent having students as the central component. Stanley Frielick[12] also stresses on the learners' independence at the higher education level and states that "Since the entire edifice of higher education is constructed on the belief that cognition, learning and intelligence are properties of decontextualized individuals who are separate entities from the teacher and each other, any way of thinking that proposes otherwise presents a rather unique challenge." (Frielick 2004). At the same time, he describes the importance of the learning environment and teaching methodologies as important aspects that have to be taken into account when talking about e-learning ecologies: "The dialogical processes of language and communication between teachers, students and the subject within these nested contexts

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[11] B. Gros & F.J. García-Peñalvo, "Future trends in the design strategies and technological affordances of e-learning" in *Learning, Design, and Technology. An International Compendium of Theory, Research, Practice, and Policy*, Springer, 2016, p. 15.

[12] S. Frielick, "Beyond constructivism: An ecological approach to e-learning" in *Beyond the comfort zone: Proceedings of the 21st ASCILITE Conference*, 2004, p. 329.

can be seen as the pathways in which the processes of information exchange and transformation occur. Learning and the development of knowledge and understanding emerge from the complex interactions between the different parts as information travels around the physical and mental pathways that constitute the total ecology of mind or mental system." (Frielick 2004)[13]. The entire interaction between the instructors, the learners and the technological means are key aspects which facilitate the learning process and, at the same time, help develop the ability to make logical connections, communicate, learn by questioning and using critical thinking and personal social skills during the cognitive processes. Frielick[14] continues stating that: "Tomorrow's academic systems, whether public or corporate, must possess three critical traits: they must be: 1) connected to real life, that is, relevant to the learner at the point of need and application; 2) capable of adjusting and adapting to rapidly changing environments; 3) capable of filtering the overwhelming quantity of information" (Frielick 2004). According to Frielick, there is a need for educational system to become dynamic and more adapted to the ever changing environment which marks major changes in the way learners approach the learning activities. His observation about the movement witnessed on the business market calls for new and modern interventions within education.

Thus, e-learning ecologies seem to provide numerous positive effects which can benefit the learner. Nevertheless, Agnieszka Głodowska et all[15] identify a series of disadvantages as well as advantages when referring to putting into practice the curricula in order to adapt to the learning environment: "preparing an e-learning course requires much effort and gathering rich authoring content. On the other hand, it reduces costs connected with the organisation of classes in a traditional form. Moreover, easy access to a wide range of materials and studies contributing to the deepening of knowledge and relying on emotions are advantages" (Głodovska, 2022). Thus, the instructor has to be willing to adapt the curricula to the new online environment which is more cost-effective than face-to-face learning but more challenging from the pedagogical perspective.

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[13] Ibid., p. 329.

[14] Ibid., p. 355.

[15] A. Głodowska, K. Wach and B. Knežević, "Pros and Cons of e-Learning in Economics and Business in Central and Eastern Europe: Cross-country Empirical Investigation" in *Business Systems Research*, Vol. 13, No. 2, 2022, pp. 29-30.

All the above theories regarding e-learning ecologies make up the grounds for the reflexive pedagogy framework which will be discussed in detail further on with analysis of the seven affordances presenting the advantages and disadvantages when used for teaching English for Specific Purposes.

Reflexive pedagogy and the seven affordances – advantages and disadvantages when teaching ESP

Reflexive pedagogy aims at providing the learner with the necessary tools to become an independent researcher, learn in their own pace, continually connect with the others and reflect on the acquired knowledge as a form of appropriating information. The need for the shift towards systems of education that provide quality and tools for the emerging market has been reflected world-wide in education policies and the purpose for this change addresses learners both individually and collectively. Mochizuki et all[16] appreciate that: "Rethinking education as a global common good is even more relevant today, with new possibilities and potential threats brought about by digital technology" (Mochizuki et all 2019). This new approach, which has in view the advancement of society as a whole, is based on a sense of inclusion that mainly aims to encourage personalised learning for students with the purpose "not to leave anyone behind" (Cope and Kalantzis 2017)[17]. Nevertheless, there is one observation which needs to be made: cognitive load theory. According to the cognitive load theory, there is an important aspect which has to be taken into account when discussing the way in which students learn and search for information: the enormous load of information which can be found online, the way it is structured and how students can discern between what is relevant and not for their learning process. Coined in 1988 by John Sweller, the theory states that a huge amount of information can overload the brain and this leads to an inefficient learning strategy as information needs to be processed in small chunks and not in bulk. Sweller and van Merriënboer[18] state that: "It is difficult to find any aspect of our cognitive architecture that suggests learners have as advantages

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[16] Y. Mochizuki, M. Kalantzis and B. Cope, "Rethinking Pedagogy: Exploring the Potential of Digital Technology in Achieving Quality Education", in *UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development*, 2019, p. 6.

[17] B. Cope & M. Kalantzis, *e-Learning ecologies*, London: Routledge, 2017, p. 3.

[18] J. Sweller & J.G. van Merriënboer, "Cognitive Architecture and Instructional Design: 20 Years Later", in *Educational Psychology Review* vol. 31, 2019, p. 31.

discovering information for themselves. Assisting learners to obtain needed information by the use of scaffolding such as providing information during problem-solving should be beneficial. Providing them with that information directly and explicitly should be even more beneficial." (Sweller and van Merriënboer 2019). Also, structural-learning.com[19] specifies that for education this aspect should be taken into account: "Classroom teachers need to know how they can reduce **cognitive load** as there are profound implications for learning outcomes. At its most basic level, we need to acknowledge that we all have a limited mental storage capacity and once this has been used, we begin to see negative cognitive load effects on memory and comprehension." Although the cognitive load theory makes these amendments to teaching and learning, the reflexive pedagogy theoretical framework proposed by Bill Cope and Mary Kalantzis offer the freedom of learning to students and makes reflection part of the learning process distancing itself from didactic pedagogy as it focuses more on the dialogical and cooperating strategies that lead to critical thinking rather than focusing of giving information (instructor) and passive receiving information (learner). Furthermore, the present paper makes a revision of the seven affordances which are part of the reflexive pedagogy proposed by Cope and Kalantzis and how these benefit students learning specialized vocabulary but also drawbacks of reflexive pedagogy in action at tertiary level.

Ubiquitous Learning (U-Learning)

According to Bill Cope and Mary Kalantzis[20], ubiquitous learning implies to idea of learning "anywhere", anytime", "anyhow" in relation to all the elements available and provided by the learning environment. It is the first affordance of the seven and part of the spatio-temporal dimension and is different from didactic pedagogy which is "confined by the four walls of the classroom and cells of the timetable" (Cope and Kalantzis, 2017). This shift is facilitated by technology and all learners benefit by the opportunity to equally participate in the teaching/learning process. Cope and Kalantzis state that "Where the mass media were one-to-many, the social media are many-to-many. Where the mass media configured audiences, viewer and readers as relatively passive recipients, the social media configure "users" simultaneously as readers and writers, viewers

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[19] https://www.structural-learning.com/, accessed on 25th November, 2022.
[20] B. Cope & M. Kalantzis, *e-Learning ecologies*, London: Routledge, 2017, p. 16.

and image makers, media creators and media consumers. (Cope and Kalantzis, 2017)[21]. Thus, in the learning process, the use of mass media facilitates the active role of the learner. The learner not only receives information, but has also the possibility to create content, build their own opinion and appropriate information in a more reflexive manner.

For English for Specific Purposes (ESP), the medium of instruction was based on the use of Google Classroom (GC) and a great part of its features. All the applications have proven to be extremely useful and have brought enough value to the process of learning and teaching during the pandemics. Some of the most important activities included the use of Google Slides and Docs which facilitated the insertion of Youtube clips and Ted Talk videos according to the subject discussed. The Slides function has been used extensively for cooperation purposes and internet search for information. Thus, after installing GC, students had to become familiar with the application. The application is quite easy to use and offers a wide range of possibilities within with all the functions it offers.

The first activities performed within GC were attendance-related. After enrolment within GC, students had to access a Google Forms link whose purpose was to register the students' presence at the seminar. The form proved extremely useful and it also opened in a Google Sheet file which provided all the details and a statistics necessary for an accurate result and clear view of the attendance level.

Regarding the activities performed within the application, certain documents have provided greater opportunities than others, such as Google Slides. Google Slides is a Google tool resembling Power Point providing similar functions to PPt with the possibility of collaboration between the members of a team or even the entire classroom. In order to use it, students were given different tasks to discuss, analyse and come with solutions. The challenge for natural sciences and the topics approached have helped students exercise different skills such as the ability to draw main ideas and key words in specialised contexts. Thus, after reading a chemistry text, discussing new terminology and text comprehension activities, students had to make a 7-9-line precis. In order to perform the tasks, students had to fill in the space dedicated for the task. The task proved to be more or less a challenge as the subject "Methane" is complex. Below there is one example of the answers provided by the students.
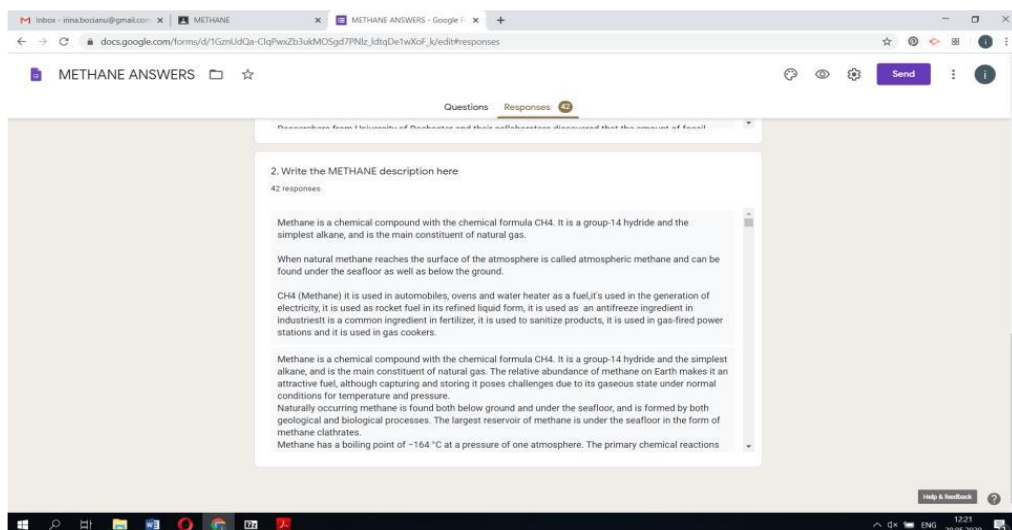
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21 Ibid., p. 17.

Figure 1. Chemistry task performed by chemistry students via Google Forms

The task involves writing activities as part of the competences necessary for acquisition of English as a Foreign Language as stipulated by the Council of Europe[22] regarding foreign languages: "Some of the instruments produced within the Council of Europe have played a decisive role in the teaching of so-called "foreign" languages by promoting methodological innovations and new approaches to designing teaching programmes, notably the development of a communicative approach" which need to be adapted to the online environment accordingly in order to continue their functionality and efficiency.

Performing the writing competence online was a new approach to the task different from the classic homework done by students, sent to the instructor and returned with a feedback which constituted a major advantage versus the traditional classroom of the didactic pedagogy. According to Cope and Kalantzis[23], ubiquitous learning in the online environment facilitates learning and is al all inclusive. Concepts such as "everyone responds, lowered barriers to response, differences become visible, this is highly engaging, the read/write mix and the participation mix is right, we ca break out of the four walls of the classroom and the cells of the timetable, anyone can be an initiator, a new transparency, learning analysis and assessment" (Cope and Kalantzis 2017). The activity

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included everyone, each student solved the task in their own pace and the read/write mix was correctly balanced. Also, students were able to hear the others' versions of the task, different approaches of the issue discussed and, in general, extend their knowledge horizon not only regarding specialized terminology but also linking words and connectors, as the writing of a text's core idea is a task which involves not only the ability to extract main information but also the ability to link these ideas in a logical, comprehensive manner. Text skimming and scanning, as part of reading techniques, are time efficient and accelerate the process of reading comprehension. The GC platform, via its Google Forms, offered a good environment to practice these activities in the online with student collaboration and class discussion of the tasks solved. As a result, the transition to the online platforms implied the instructor's ability to adapt the curricula and teaching techniques in order to preserve the onsite activities and adapt the language competences to the new learning opportunities. For ESP, exercises as such are useful in a sense that the specialised vocabulary can be even better practiced via different applications which facilitate access to contexts such as Ted Talks or Youtube clips in a much easier manner. Although the instructor has to work more on adapting the teaching materials to the available technology, the problem of internet access, the adaptability capacity to the online learning environment and the tools used by the students can represent disadvantages when teaching online. All in all, ubiquitous learning is an efficient approach to learning online and facilitates learning. It not only involves a new approach to onsite activities, but also helps students learn and become more familiar with technology besides social media used for entertainment or communication purposes. Further on, the second principle, *active knowledge making*, is discussed in terms of advantages and challenges when teaching English for Specific Purposes.

Active knowledge making

The second affordance of the reflexive pedagogy as proposed by Bill Cope and Mary Kalantzis, formulates an opposition to the didactic pedagogy and the course book teachings. For Cope and Kalantzis, *active knowledge making* engages the learners and determines them to formulate own opinions and approaches to the matters discussed. Although ESP and hard sciences, in particular, seem not to give room to interpretation, the phenomena associated with chemistry or biology subjects can be discussed much easier when technology is involved. *Active knowledge*

making represents a precursor for critical thinking and knowledge appropriation as the learner becomes an active learner leaving the passive role of didactic pedagogy. According to Cope and Kalantzis[24] "We want to allow learners more scope for agency in their learning. Here we want to suggest a recalibration of the balance agency. It's not that students completely lacked agency in the didactic classroom—listening attentively involves a certain level of agency. Reading the textbook and making some sense of it involves agency" (Cope and Kalantzis 2017). Nevertheless, agency in the online environment changes and reflexive pedagogy concepts make this approach more effective, involving the guidance of the instructor. Cope and Kalantzis[25] complete the approach and add the fact that "The agency of learners needs to be within a framework of optimally generative constraint. The art of effective pedagogy is to calibrate just the right balance of open-ness and structure" (Cope and Kalantzis 2017). As in the case of ubiquitous learning, active knowledge making is a process which involves the extended network of internet resources, navigation and research which can be performed by the learner in order to analyse and evaluate the provided information. Cope and Kalantzis[26] state that this approach "uses a variety of sources, requiring students to critically evaluate sources, not just to memorize content that has been delivered to them to consume. It suggests that learners may also find and curate content. Whereas a syllabus outlines content and topics to be covered, a learning module prompts dialogue—an update prompts class discussion; a project sets in train a peer reviewed work; a survey elicits a student response" (Cope and Kalantzis 2017). For ESP, dialogue and collaboration, pair work or teamwork are extremely useful and often utilized. Besides the active use of question formulation and vocabulary practice, students develop the ability to search for relevant information for their activities.

During the ESP seminar, students were presented a series of Ted Talks relevant for their different specializations: chemistry, biochemistry, medical chemistry and pharmaceutical chemistry which challenged their knowledge in the field but also brought new information, new vocabulary and a different perspective on the matter. Ted Talks are tools which are often utilized for education purposes and experts in different fields present information, discoveries and advancements in there are of

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[24] Ibid., p. 23.
[25] Ibid., p. 24.
[26] Ibid., p. 25.

expertise. Also, Ted Education is created with the learners' interests in mind and how to make learning difficult concepts and experiments more attractive and easy to understand. Guidance through information via interesting talks can determine students to adopt the ability to look for relevant information in the huge pile of videos, documentaries, docuseries and other materials useful for learning. Learners assimilate information and also process it, sometimes in the form of questioning approaches to chemistry-related topics and debating on the specific topic. Usually, these activities have a starting point in asking questions on the topic from the title itself and extending towards the topic in a brainstorming activity which challenges learners' knowledge of the subject discussed. The task involves two-step listening as the Ted Talks videos are often longer than ten minutes. Although a high amount of information is presented within the over ten- minute clips, the approach to the first step involves listening in order to identify the main ideas of the text following the questions: who, what, where, when, why and how within the first listening of the clip. WH-Question words have been utilised in order to formulate questions in the Present and Past Tense. For the second listening, the clip was paused at different time intervals after chunks of information were presented. During this stage, the students had to listen for specific information such as numbers, specialised vocabulary and concepts, details relevant for the field. Thus, Ted Talks clips are extremely relevant not only for the advancement of the students' knowledge in a certain field but also help review grammar aspects, usually exceptions and not-so-common words specific to chemistry. These activities have proven to be extremely beneficial for recap regarding numbers, nouns with the Greek and Latin plural exceptions, present tense and the future for type 1 conditional and past tense and "would" for type 2 conditional. Also, modals can be very well exercised via discussion. Below, there is a print screen of the Ted Talk link uploaded for the students within the GC platform and the task the students had to solve in relation to the clip. Students were assigned to watch the clip and then extract main information as well as write the main idea. The Ted Talk entitled "Secrets of the ocean floor" deals with information which is not commonly approached in everyday texts contexts but represents a good chance to extend knowledge. This Ted Talk activity proved beneficial for exercising different types of marine creatures and discuss exceptions in the English noun regarding fish species.
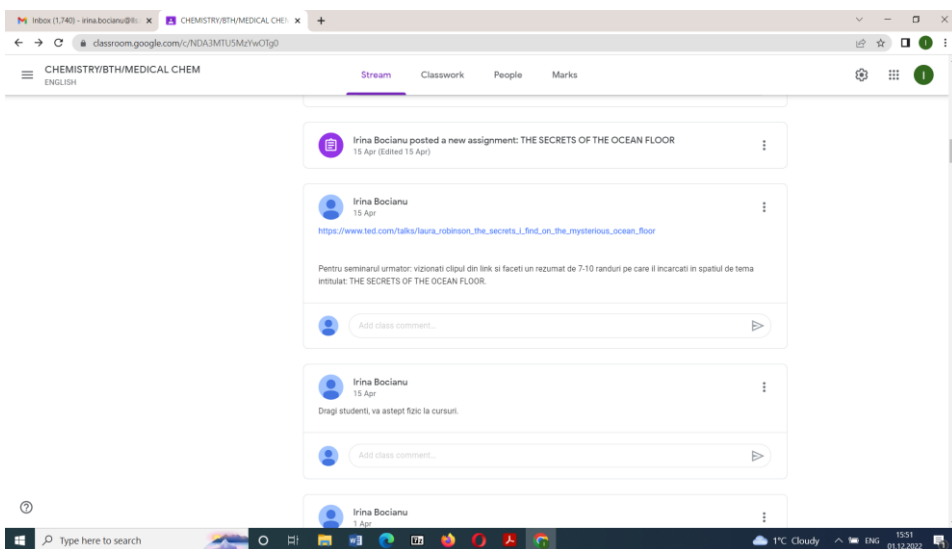
Figure 2 Ted Talk link uploaded for the chemistry students

Besides the class discussion, Ted Talks can also be used as homework material and individual work or proposed for team work where each member of the team chooses one aspect of the presentation and identifies the main idea and important details for the topic. Students become independent in their learning practice and enjoy the possibility to divide work and disseminate relevant information to the other members of the team. It is an important shift from the didactic pedagogy to a guided self-learning and reflexive pedagogy. Learners embrace the independence of the learning process and learning turns from its mimetic approach to reflexive approach either by utilising Socratic dialogues for synchronous learning or by team work or individual work in asynchronous activities. Once again, the advantages are numerous for *active knowledge making* yet drawbacks could be considered, such as the difference in the learning pace of each learner and knowledge level. Nevertheless, each student becomes involved in the activity and the instructor has the certainty that everyone learns during the seminar or while doing homework. The next part of the paper deals with affordance number 3 which refers to *multimodal meaning*.

Multimodal meaning

Multimodal meaning is the third affordance from the reflexive pedagogy framework designed by Bill Cope and Mary Kalantzis[27]. The

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[27] Ibid., p. 26.

two authors define this as "Contemporary digital media are multimodal — where text, image, sound are all manufactured of the same raw material: binary encoding. In the era of analogue information and communication technologies (letterpress print, lithography, photography, sound recording, cinema, radio, telephone), media for the production, reproduction and distribution of knowledge and culture were relatively separate. In the digital era, they are now made of the same stuff and distributed through the shared infrastructure of the internet. With this transition, we have seen the rise of new, multimodal genres where text, image, sound and data are inseparable: the social media feed, the website, the app, the infographic, the data visualization" (Cope and Kalantzis 2017). For ESP, this transition from the analogue information towards digital infrastructure proves to be beneficial because it facilitates communication, insertion of information and the learners' possibility to communicate while performing pair or group work. The classroom platform offers the possibility to use the dialogue boxes for each of its applications and students had the possibility to collaborate on short projects on different specialised themes. The authors resume their approach and stress on the use of the "semantic creator", a tool proposed in their project Scholar. The third affordance of the theoretical framework is not extremely applicable to ESP as it involves a more technology-oriented approach to the resources available for learning. Nevertheless, students can benefit extensively from the use of the tools previously mentioned and this provides major advantage when learning foreign languages. The paper further analyses affordance number four, *recursive feedback*.

Recursive feedback

Recursive feedback refers to the means of testing information. While didactic pedagogy involves a classic test with closed books in order to verify the learners' long term memory and mimetic abilities, a summative test evaluates all learners' level of understanding of a specific topic. Nevertheless, recursive feedback goes beyond this. In reflexive pedagogy, Bill Cope and Mary Kalantzis[28] design recursive feedback and dismiss classical testing of didactic pedagogy as "Comparative inequality among learners is statistically guaranteed" (Cope and Kalantzis 2017). They add the fact that traditional technology does the same in online testing as "they

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[28] Ibid., p. 28.

can intensify the process by mechanizing select response assessments (computer supported psychometrics) and supply response assessments (natural language processing). The "standardization" of inequality persists, albeit with ever more obscure algorithmic bases. Mechanization means that educational systems can offer more tests, so teaching comes to be dominated by test prep, and the peculiar logic of the test."[29] (Cope and Kalantzis 2017). Instead, Cope and Kalantzis propose the *recursive feedback* method of testing with continuous feedback which show progress and encourage students to go in the right direction. For ESP, this type of continuous testing was applied with numerous activities staring with writing a precis, debating on different topics, team and pair work, communication during shared projects via Google Slides, Ted Talk clips and numerous exercises which involve learners' continuous evaluation. The affordance ends with a series of suggestions regarding the future of assessment role and how this should or could be performed. They question the need for summative testing under the circumstances of continuous assessment performed via technological tools, peer review and social media such as Facebook, Instagram, Twitter which are extensively used for educational purpose. Also, they question the need of summative testing in place of dialogical approach to the subject taught as the focus shifts towards the content students can create with the available knowledge and technology becoming active knowledge makers. The recursive feedback makes the transition towards the fifth affordance of the reflexive pedagogy framework – *collaborative intelligence*.

Collaborative intelligence
Collaborative intelligence, as the name already stipulates, refers to the shift in the approach from individual towards collective intelligence, as part of the social dimension. While in the didactic pedagogy we encounter "The isolated learner, with a focus on individual cognition and memory", for reflexive pedagogy this equals in "Collaborative Intelligence: peer-to-peer learning, sourcing social memory and using available knowledge tools appropriately"[30] (Cope and Kalantzis 2017). This affordance also proposes two major aspects: "a shift away from knowledge memorization towards a culture of knowledge sourcing; and developing skills and

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[29] Ibid., p. 29.
[30] Ibid., p. 16.

strategies for knowledge collaboration and social learning"[31] (Cope and Kalantzis 2017). The approach implies the fact that, due to instant access to technology and online information, learners' memory should not be overloaded with information and unnecessary theories which can be found immediately online. Instead, students should learn how to process information, develop analytical skills and critical thinking skills. Cope and Kalantzis [32] describe this affordance as "learners must increasingly acknowledge the social sources of their learning, via citations and links, distinguishing clearly their own thoughts from the social knowledge upon which those thoughts are built. This is mnemonic work rather than memory work". For ESP, this aspect of collaboration is already part of the learning process. Nevertheless, the first aspect of the affordance is not entirely available for learning foreign languages which still need a didactic pedagogy approach with classic exercises and memorization of vocabulary. For this reason, collaborative intelligence can be partially applied for ESP although for many other different subjects this could contribute major advantages. The next affordance of the reflexive pedagogy framework is represented by metacognition which will be analysed in the next part of the paper.

Metacognition

Metacognition is the sixth affordance of the reflexive pedagogy as framed by Bill Cope and Mary Kalantzis. It means "thinking about thinking" (Cope and Kalantzis 2017) and the authors explain its relation to education: "A broader definition includes thinking that exemplifies disciplinary practice—to think like a historian, writer or physicist. This requires explicit thinking about the methods of the discipline, for instance how claims are supported by evidence in history, or how persuasion works in writing, or to explain mathematical thinking. It also involves theoretical work where the learners not only immerse themselves in content, the facts of a topic, but are able to relate these facts to overall explanatory frameworks, applying facts to frameworks and testing frameworks against facts"[33] (Cope and Kalantzis 2017). Metacognition is a process which takes place within the learning process and is done involuntarily. For ESP, metacognition is used in opinion essays,

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[31] Ibid., p. 35.
[32] Ibid., p. 37.
[33] Ibid., p. 37.

argumentative debates and scientific explanations in specialized contexts. The process also involves the awareness of every stage taking place during the cognitive activity. Also, when teaching ESP, learners need logical connections in their learning process, perform self-evaluation and know where they situate themselves within different stages of learning. Apart from didactic pedagogy, where the cognitive dimension involved "Focus on facts to be remembered, theories to be correctly applied", for reflexive pedagogy this translated into "thinking about thinking, critical self-reflection on knowledge processes and disciplinary practices" (Cope and Kalantzis 2017) [34]. Some of the principles deriving from both pedagogies can be applied to the learning of ESP and foreign languages in general especially as the thinking process has to be transferred in the learned language and adapted to that particular language itself. In Bill Cope's and Mary Kalantzis' theoretical framework, metacognition is related to the last affordance of the theoretical framework, *differentiated learning*.

Differentiated learning

The last affordance of the reflexive pedagogy proposed by Bill Cope and Mary Kalantzis is *differentiated learning*. It is part of the comparative dimension and moves away from the "Homogenizing, one-size-fits-all curriculum, standardized teaching and assessment" of the didactic pedagogy towards "flexible, self- expressive and adaptive learning, addressing each student according to their interests, self-identity and needs" (Cope and Kalantzis, 2017) [35]. The affordance addresses every learner's needs to learn and helps differentiate the most rhythms of learning as well as skills specific to each learner where small steps are taken in order to appropriate information and knowledge. Cope and Kalantzis propose a series of principles which lay the bases for their theoretical concept: *the differentiation principle, the design principle, the collaboration principle, the comparability principle* [36] (Cope and Kalantzis 2017). According to the two authors, today's technology allows learners to learn at different pace, way and moment which does not lead to a leveling of the learning process. In the online environment, students create and expand their own knowledge aided by all the online resources available and possibility to access them whenever necessary. Also, collaboration is

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[34] Ibid., p. 17.
[35] Ibid., p. 17.
[36] Ibid., p. 41.

facilitated and mediated via the technology and thus learners are able to express their own points of view regarding the topics discussed and evolve in the knowledge comprehension activities. Regarding *comparability*, learners can perform different tasks in order for their progress to be evaluated. For ESP, the *differentiated learning* principle applies to certain extent as it is quite important to have similar levels of comprehension and language acquisition and particularities of the specialized vocabulary. The seventh affordance rounds off Bill Cope and Mary Kalantzis' reflexive pedagogy theoretical framework and the suggested approaches that differentiate pedagogy by the means in which technology is approached when teaching. While didactic pedagogy is more instructor-oriented, reflexive pedagogy is more learner-oriented and focuses on the means by which the instructor can adapt the learning process to the present day advances of technology.

Conclusion

The review of the seven affordances which make up the theoretical framework for the reflexive pedagogies as part of e-learning ecologies has shown how adapting the new pedagogy to the online environment can make a difference in learning foreign languages. Making the transition from didactic pedagogy to reflexive pedagogy has witnessed a shift of perspective with more learner involvement in the process as it presupposes a more reflexive and intuitive thinking of the learner. While for the instructor the challenge is represented by the updated curricula, methodology and inventive use of technology, for the learner it is an inviting space to study. With ubiquitous learning designed as the first principle, reflexive pedagogy creates the online approach which sees a more involved student, more active and free to use all resources available in order to create content and develop knowledge in a distinct filed. It goes hand in hand with active knowledge making while practicing all competences found in the European language learning framework. Nevertheless, multimodal meaning is not so much applicable to EPS. Still, recursive feedback challenges how learners are tested and proposes continuous and active, personalized testing methodologies. While this type of assessment could be useful for other subjects, for ESP, testing could still be done in a mixed manner with continuous evaluation during the semester but with classic tests at the end of the semester to encompass the language acquisition of each student. For foreign languages, long-term memory is still an important aspect. Still, by combining the two methods

of testing, overloading the memory is avoided and students learn important information in chunks. Collaborative intelligence is used extensively for pair work and team work. So is metacognition when students are aware of the learning process, progress and self-evaluation. This is directly linked to the differentiated learning affordance which suggests students can learn in their own rhythm and pace with no competition involved, no stress while language acquisition is done in a more relaxed manner. All the affordances proposed by Bill Cope and Mary Kalantzis are applicable to different extents when teaching English for Specific Purposes and some of the principles have been applied in order to adapt the pedagogy to the online environment. The authors' intention was to create the reflexive pedagogy as opposed to the classic didactic pedagogy approaches so that the learner feels challenged to think more, reflect on the information presented, look for information themselves, and create content by taking into account all the possibilities offered by this pedagogical approach. The reflexive nature presupposes learners are well-grounded in the e-learning environment, learn in all situations, anywhere, anyhow, anyway and have the necessary cognitive abilities to process the information they are exposed to. Critical thinking, logical connections, independence, self – evaluation, knowledge of how to operate technology all represent skills for the present and the future and e-learning ecologies and reflexive pedagogy aim to move away from the classic learning environment and instil the learner with these tools necessary for a continuously evolving society and online labour market.

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THE IMPACT OF EDUCATION ON THE REDUCTION OF THE SOCIAL EXCLUSION OF ELDERLY PERSONS FROM THE LABOR MARKET

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Abstract: Currently, in the Republic of Moldova, the share of elderly people employed in the labor field is continuously increasing. Many elder people would like to continue working after reaching retirement age. The reason being the small pension, which does not allow them to satisfy even their most essential needs. Elderly people sometimes do not have enough new knowledge, skills that would improve their quality of life and allow them to avoid social exclusion both in everyday life and in the labor market. The solution is seen in the system of additional/continuous education and professional retraining for this population category. The article presents an overview of the education of the elderly persons. The situation of elderly people in the Republic of Moldova was analyzed. The paper presented the data of the survey carried out by the author regarding the education of the elderly people in the Republic of Moldova and its impact on the social exclusion of the elderly people from the labor market.

Keywords: learning, education, elderly people, social exclusion, continuing education, labor market, retraining.

Introduction

Currently, more and more attention in society is paid to the elderly people (often called the third age people, seniors), namely the increase in their number all over the world, their social exclusion/inclusion, the propagation of active aging.

In modern socio-economic conditions, a person's demand on the labor market is determined by his level of education, the ability to make decisions quickly and efficiently, to easily adapt to rapidly changing technologies and working conditions. The elderly are one of the most representative socio-demographic layers of the population, whose social status in Republic of Moldova has undergone significant changes in recent years. The basis for distinguishing elderly people in a special group is

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their age. The stratification by age of this population category is one of the most developed both in the world and in the Republic of Moldova, with various approaches. In practice, however, the elderly are usually considered pensioners. In our opinion, this criterion cannot be universal, since the retirement age in many countries is different. In most developed countries, the retirement age is 65; in some countries, women retire earlier than men. At the beginning of December 2021, the Parliament of the Republic of Moldova adopted the law, which returned to the practice of gradually increasing the retirement age for men and women up to 63 years.[2] Thus, in the Republic of Moldova on July 1, 2028, the retirement age for both men and women will be 63 years.

Retirement age is the period when, often, the work activity ends and a lot of free time appears. Children grew up, family responsibilities decreased. There is a reassessment of vital priorities, interests and even the meaning of life. Retirement is the best time for self-improvement and self-knowledge.

Education for elderly people
The representatives of the elderly generation want to be active members of both workplace and society, but very often they do not have access to the services and educational programs offered.

Learning provides many of these opportunities, and research has shown the benefits: „*To put it simply, does learning lead to social inclusion? This question can be answered in the affirmative. Those who continue to attend further education in older age, expand their social relations and assess better their state of health, and certainly independent of gender. Education can thus lead to greater social integration. Elderly people who attend further education courses commit themselves voluntarily, they have more confidence in political institutions, take part in campaigns, petitions and political discussion. Another influence stemming from educational participation is the ownership of new media queried through computers and the Internet. People who take part in organised educational processes tend to have access to the new information technologies. (Kolland, Ahmadi, Hauenschild, Vienna, 2009)*"[3].

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[2] A. Rojco, E. Heghea, The evolution of the pension system in the Republic of Moldova: legislative and normative innovations: Analytical study, National Institute for Economic Research, Chisinau, 2022, 88 p., p. 67.

[3] *Older learners - learning later in life,* European Association for the Education of Adults. p. 1; https://eaea.org/wp-content/uploads/2018/01/2012_eaea_policy_paper_active-ageing-1.pdf

The positive experience of organizing, legal assistance and supporting continuing education for adults, including pensioners, is observed in the CIS countries (Commonwealth of Independent States). Thus, the concept of lifelong learning was adopted in the Republic of Armenia [4]. The relevance of continuing education assistance in Armenia is underlined by the fact that in 2010 a meeting of the General Assembly of the European Association for the Education of Adults (EAEA) was held in this country.[5]

In the Republic of Belarus, a program of additional education for adults was created and implemented. For example, the "Dialog" program notes that its development "will help people with years of professional and vital experience to find a new field of its application, to become full participants in the life of society. The program contributes to the formation of a positive attitude towards the elderly, as participants with full rights in the life of society"[6].

The aging of the population is a new social problem that requires the search for modern technologies, forms and methods of supporting the elderly generation, and it cannot be reduced only to increasing the amounts of pensions, taking into account the level of inflation and/or granting additional allowances to them. Cessation or limitation of work activity, change in lifestyle and value-semantic orientations and difficult adaptation to new social living conditions – all this leads to a change in the social status of an elderly person, which must be taken into account at all levels of assistance of its vital activity.

The international community concerned about the phenomenon of aging has undertaken a series of actions to remedy the reported problem. Thus, the „*Political Declaration and Madrid International Plan of Action on Ageing*"[7], were adopted, in which greater attention is paid to work

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[4] The Concept of Lifelong Learning in the Republic of Armenia. – 2009; http://www.gdf.am/images/LLL_Concept_eng.pdf

[5] A. Sargsyan., A. Avagyan, T. Maranjyan, V. Avanesyan, Achievements and prospects for the development of continuing education in Armenia. *Man and Education*, 2010, No. 4 (25), pp. 152–157; http://obrazovanie21.narod.ru/Files/2010-4_p152-157.pdf

[6] S. Tararyshko, *Additional education of adults: experience-methodical experience: a collection of programs for additional education for adults,* Minsk: Propylais, 2012, 180 p.; https://www.dvv-international.org.ua/fileadmin/files/eastern-neighbors/Belarus/Publications/Vitebsk.pdf

[7] Political Declaration and Madrid International Plan of Action on Ageing. Second World Assembly on Ageing, Madrid, Spain 8-12 April 2002.
https://www.un.org/esa/socdev/documents/ageing/MIPAA/political-declaration-en.pdf

activity and the aging of the workforce. Thus, it is pointed out that the elderly must be given the opportunity to continue working until they show the desire to work and retain their ability to work productively. Among the measures on "*Employment opportunities for all older persons who want to work*" proposed in this document are "access to technology, *life-long learning, continuing education, on-the-job training*, vocational rehabilitation and flexible retirement arrangements".[8]

Adopting the International Action Plan, the Republic of Moldova focused its attention on 5 priority directions. The first direction being "the creation of optimal conditions for active aging, in order to participate in political, social, economic and cultural activities and the possibility to work productively, *study and improve as long as they want and are able, excluding the effects of marginalization and discrimination*"[9].

Due to the fact that in the Republic of Moldova the phenomenon of population aging persists, the continuous education of the elderly becomes a necessity. The current situation emphasizes the need to develop and implement new approaches both in the social-pedagogical activity with the elderly, which would allow them to realize their valuable inner potential, the tendency to overcome the barriers of loneliness, lack of communication, as well as in additional education for "third age" people.

In the process of training this population category in the formation of the educational process, it is important to take into account their age characteristics. The components of the success of the training of the elderly are: the undoubted desire of the elderly to realize their potential and the creation of conditions by all social partners interested in the self-determination of the elderly in a new life situation.

The main task of the education of the elderly is to develop skills for active and effective participation in all areas of public life. This can be achieved by meeting the specific educational needs of the elderly, such as obtaining or improving the quality of professional skills, maintaining health, improving the quality of family life, active participation in all areas of public life, spending free time, self-development.

It is also worth noting that the education of the elderly is aimed not only at obtaining a new job, but also at their self-education as a process of

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[8] Ibidem pp. 22-23.

[9] Report on the Regional Strategy for the Implementation of the Madrid International Plan of Action on Ageing, p. 2.

http://www.old.mmpsf.gov.md/file/rapoarte/madrid_imbatrinire_md.pdf

continuous self-improvement. The learning process allows an elderly person to feel like an independent, fulfilled person; contributes to self-affirmation, to gaining confidence in one's capabilities, abilities, strengths.[10]

Analysis of the situation of the elderly in the Republic of Moldova

On January 1, 2022, the total number of pensioners was 675 thousand people, of which about 521 thousand (77.2% of all pensioners) were old-age pensioners. Due to the greater share of the elderly population and the difference in longevity between women and men, women constituted 69.1% of the total number of old-age pensioners.

The share of old-age pensioners in the Republic of Moldova constitutes 20.0% of the total population with usual residence (in 2022), and the share of pensioners employed in the labor field is 24.0% in 2022, being in continuous growth in last years.
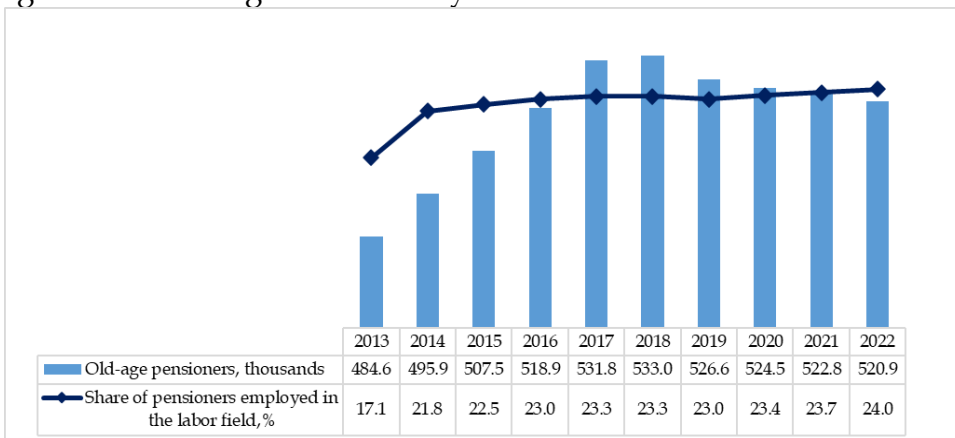

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Old-age pensioners, thousands	484.6	495.9	507.5	518.9	531.8	533.0	526.6	524.5	522.8	520.9
Share of pensioners employed in the labor field, %	17.1	21.8	22.5	23.0	23.3	23.3	23.0	23.4	23.7	24.0

Figure 1. Number of old-age pensioners and share of pensioners employed in the labor field

Source: developed by the author based on the data of the National Bureau of Statistics of the Republic of Moldova[11].

In the Republic of Moldova, the ageing factor of population is constantly increasing. At the beginning of 2022, the ageing factor of

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[10] E. Shchanina, *Factors in senior generation's social activity, News of higher educational institutions,* Volga region, Social sciences, 2009, No. 2 (10), pp. 57−67.

https://cyberleninka.ru/article/n/faktory-sotsialnoy-aktivnosti-starshego-pokoleniya/viewer

[11] *Old age pensioners*. National Bureau of Statistics of the Republic of Moldova. https://statbank.statistica.md/PxWeb/pxweb/ro/30%20Statistica%20sociala/30%20Statistica%20sociala__09%20PRO/PRO010900.px/table/tableViewLayout1/?rxid=9a62a0d7-86c4-45da-b7e4-fecc26003802

population was 22.8%, which corresponds to a high level of demographic aging. Compared to the beginning of 2018, it registered an increase of 2.8 percentage points. Differences are also found in the gender distribution, the ageing factor of population of the female population at the beginning of 2022 being 7.1 p.p. higher than that of men and was 26.2% compared to 19.1% for men.
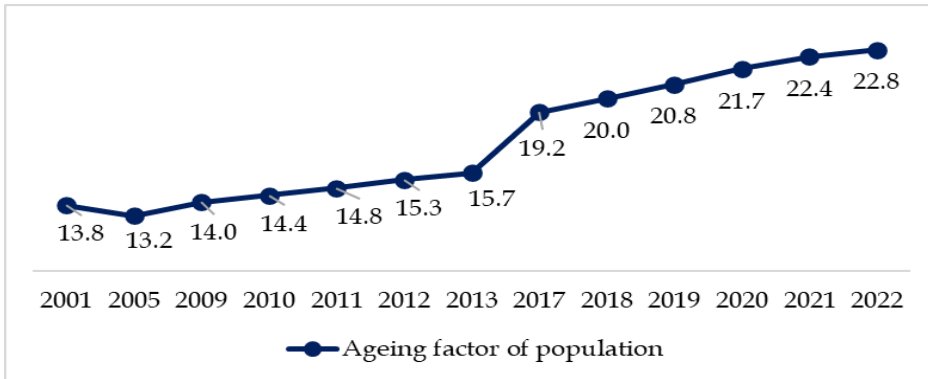

Figure 2. Ageing factor of population of the Republic of Moldova, %
Source: developed by the author based on the data of the National Bureau of Statistics of the Republic of Moldova[12].

The level of education of the elder people in the Republic of Moldova and its impact on exclusion from the labor market

There is a tendency – the higher the level of education of the person, the more he is in demand on the labor market. Moreover, the claim that the elderly work only as cleaners and guards is a myth. Specialists with education and extensive work experience can and want to continue working in their specialty. [13] Elderly people also have a number of advantages over their younger colleagues: the existence of both work and life experience, a high level of responsibility and concentration, availability for part-time employment and flexible schedule. Thus, in the current demographic situation, the work potential of a part of the elderly

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[12] *Ageing factor of population*, as of January 1, 2014-2022, National Bureau of Statistics of the Republic of Moldova,
https://statbank.statistica.md/PxWeb/pxweb/ro/20%20Populatia%20si%20proces ele%20demografice/20%20Populatia%20si%20procesele%20demografice__POPrec__POP 010/POP011600rcl.px/table/tableViewLayout1/?rxid=b2ff27d7-0b96-43c9-934b-42e1a2a9a774

[13] V. Dobrokhleb, *Social Challenges of the New Pension Reform in the Conditions of the Current Demographic Situation in Russia // Living Standards of the Population of Russian Regions,* 2019, No 1, pp. 59–64, p. 62 https://doi.org/10.24411/1999-9836-2019-10054.

population must be considered as an important resource for reproducing the work potential of the country as a whole.

There are very large potential gains when people have access to lifelong education and health care and reach old age with useful skills and good health; when elderly people are not excluded once they reach retirement age, but remain active participants in the economy and society; when elderly people become the engine of an ever-growing "silver economy" that develops around their needs and choices.

With the aim of detecting the impact factors on the social exclusion of the elderly people, the survey was conducted among the elderly in the Republic of Moldova. The survey sample consisted of a total of 207 people, of which *82 elderly persons employed in the labor field and 125 elderly persons not employed in the labor field*. The survey was conducted in both urban and rural areas.

One of the important factors in the assessment of the social exclusion of elderly people from the labor market is the level of education.

In our research, it was found that the largest share among elderly people employed in the field of labor belongs to elderly people with higher education and uncompleted higher education (50.0% overall), followed by specialized secondary education/college (25.6%) and secondary vocational education (14.6%). Respondents with primary and general secondary education /high school are in the minority.
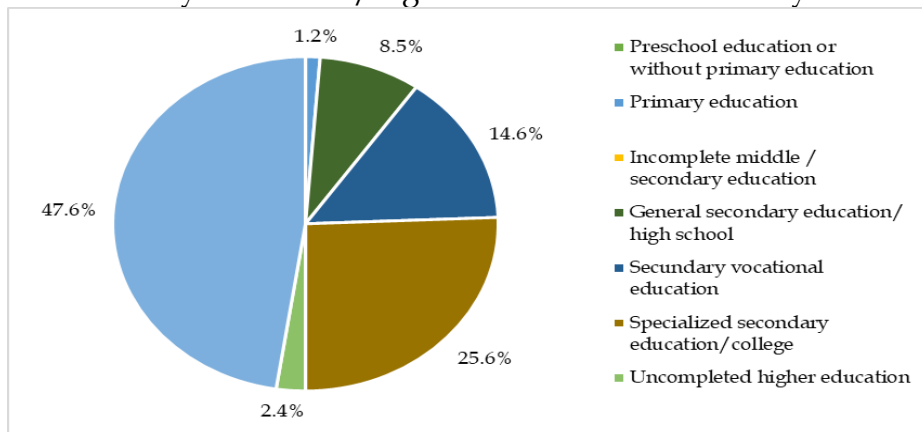

Figure 3. Education level of survey respondents employed in the field of labor, %

Source: Developed by the author based on the questionnaires

Facilitating the education and retraining of adults and creating employment conditions on the labor market are important to stimulate work activity even after reaching retirement age. In this sense, it is

necessary to offer elderly people the opportunity to use high-quality educational services, which, in turn, will require an appropriate legislative framework, financing, structural organization and ensuring their accessibility.

73.4% of respondents employed in the field of work believe that professional retraining is necessary to continue working.
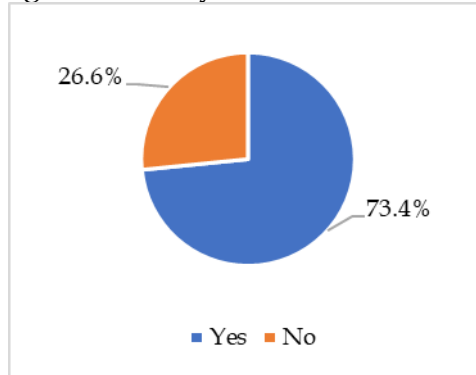

Figure 4. The need for professional retraining to continue working (unemployed respondents)
Source: Developed by the author based on the questionnaires

Despite the fact that an impressive number of respondents consider professional retraining necessary to continue working, not a single respondent decided to pay for it from his own account. Thus, 98.6% of the respondents are of the opinion that the expenses for the retraining courses for pensioners unemployed in the field of labor should be covered by the state. With this we can conclude, that in this chapter as well, assistance from the state is needed. Most pensioners cannot even afford to meet the most basic needs, let alone retraining courses.
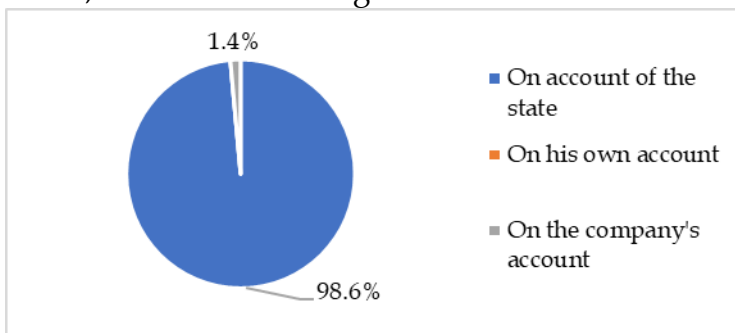

Figure 5. Are you ready to take professional retraining courses? (unemployed respondents)
Source: Developed by the author based on the questionnaires

In this context, the greatest interest would be *computer skills* courses (43%). Today, the majority of the population needs to possess skills, knowledge and abilities, including digital competence at a sufficient level, to access and advance in the labor market. Where previously no IT skills were required, now information and communication technologies have a significant impact on jobs and skills required for employment in certain positions. Increasingly, digital technologies are used in all types of work, including sectors of the economy that were not traditionally associated with digitalization, such as agriculture, construction, etc.

In the chapter *Other* were mentioned: trade, pedagogy/preschool education, fire service, artificial flower making. Most, however, believe that there is a need for professional retraining courses specifically in the field in which they worked before retirement.
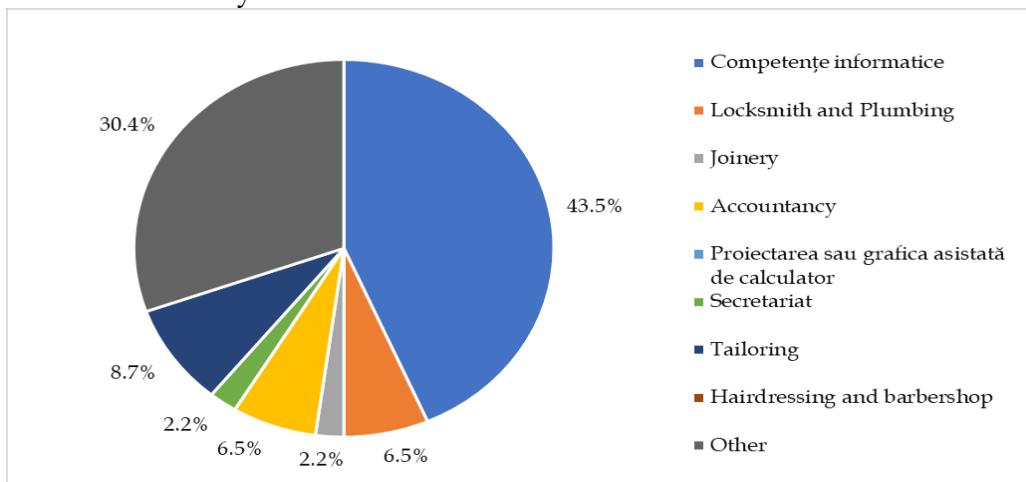

Figure 6. In which field would you like to take retraining courses?
(unemployed respondents)
Source: Developed by the author based on the questionnaires

An important role in the life of the elderly people is played by the state. In 2014, the Government adapted *Decision No. 406 of 02.06.2014 regarding the approval of The program for integrating aging issues into policies*.[14] The roadmap for mainstreaming aging into policies by implementing the commitments of the International Plan of Action on Aging, adopted in Madrid in 2002, of the Regional Strategy for the Assessment of the

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[14] Government Decision No. 406 of 02.06.2014 regarding the approval of The program for integrating aging issues into policies;

https://www.legis.md/cautare/getResults?doc_id=13818&lang=ro

implementation of the Plan contains *Commitment 6: Continuing education and training. Promoting long-term learning and adapting the education system to meet changing economic, social and demographic conditions*. Based on good European practices, which aim to provide good continuous education (throughout life), mentoring, employment opportunities for the elderly, the Concept of the Competence Guarantee Program for Adults was developed. In accordance with the provisions of the concept, support was provided to the National Employment Agency in testing the Competence Guarantee Program for Adults. As part of the skills guarantee program, training courses for the elderly were to be organized by the National Employment Agency, including the action for the 2020-2022 Medium Term Budgetary Framework. However, the financing proposal was not accepted by the Ministry of Finance.[15]

In the Republic of Moldova, the courses proposed for the elderly people are often related to digital skills. Thus, among the actions taken in this direction, we can mention the free IT training course "The computer and the Internet have no age" in 2013 for the elderly. In 2020, as a response to the COVID-19 pandemic, an initiative was launched to promote intergenerational dialogue for the digital inclusion of the elderly, through an agreement signed by the Moldcell Foundation and the UN Population Fund, etc.

All these campaigns are welcome, but for the moment the great effect on the elderly population is not felt, even more so on their employment on the labor market.

Conclusion

In today's realities, it is important to understand that the aging of the population is not only a demographic process with economic consequences, but also a complex social phenomenon that opens up new opportunities in various areas, including consumption, lifestyle and quality of life, education, economy, social and political activity. With the right state policy, the increase in life expectancy, which means longer economic activity of people, can become an additional incentive for economic growth.

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[15] Report of the Republic of Moldova Assessment of the implementation of the Madrid International Plan of Action for Aging and the Regional Strategy (2018-2021); p. 37 https://ms.gov.md/wp-content/uploads/2021/06/Raport-Plan-imbatranire-2020-final.pdf

Promoting education and retraining for adults and creating the conditions for employment on the labor market is important to encourage continued work after retirement age. The package of measures may include the provision by the state of tax incentives and subsidies to employers who employ older workers, providing them with the opportunity for training and retraining, as well as the creation by employers of flexible work schedules, including part-time employment. All these measures ultimately have the potential to stimulate labor productivity, the increase of which ensures an increase in economic growth rates, as well as overcoming social exclusion among the elderly people.

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CLIMATE CHANGE NEWS AND CITIZENS AWARENESS: FROM POLITICAL STATEMENTS TO POLITICAL ACTIONS

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Abstract: Climate change is one of the most widely debated topics today, both at the international and national levels. This is due to the threat that climate change poses to human society. As a result, this study aims to analyze the amount of public knowledge of climate change news in selected countries. Furthermore, data for this study were gathered from secondary sources such as textbooks, journals, and online sources, and the data were analyzed using content analysis. This study found that a substantial number of nations studied throughout the world scored below 50% of their citizens' knowledge of climate change news, while a few countries scored slightly above 50% of their citizens' awareness of climate change news. In conclusion, this study recommends, among other things, that states should follow up their political statements with political actions to raise citizens' awareness of climate change, which will contribute to reducing the environmental repercussions of climate change.

Keywords: Climate Change, Political statements, Political Actions, Education, Policies

Introduction

The Stockholm Conference on Environment, held under the auspices of the United Nations Environmental Programme (UNEP), is 50 years old in 2022. Since then, several international environmental conferences have been held at the international, regional, and national levels, with governments pledging to reduce their carbon monoxide (CO2) emissions into the environment. At the same time, governments pledged to adopt alternative energy sources (renewable energy) to protect the environment.

Since the 1970s, various political parties have been formed in countries such as the United Kingdom, the United States, Germany, and Austria with the primary goal of preserving the ecology. The development of these political parties is required to sustain the overall ecology. Though, studies have shown that international environmental changes are linked to

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domestic and global production, distribution, and consumption[1]. Many environmental issues have taken on a national and international scale in recent years. When the reasons and consequent damages are located inside the same region, it is termed local. When the reasons and ensuing damages span a specific country border, environmental problems are considered to have international aspects[2].

Also, Environmental studies have been introduced into the study of International Political Economy over the years by identifying places where environmental concerns have posed a danger to the international economy that require international treaties to handle. Besides, the incorporation of the environment as an academic topic in International Political Economy is very recent[3].

Furthermore, major international protocols aimed at wildlife protection, including the Pacific Fur Treaty (1911) and the International Convention for the Regulation of Whaling (1946), were signed in the first part of the twentieth century. Countries signed the International Convention for the Prevention of Oil Pollution in the Sea (1954) and the Convention on the High Seas (1958) to limit marine pollution. The Antarctic Treaty (1959), the Treaty on the Prohibition of Nuclear Weapons Tests in the Atmosphere, Outer Space, and Under Water (1963), the Kyoto Protocols of 1997 and 2005[4]. The Kyoto Protocol, with the title "The Framework Convention on Climate Change," was a landmark international pact that pushed industrialized nations to limit carbon dioxide emissions[5]. Furthermore, at Agenda 21, the 1992 Earth Summit held in Rio de Janeiro, Brazil, developing countries promised to industrialize in cleaner methods, while developed countries agreed to give the necessary channel through foreign assistance and technology[6].

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[1] Zekeri Momoh, Ele-ojo Jeremiah Idoko, and Ata-Awaji Anthony Reuben *Environmentalism and Ecopolitics: An Overview of States' Compliance to Environmental Treaties,* Journal of Peace and Development, Vol. 3 (1), 2020, 45-57.

[2] Barry Field. & Martha Field, *Environmental economics: An introduction Fifth edition,* New York: Mc Graw-Hill, (2009).

[3] Ibid.

[4] Zekeri Momoh, Ele-ojo Jeremiah Idoko, and Ata-Awaji Anthony Reuben *Environmentalism and Ecopolitics: An Overview of States' Compliance to Environmental Treaties Journal of Peace and Development*, Vol. 3 (1), 2020, 45-57.

[5] Robert O'Brien & Marc Williams, *Global political economy: Evolution and Dynamics, Second edition,* New York: Palgrave Macmillan, 2007, pp. 333-362.

[6] United Nations Conference on the Human Environment, Rio Declaration on Environment and Development. Rio de Janeiro, Brazil: United Nations, 1992.

Today, some states have recorded some successes in cutting down their carbon monoxide (CO2) emissions. For instance, countries like Ireland, United Kingdom, Finland, Denmark, Sweden, Romania, Hungary, Estonia, Slovakia, Latvia, Germany, Netherlands, Portugal, Spain, Croatia, Japan, Cyprus, Singapore, New Zealand, United States, Jamaica, and El Salvador achieved economic growth with a reduction in Co2 emission in recent years. However, some bad stories were also recorded such that countries like China, the United States, India, EU-27, Indonesia, Russia, Brazil, Japan, Iran, South Korea, and Saudi Arabia are leading countries in the world with the highest greenhouse emissions[7].

Furthermore, it is argued here that achieving sustainable development, particularly as it relates to the environment, necessitates the combined efforts of both developed and developing countries, regardless of which country has the highest carbon monoxide emissions, because every country has directly or indirectly contributed to the problem of climate change as it affects the world today.

It is against this background; this study seeks to analyze the amount of public knowledge of climate change news throughout the world, using studies from each continent.

Climate Change News and Citizens Awareness: From Political Statements to Political Actions

Kline et al[8] have identified a number of global international treaties signed by states since 1946 to 1994 to include "the International Convention for the Regulation of Whaling (1946); The Ramsar Convention on Wetlands of International Importance Especially as Waterfowl Habitat (1971); The London Convention on the Prevention of Marine Pollution by Dumping of Wastes and Other Matters (1972); The Convention on International Trade In Endangered Species (CITES) (1973); The Convention for the Protection of the Rhine against Chemical Pollution(1976); The Convention on Long-

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[7] Zekeri Momoh, *Environmentalism and Sustainable Development: Beyond Political Statement.* Being a paper presented at an online Conference organised by the International Political Science Association – IPSA Research Committees RC18 (Asian and Pacific Studies) and RC38 (Politics and Business). Theme: International Business, National Policy: Unpacking Business and Development in Asia and The Pacific 17th–18th October 2022.

[8] Karen Kline and Kal Raustiala, *International environmental agreements and remote sensing technologies being a background paper prepared for the Workshop on Remote Sensing and Environmental Treaties: Building More Effective Linkages,* December 4-5, 2000 Available at https://sedac.ciesin.columbia.edu/rs-treaties/rs-treaties_bckgnd.pdf

Range Trans boundary Air Pollution (LRTAP) (1979); The First Sulfur Protocol (1985); The Nitrous Oxides Protocol (1988); The Volatile Organic Compounds Protocol (1991); The Second Sulfur Protocol (1994); The Vienna Convention on the Protection of the Ozone Layer (1985); The Montreal Protocol on Substances that Deplete the Ozone Layer (1987); The Convention on Biological Diversity (1992); The Framework Convention on Climate Change (1992); The Kyoto Protocol (1997); The Convention to Combat Desertification in those Countries Experiencing Serious Drought and/or Desertification, particularly in Africa (1994)" among other international treaties.

It is worth noting that many political comments on how to save the environment have been made since 1946, which has resulted in various publishing of policy outcomes. For instance, the World Bank, the United Nations Conference on Trade and Development, the United Nations Environmental Programme, the United Nations Conferences on the Human Environment (UNCHE), OECD, the Global Sustainability Panel, the Global Green Growth Institute, and the International Labour Organization, Green Economy Coalition, are publishing more on environmental issues and making policy recommendations for countries. However, there is a limit to how far these publications can reach a huge number of citizens, particularly in underdeveloped countries. This will pique their interest in climate change coverage.
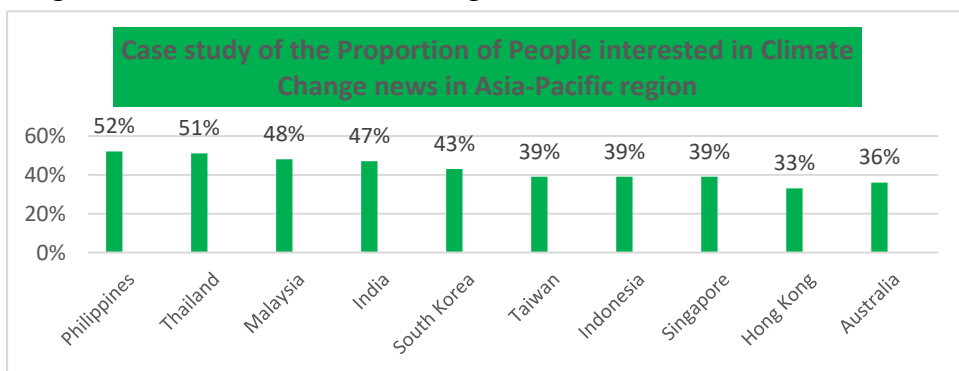
Today, a significant number of countries are promoting a national green economy strategy, including Cambodia's National Green Growth Road Map (2009), France's National Sustainable Development Strategy: Towards a Green and Fair Economy (2010), Grenada's Roadmap on Building a Green Economy for Sustainable Development in Carriacou and Petite Martinique, Grenada (2012), the Republic of Korea's National Strategy for Green Growth and Five Year Plan in 2009, and Ethiopia's Climate Resilience Strategy. Austria, Chile, Costa Rica, Côte d'Ivoire, Denmark, Ecuador, Finland, France, Germany, Iceland, Ireland, Kenya, Luxembourg, Marshall Islands, Mexico, Netherlands, Nigeria, Philippines, Spain, Sweden, Uganda, and the United Kingdom have all approved the "Helsinki Principles." Furthermore, nations such as Colombia, Fiji, Guatemala, and Norway have joined the "Helsinki Principles" after its support, but many others have yet to sign[9].

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[9]   https://www.worldbank.org/en/news/press-release/2019/04/13/coalition-of-finance-ministers-for-climate-action

Thus, the importance of individuals across the world in addressing the effects of climate change on the environment cannot be overstated, because one of the key causes of climate change is human activity. In this regard, solving the problem of climate change in the environment necessitates the participation of people, who are the primary contributors to climate change. As a result, it is argued here that any initiative, both local and international geared at tackling the mounting issues posed by climate change that does not include collaborative human efforts from both developed and developing countries is bound to fail. As a result, increasing Citizens' Awareness of Climate of Change (CACC) remains critical in solving the problem of climate change in contemporary times.

It is important to note that the more informed citizens are on climate change issues, the more they will be able to push policymakers at both the local and international levels to take more aggressive actions in tackling the problem of climate change. On the contrary, the less informed citizens are about climate change issues, the less they will be able to influence policymakers' actions at the national and international levels. As a result, governments at all levels (local and international) must guarantee that their population has the necessary information about climate change to have a significant effect in solving the mounting issues posed by climate change. To this end, available statistics from some selected countries around the globe show that governments throughout the world have a lot to do, particularly when it comes to citizen interest and awareness of climate change.

Figure 1-7 below shows the proportion of people interested in climate change news in the Asia-Pacific region as of 2022 June.
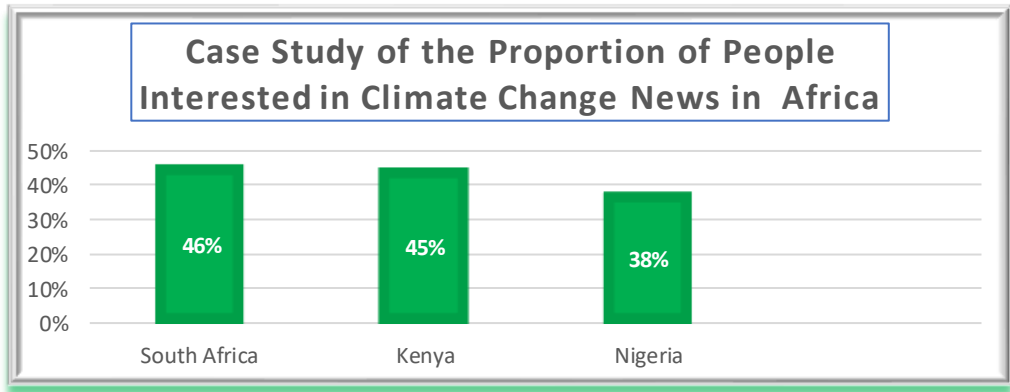

Source: [10]

Figure 1 above shows that the proportion of people interested in climate change news in selected countries in Asia shows that the Philippines has 52% of the proportion of its citizens that are interested in climate change news which is above 50% and remained the highest among the sampled countries from Asia-pacific and Australia. In Thailand, 51% of its citizens are interested in climate change news, which is above 50%. Other countries from the region, had the following percentage of their citizens who are interested in climate change news like Malaysia 48%, India 47%, South Korea 43%, Taiwan 39%, Indonesia 39%, Singapore 39%, Hong Kong 33%, and Australia 36%. It is important to note that Hong Kong has the least percentage of 33% of its citizens that are interested in climate change news. On a general note, significant numbers of countries sampled from the Asia-Pacific and Australia have less than 50% of their citizens interested in climate change news.
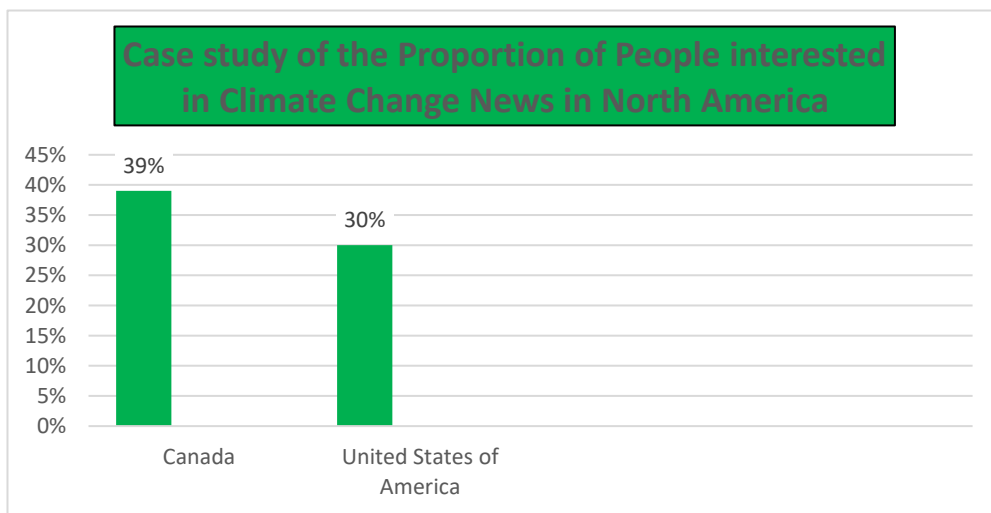
Source[11]:

Figure 2 shows that 39% of Canadians are interested in climate change news which is below 50% on average, while in the United States of America, only 30% percent of its citizens are interested in climate change news which is below 50%. Therefore, it can be said that a significant number of Canadians and Americans are not interested in climate change news.

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[11] The data in the figure were collected by the Author from Reuters Institute and University of Oxford (2022).

Case Study of the Proportion of People Interested in Climate Change News in Africa

Source[12]:

Figure 3 above shows that 46% of South Africans are interested in climate change news. In Kenya, 45% of Kenyans are interested in climate change news while in Nigeria 38% of Nigerians are interested in climate change news. This shows that from the sample of three countries from Africa. The trio countries have less than 50% of their citizens who are interested in climate change news.

Case study of the Proportion of People Interested in Climate Change News in Northern Europe
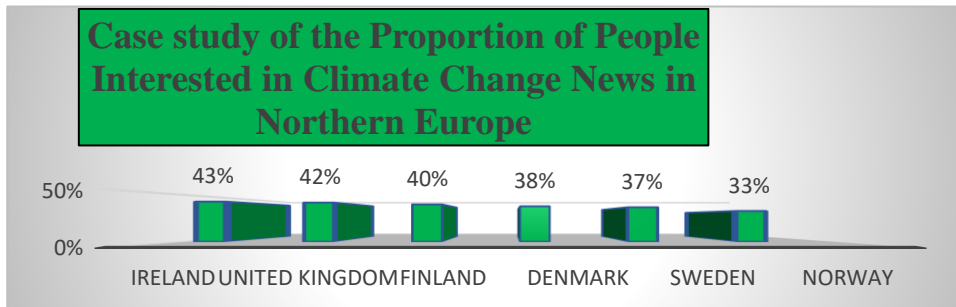
Source[13]:

Figure 4 above shows that in Northern Europe particularly in countries like Ireland 43% of its citizens are interested in climate change news. In the United Kingdom, 42% of its citizens are interested in climate change news. In Finland, 40% of its citizens are interested in climate change news. In Denmark, 38% of its citizens are interested in climate change news while, in Sweden, 37% of its citizens are interested in climate change news, and in Norway, 33% of its citizens are interested in climate change news. On a general note, the sampled countries from Northern

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[12] ibid
[13] ibid

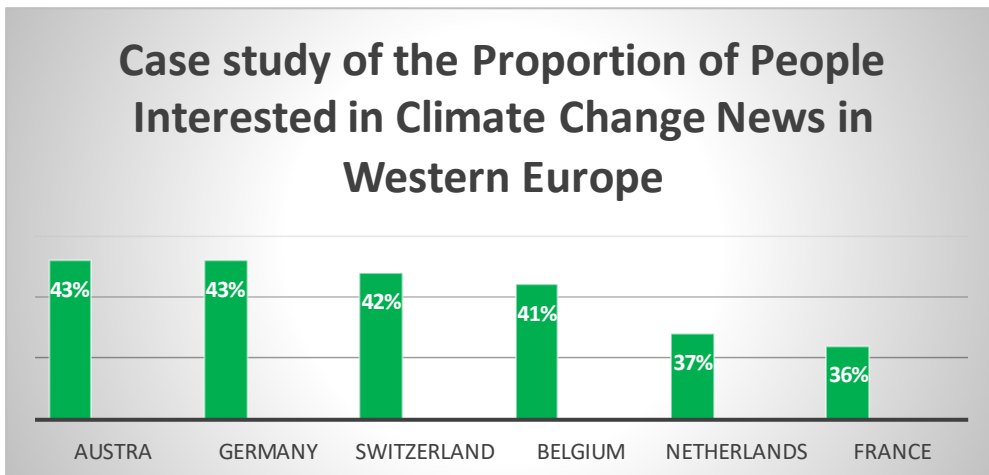Europe have less than 50% of their citizens who are interested in climate change news.

Case study of the Proportion of People Interested in Climate Change News in Southern Europe

GREECE	PORTUGAL	TURKEY	ITALY	CROATIA	SPAIN
53%	53%	52%	46%	41%	39%
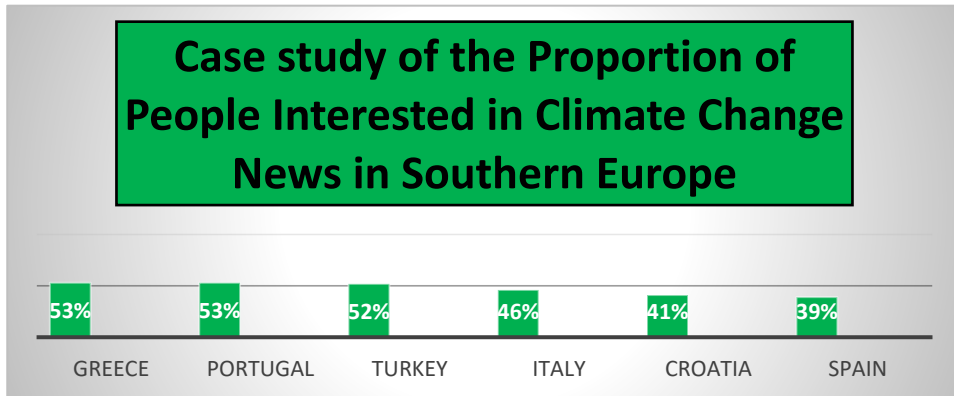
Source[14]:

Figure 5 above shows that Greece and Portugal have 53% of their citizens interested in climate change news which is the highest among the countries in Southern Europe sampled. Turkey came second with 52% of its citizens that are interested in climate change news. Italy 46% of its citizens are interested in climate change news, Croatia 41% of its citizens are interested in climate change news, and Spain 39% of its citizens are interested in climate change news which represents the least of the selected countries sampled from Southern Europe.

Case study of the Proportion of People Interested in Climate Change News in Western Europe

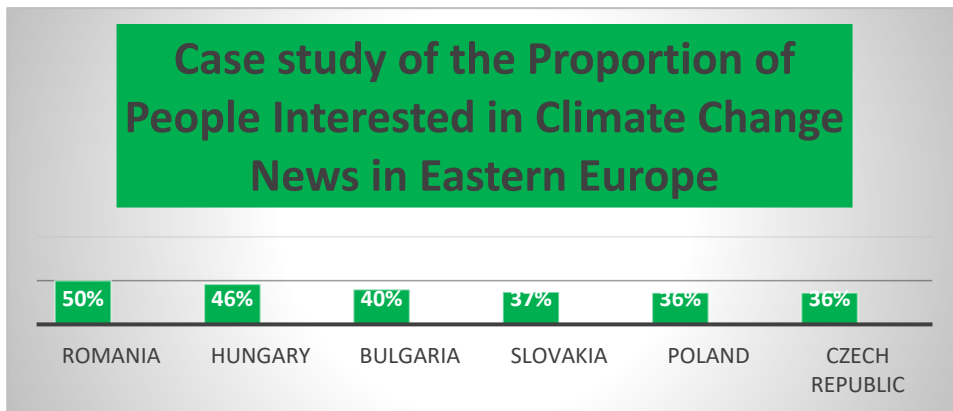| AUSTRA	GERMANY	SWITZERLAND	BELGIUM	NETHERLANDS	FRANCE
43%	43%	42%	41%	37%	36%

Source[15]:

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[14] ibid
[15] ibid

Figure 6 shows that Austria and Germany have 43% of their citizens interested in climate change news which represents the highest in Western Europe. Moreover, Switzerland came second with 42% of its citizens interested in climate change news. In Belgium, 41% of its citizens are interested in climate change news and in the Netherlands, 37% of its citizens are interested in climate change news while in France 36% of its citizens are interested in climate change news which represents the least from the selected countries sampled from Western Europe.
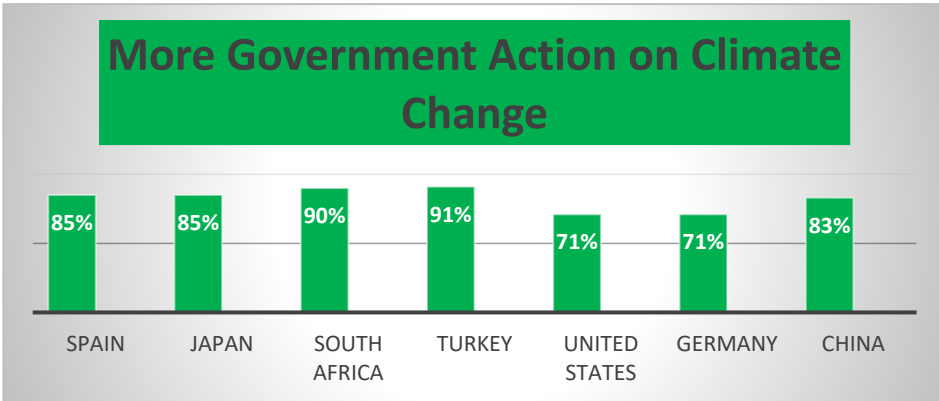

Case study of the Proportion of People Interested in Climate Change News in Eastern Europe

| 50% | 46% | 40% | 37% | 36% | 36% |
| ROMANIA | HUNGARY | BULGARIA | SLOVAKIA | POLAND | CZECH REPUBLIC |

Source[16]:

Figure 7 above, Romania has 50% of its citizens are interested in climate change news which represents the highest in Eastern Europe. Hungary came second with 46% of its citizens interested in climate change news. In Bulgaria 40% of, its citizens are interested in climate change news. Slovakian 37% of its citizens are interested in climate change news while Poland and Czech Republic have 36% respectively of their citizens who are interested in climate change news which represents the least among countries in Eastern Europe sampled.
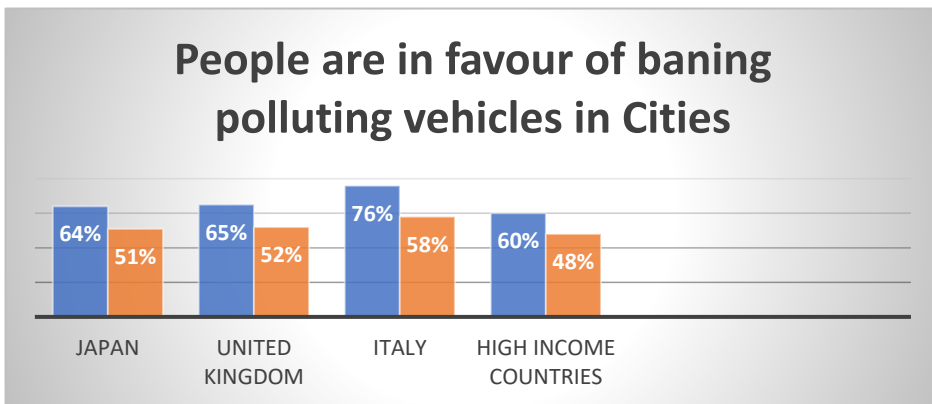
However, in some countries around the world, a significant number of citizens are beginning to put pressure on their governments to take proactive steps to address the mounting challenges posed by climate change. Figure 8 below depicts the citizens of some countries demanding government commitment to tackling climate change-related challenges.

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[16] ibid

More Government Action on Climate Change

SPAIN	JAPAN	SOUTH AFRICA	TURKEY	UNITED STATES	GERMANY	CHINA
85%	85%	90%	91%	71%	71%	83%

Source[17]

Figure 8 shows that 85% of Spaniards believe the government should take greater action to solve the issues posed by climate change. Similarly, 85% of Japanese believe that the government should take greater action to solve the issues posed by climate change. 90% of South Africans believe the government should take greater action to solve the difficulties posed by climate change. Turkey had the highest response rate, with 91% of its citizens saying the government has to do more to address the difficulties posed by climate change. In the United States and Germany, 71% of respondents said the government should take greater action to solve the issues posed by climate change.

People are in favour of baning polluting vehicles in Cities

JAPAN		UNITED KINGDOM		ITALY		HIGH INCOME COUNTRIES	
64%	51%	65%	52%	76%	58%	60%	48%

Source[18]:

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[17] Ibid
[18][18] Organisation of Economic and Cooperation and Development (OECD) (2021)

Figure 9 above shows that 64% of the respondents from Japan in 2021 think that there should be a ban on polluting vehicles in their cities while 51% of the respondents from Japan in 2021 think that there should ban on combustion engine cars where alternatives are available. Besides, 65% of the respondents from the United Kingdom in 2021 think that there should be a ban on polluting vehicles in their cities while 52% of the respondents from the United Kingdom in 2021 think that there should ban on combustion engine cars where alternatives are available. Moreover, 76% of the respondents from Italy in 2021 think that there should be a ban on polluting vehicles in their cities while 51% of the respondents from Italy in 2021 think that there should ban on combustion engine cars where alternatives are available. Lastly, 60% of the respondents from high-income countries in 2021 think that there should be a ban on polluting vehicles in their cities while 51% of the respondents from high-income countries in 2021 think that there should ban on combustion engine cars where alternatives are available.

Conclusion and Recommendations

Based on the study above, it is clear that the government and other players in the environmental sector will need to put in more effort to raise awareness about environmental challenges. This will, among other things, encourage individuals to become more interested in climate change news. As a result, it is suggested that increasing citizen knowledge of climate change news would boost people's demand for more action on environmental concerns, notably in addressing the problem of climate change. Furthermore, states must transition from making environmental statements to implementing environmental action. Moreover, citizen participation in the formulation and execution of environmental policies and programs is critical to tackling the issues of climate change. Against this backdrop, we propose the following suggestions. First, states should follow up their political declarations with political actions that enhance citizens' understanding of climate change, which will help to reduce the environmental consequences of climate change. Second, the United Nations should work with regional and sub-regional organizations to ensure that environmental studies are included in school curricula at all levels of education. This will, among other things, educate citizens on the need of protecting and conserving the environment against actions that would harm it or threaten its sustainability. Finally, the mass media

should increase its efforts to raise awareness about the need of protecting and conserving the environment from destructive actions.

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https://www.worldbank.org/en/news/press-release/2019/04/13/coalition-of-finance-ministers-for-climate-action.

Kline, K. & Raustiala, K., (2000), International environmental agreements and remote sensing technologies being a background paper prepared for the Workshop on Remote Sensing and Environmental Treaties: Building More Effective Linkages, December 4-5, 2000 https://sedac.ciesin.columbia.edu/rs-treaties/rs-treaties_bckgnd.pdf

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Organization of Economic and Cooperation and Development (OECD) (2021) International Attitudes toward Climate Policies.pdf

Reuters Institute and University of Oxford (2022).

United Nations Conference on the Human Environment, (1992), *Rio Declaration on Environment and Development.* Rio de Janeiro, Brazil: United Nations. UNED: New York.

PSEUDO GOVERNANCE AND GOOD GOVERNANCE. OR HUMAN RIGHTS AS A VALUE CONSTANT FOR CONCEPTUAL DELIMITATIONS

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Abstract: Good governance, as a path of qualitative development of contemporary democracy, proposes certain natural priorities as protecting and guaranteeing human rights, ensuring an adequate level of professionalism of the subjects involved in the process, ensuring transparency, including in the process of the administration of the society, supporting social inclusion. In order not to be in a situation of pseudo-governance, limited to abstract statements, this path must be conceptualised and the concept must be applied consistently, within the limits of legality and with priority respect for human rights, which are considered to be a value constant for conceptual contextual delimitations.

The article is developed within the Project "Modernization of governing mechanisms focused on the protection of human rights", cipher 20.80009.1606.15 in the Scientific Research Laboratory "Compared Public Law and e-Government", Law Faculty, Moldova State University

Keywords: good governance, human rights, civil society, value constants

The rule of law – oxygen of contemporary civilization

Recently, the phenomenon of the rule of law is taking shape more and more as a quality standard, an indicator of contemporary political regimes. As a complex phenomenon, the rule of law imposes a sophisticated system of premises and requirements. The independence of the judiciary, the separation of powers in the state, the effective proclamation, promotion and restoration of human and citizen rights and freedoms, an appropriate level of economic development of society are among the essential conditions for ensuring the viability of the rule of law. They are interconnected conditions and influence each other, positively or

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** **PhD, Moldova State University.**

negatively. A relevant explanation is provided by Prof. Koen Lenaerts, President of the Court of Justice of the European Union, according to whom if the independence of the judiciary were affected as a result of the involvement of the political factor, human rights, democracy, and therefore the rule of law would suffer, and "justice would stop being a reality and would become an empty promise"[1].

The praxiological valorization of the phenomenon in question is tactically oriented towards the supremacy of law; or, quite rightly, a finality of the rule of law, for which it is more difficult to identify a practical achievement, namely the supremacy of law, focused on the effective exploitation of human and citizen rights. Establishing a clear delimitation between law and legislation, European doctrine imposes the priority of law and demands from national authorities a compliance with the values of natural law, emphasizes the system of human rights and freedoms as a conceptual priority for internal policies for the creation and realization of legal norms. Both in the legal systems of Romano-Germanic origin and in those of Anglo-American origin in the area of the European community, greater attention is paid to the process of creating law, and to the process of applying legal norms, especially from the part of the judicial authority, oriented, as a whole, towards ensuring the supremacy of law. The legal meaning is not limited to the text of the legal norm, being necessary to make clarification and concretization contextually, through interpretation and application[2]. Thus, the process of creating and applying law becomes an important segment in the context of a contemporary democratic regime in European culture and civilization and is conditioned, in turn, by a complex system of objectives, intended to ensure its authentic value. In a metaphorical approach, the legal system is equated with the human structure: each of these has not only a body (the human body versus the body or the text of the law), but also a spirit (the human spirit versus the spirit of the law), both forming a whole, and spirit supporting life and providing values and meaning[3].

In legal doctrine we are practically in the terminological and conceptual area of good governance. "Democracies do not necessarily result in better

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[1] K. Lenaerts, New Horizons for the Rule of Law Within the EU. *German Law Journal*, 21, 2020, pp. 29-34, Available at: doi:10.1017/glj.2019.91 (Accessed: October 20, 2022).

[2] E.C.B. Bittar, Semiotics of Law, Juridicity and Legal System: Some Observations and Clarifications of a Theoretical Concept, *International Journal for the Semiotics of Law,* 35, 2022, pp. 93–116. Available at: https://doi.org/10.1007/s11196-020-09797-4 (Accessed: October 20, 2022).

[3] R.O. Domingo, Body, Soul and Spirit of the Law: Towards a Holistic Legal Paradigm, *Oxford Law of Journal and Religion*, 7(2), 2018, pp. 230-249. Available at: doi: 10.1093/ojlr/rwy002 (Accessed: October 20, 2022).

governance, but they are rated higher on scores of voice and accountability, and the more mature ones get higher ratings under rule of law indices."[4]. Good governance cannot be ensured by ignoring the values of the rule of law and, in relation to the rule of law, it represents the qualitative expression of this phenomenon. It goes without saying that good governance is not limited to the exercise of judicial authority; its genuine value lies in identifying a style of communication and activity in the field of governing. "This governance with adjective «good» is taken to include four key elements: sound public sector management (efficiency), accountability, exchange and free flow of information (transparency) and legal framework for development (justice, human rights and civil liberties)"[5].

Human rights and governance: a constant and a variable, interdependencies

The terminological interaction between good governance and human rights requires a detailed delimitation, of a theoretical-philosophical nature; or, at different stages of society's development, erroneous interpretations can be generated regarding the essence of the mentioned phenomena, which can affect their true value and significance. Human rights acquire legal integration through the Universal Declaration of Human Rights, from 1948, following a developing dynamic, a consistent evolution, qualitatively and quantitatively, and becoming the essence of law in a legal system. Good governance, in turn, becomes a qualitative characteristic and tendency of governance in a democratic regime of governance. In order to identify the correlation between human rights and good governance, there is a need to appreciate, terminologically, conceptually, the elements of interference - beyond the fact that, in essence, good governance is a human right[6].

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[4] L.K. Sarwar, *Evolution of the World Bank`s Thinking on Governance*, Background Paper: Governance and the Law, 2016, pp.29-30. Available at:

https://thedocs.worldbank.org/en/doc/433301485539630301-0050022017/original/WDR17BPEvolutionofWBThinkingonGovernance.pdf (Accessed: October 20, 2022).

[5] S. Makara, Decentralization and good governance in Africa: a critical review, *African Journal of Political Science and International Relations*,12(2), 2018, pp.28-29. Available at: DOI: 10.5897/AJPSIR2016.0973 (Accessed: October 20, 2022).

[6] G.G. Galindo, O endividamento público excessivo como fator de ineficácia do direito humano para um bom governo [Excessive public indebtedness as a factor of ineffectiveness of the human right to good governance], *Opinión Jurídica*, 17 (34), 2018, pp. 211-233. Available at: https://repositorio.uide.edu.ec/bitstream/37000/4244/1/OJ-UDEM-0002.pdf#page=212 (Accessed: October 20, 2022).

The term *good governance* requires social integration through valences of a legal nature, but also through valences of a psychological, cultural, ideological nature. Following the emergence and evolution of the concept, we observe the intentions of framing the specific terminology in the social environment and we have the possibility to identify the perspective of influence of the phenomenon on the political-legal development of society.

In the 80s of the 20th century, the idea of good governance was imported by political scientists from Great Britain, with the occasion of the development of a program through governmental support to improve the activity of local administration. The International Monetary Fund and the World Bank were among the first international bodies to transfer discussions about this concept to a wider space[7]. Initially, the term referred to administrative activity, with an emphasis on local civic initiative, on interaction between the central and local public administration, in order to make the field more efficient. There is a tendency to simplify and clarify the operational administration procedures, with the involvement of the social environment, the transparency of the activity and the management of public money by correlating the principle of economy of means and the principle of efficiency.

Currently, in the specialized literature there is no single and exhaustive definition of good governance, just as there is no precise delimitation of the pursued objectives that enjoys universal acceptance[8].

Good governance is strongly related to the level of economic development, through institutional policies and good practices in the sphere of improving governance mechanisms, even if these connections are still considered a kind of "*terra incognita*", in theoretical and empirical terms, being necessary additional research in this sense[9]. Good governance, in turn, is not only about well-being, in the economic sense, but also about

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[7] T, Saptefrati, Buna guvernare: caracteristici, dimensiuni şi metode de evaluare [Good governance: characteristics, dimensions and assessment methods], *Administrarea Publica [Public Administration]*, 3, 2015, pp. 22. Available at:
https://ibn.idsi.md/ro/vizualizare_articol/39075 (Accessed: October 20, 2022).

[8] T. Saptefrati, Buna guvernare: caracteristici, dimensiuni şi metode de evaluare [Good governance: characteristics, dimensions and assessment methods], *Administrarea Publica [Public Administration]*, 3(87), 2015. Available at:
https://ibn.idsi.md/ro/vizualizare_articol/39075 (Accessed: October 20, 2022).

[9] M. Coccia, How a Good Governance of Institutions Can Reduce Poverty and Inequality in Society? F. Nezameddin, H.S. Ali (eds*), Legal-Economic Institutions, Entrepreneurship, and Management*. Springer, Cham, 2021, pp.65-94. Available at: DOI 978-3-030-60978-8_4 (Accessed: October 20, 2022).

happiness[10]. There is a need to correlate specific indices for measuring Gross Domestic Product and specific indices for measuring *Gross Domestic (or National) Happiness*. The last one is a concept used for the first time by the 4th King of Bhutan, Jigme Singye Wangchuck, in 1972, in Bhutan also being applied a happiness measurement system - *Gross Domestic Happiness Index*, which includes 4 pillars ("good governance", "sustainable socio-economic development", "cultural preservation", "environmental conservation") and 9 domains ("psychological wellbeing", "health", "education", "time use", "cultural diversity and resilience", "good governance", "community vitality", "ecological diversity and resilience", "living standards") [11]. There is even a Gross National Happiness Commission in Bhutan, with the mission of creating an environment where all residents of the state are happy, especially through guiding, monitoring, evaluating, facilitating, coordinating the policy implementation process and directing activities towards the integration of happiness in the achievement of governance[12]. At a high-level international meeting, addressing the topic of defining a new economic paradigm, focused on well-being and happiness, Professor Jeffrey Sachs, Director of the Earth institute at Columbia University concluded that "Gross National Product (GNP) by itself does not promote happiness"; instead, "happiness is not only a state of mind and a trait, but also a skill. Happiness is an art of living and can be taught, learned and transmitted".[13]

Good governance: mission, vision. Brief

We consider that good governance, as a political, social and legal phenomenon, was developed in order to solve certain problems existing in contemporary society.

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[10] I. Moroianu-Zlatescu, C.E. Marinica, Good Governance and Happiness of Citizens, *Fiat Justitia*, 1, 2020. Available at: http://fiatiustitia.ro/wp-content/uploads/2021/05/Fiat_1_2020_199-206.pdf (Accessed: October 20, 2022).

[11] Bhutan's Gross National Happiness Index. Available at:
https://ophi.org.uk/policy/gross-national-happiness-index/ (Accessed: October 20, 2022).

[12] Bhutan Gross National Happiness Commission. Available at:
https://socialprotection.org/connect/stakeholders/bhutan-gross-national-happiness-commission-gnh (Accessed: October 20, 2022).

[13] Defining a New Economic Paradigm, The Report of the High-level Meeting on Wellbeing and Happiness, 2012, United Nations, New York, pp.37-38. Available at: https://sustainabledevelopment.un.org/content/documents/617BhutanReport_WEB_F.pdf (Accessed: October 20, 2022).

Firstly, the purpose of approaching governance, in perception of social entity, to society as a whole is emphasized; or, the danger of an absolute autonomy of government and of distancing from society at the end of the 20th century becomes a real one for any democratic regime. Regardless of the structure of governing coalitions or parties, the long stay in power has the effect of excessive bureaucratization of government, accompanied by many other negative consequences. The phenomenon of good governance is specifically aimed at preventing these effects.

Secondly, the dynamic development of the society imposed the necessity of training and consolidating a complexity and a diversity of professional, cultural and social skills in the administration of the society. Not every official has such trained skills. The phenomenon of good governance requires a new quality approach of social administration, for and together with the society. Being a finality of a democratic governance, it also imposes certain quality conditions, which are to be identified and characterized, by performing a conceptual analysis of the main defining features of the phenomenon. In specialized literature, we are in the realm of the principles of good governance.

Thirdly, social diversity of political opinions, characteristic for the contemporary society, cannot allow the formation of a monopolistic governing structure. It is the phenomenon of good governance and it gives the possibility of a constructive collaboration, through multi-party system, in the implementation of the governance process.

Fourthly, good governance is for the society itself, it is a democratic administration for the benefit of society.

Fifthly, good governance is a methodology for selecting the best specialists in the field of administration and for developing efficient mechanisms for managing social life, through minimum expenses and maximum results.

In solving issues of contemporary society, it would be useful at least to reflect on the conferring to good governance of a "tangible institutional shape", through organizing "public irony", "public spirit" and "public vigilance", in terms of the arguments advanced by prof. Willem Trommel, in order to establish "a practice of reflexive (meta-)governance"[14]. The same author, together with prof. Duco Bannink, proposes a different, original approach on finding solutions for "wicked problems": through

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[14] W. Trommel, Good Governance as Reflexive Governance: In Praise of Good Colleagueship, *Public Integrity*, 2020, 22:3, pp. 232-233. Available at: DOI:
10.1080/10999922.2020.1723356 (Accessed: October 20, 2022).

"high mental creativity and normative reasoning, and highly careful experiment in social reality. This will not bring the «perfect answers» […], but at least it brings more intelligence to the imperfection of contemporary policy intervention"[15].

Predilection for principles – a constant for conceptual boundaries
The principles of good governance, inherent for this phenomenon, equally as complexity and foundation, are able to contribute to the theoretical and empirical development of the concept. The White Paper on European Governance proposes, as principles that could generate change are: "openness, participation, accountability, effectiveness and coherence"[16]. By adapting them to national requirements, the civil society has opted to widen the spectrum of these principles, without affecting their essence, as valid constants for making conceptual delimitations. Initially, reference was made to specific dimensions of good governance in relation to local public administration, so that later it became a characteristic for the overall functionality of governance. Decision-making transparency, citizen participation, professionalism, responsibility, equity and inclusion, integrity, efficiency and the rule of law characterize the concept of good governance, without being able to give priority to a specific dimension. The socio-political reality shows that the omission of one of the dimensions has the consequence of distorting and/or affecting in another way - however negatively - the quality of governance, turning it into a formal governance – a pseudo-governance, with a harmful impact on the general trust in the power of the state, largely due to its distance from society.

In what follows, we will carry out a detailed analysis of the listed dimensions and will appreciate and argue their connection.

Transparency in decision-making. Decision-making transparency mainly concerns the way of adopting decisions in the process of social administration. It is specific for the areas of public interest - which, by virtue of their nature, can and must be public, not being classified as confidential data, in the light of state security policies. Decision-making

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[15] D. Bannink, W. Trommel, Intelligent modes of imperfect governance, *Policy and Society*, vol. 38, Issue 2, 2019, pp.198–217. Available at:
https://doi.org/10.1080/14494035.2019.1572576 (Accessed: October 20, 2022).
[16] European Governance: A White Paper, Commission of the European Communities, Brussels, 25.7.2001, COM(2001) 428. Available at:
https://ec.europa.eu/commission/presscorner/detail/en/DOC_01_10 (Accessed: October 20, 2022).

transparency presupposes the possibility and the ability to adopt decisions efficiently and in accordance with legal norms, aimed at ensuring the well-being of society. Decision-making transparency also requires professionalism in the adoption of solutions, which would require the adoption of an optimal decision both through the prism of the exploited domain and through the prism of efficiency; decisions must be made within reasonable time limits, which, in a healthy approach, would simultaneously mean excluding even assumptions of corruption and lack of integrity. Decision-making transparency, as a component of good governance, requires clear, public operational procedures, which are to be carried out in as limited terms as possible. Clarity of operational procedures presupposes compliance with and the elimination of the very feeling of intentional over-bureaucratization. Where possible, there is a need to digitize the procedures, so that every citizen is able to monitor, to be convinced of their objectivity and correctness. The dimension of decision-making transparency does not only cover certain stages in the decision-making process, but the entire process: from the submission of the application (request), to the adoption of the final decision. The success that Singapore has demonstrated, through the *digitization of the bureaucracy* and the continuous improvement of this segment from 2020 to the present, for managing the pandemic crisis generated by Covid-19, being able, in this sense, to maintain the "death rate […] among the world's lowest"[17], could serve as an example to follow, and not only in times of crisis. Conclusions can be drawn – in the same example, with Singapore – in relation with the "insufficient communication between the state and Singapore's NGOs" which stagnated certain processes[18].

Citizen participation. Another dimension of good governance is citizen participation. It is a natural tendency, but the initial reasoning of good governance consists precisely in the involvement in the decision-making process of the representatives of society, who are outside the political formations and in launching a new path in the career of public administration - an apolitical course, capable of harmoniously complementing and improve, through constructive integration, the

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[17] A.M. Abdou, Good governance and COVID-19: The digital bureaucracy to response the pandemic (Singapore as a model), *Journal of Public Affairs*, 2021, 21(4):e2656. Available at: doi: 10.1002/pa.2656 (Accessed: October 20, 2022).

[18] A.M. Abdou, Good governance and COVID-19: The digital bureaucracy to response the pandemic (Singapore as a model), *Journal of Public Affairs*, 2021, 21(4):e2656. Available at: doi: 10.1002/pa.2656 (Accessed: October 20, 2022).

political course. Citizen participation facilitates the fusion of the government's interest with that of society, thus contributing to diminishing the distance between them and emphasizing a natural, compelling tendency to build and strengthen a democratic government, despite the reluctance of some of the rulers to collaborate with non-governmental organizations, especially when such collaboration involves the use of monetary funds. Civil servants, remarks prof. Massoda Bano, rather "tolerate" the involvement of non-governmental organizations, "mainly under political pressure or due to personal benefits"; instead, in a subtle form, the motivational attitude of the political elites is differentiated from that of the bureaucratic elites, "politicians […][being] more likely to endorse such partnerships than the bureaucrats who actually control the resources that are to be shared"[19].

Eventually, "governance is not synonymous with government. […] Partly it is about how governments and other social organizations interact, how they relate to citizens, and how decisions are taken in a complex"[20]. The governance "challenges the authority of the State or the Government in the traditional sense and maintains that the Government is not the only power center of a state"[21]. Along with good governance, the doctrine uses a new term - "sound governance", with a strong emphasis on dynamism and participation [22] in contrast to "*bad governance*" (*Adedayo M.S., 2021* [23] ,

[19] M. Bano, Partnerships and the Good-Governance Agenda: Improving Service Delivery Through State–NGO Collaborations, *Voluntas,* 2019, vol. 30, pp. 1270–1283. Available at: https://doi.org/10.1007/s11266-017-9937-y (Accessed: October 20, 2022).

[20] J. Graham, B. Amos, T. Plumptre, Principles for Good Governance in the 21st Century, Policy Brief no.15, Institute on Governance, 2003, p.1. Available at: https://d1wqtxts1xzle7.cloudfront.net/63517368/9._Graham__Amos__Plumptre20200603-39838-ysrafx-with-cover-page-v2.pdf?Expires=1659363747&Signature=L1E-(Accessed: October 20, 2022).

[21] Yu. Keping, Governance and Good Governance: A New Framework for Political Analysis, *Fudan Journal of Humanities and Social Sciences*, 2018, vol.11, pp. 1–8. Available at: https://doi.org/10.1007/s40647-017-0197-4 (Accessed: October 20, 2022).

[22] A. Farazmand, *Building Partnerships for Sound Governance*, Sound Governance, Policy and Administrative Innovations, Edited by Ali Farazmand, Praeger Publishers, 2004, pp. 77-98. Available: https://www.booksfree.org/wp-content/uploads/2022/03/Sound-Governance-Policy-and-Administrative-Innovations.pdf#page=87 (Accessed: October 20, 2022).

[23] M.S. Adedayo, Good Governance, Bad Governance: The Politics of Coronavirus Pandemic in Nigeria, *RAIS Conference Proceedings*, Research Association for Interdisciplinary Studies, March 1-2, 2021. Available at: DOI: 10.5281/zenodo.4640767 (Accessed: October 20, 2022).

Bakamana D.B.[24], *Gel'man V., Zavadskaya M., 2020*[25]), which does not reflect such a value course, affecting the very democratic development of the state.

Citizen participation can be achieved through several forms of involvement. These range from electoral participation to alternative forms, with the promotion of mechanisms for information, consultation, design, implementation. There can be direct forms, by capitalizing on the discretionary right and identifying solutions, adopting decisions directly by applying special knowledge in the professional area or by monitoring the adopted decisions. And there can also be forms of indirect involvement, expressed in the monitoring of decisions already adopted or in their contestation, to verify constitutionality or legality.

The forms of organizing citizen participation can be very diverse, but we intend to highlight the major importance of direct citizen participation, through involvement in administration activities, thanks to specific professional capacities. In the same way, citizen participation also involves public investigations, both journalistic and carried out by individuals; although the latter are not journalists in the classical sense, they have certain abilities to analyse and synthesize issues of public interest in the sphere of government. "With better involvement comes greater responsibility". "What is needed is a reinforced culture of consultation and dialogue"[26]. And despite the criticism brought to the *European method of governance*, which would face multiple vulnerabilities (including of legitimacy), "participation and accountability" are recognized as "two core elements in any democratic system"[27]. The essence of citizen participation in the

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[24] D.B. Bakamana, Obstacles to Good Governance: Evidence from the Democratic Republic of Congo, *Journal of African Interdisciplinary Studies*, 2021, vol.5(1), pp.97–110. Available at:

http://cedred.org/jais/images/jan2021/PDF_Bakamana_Obstacles_to_Good_Governance_in_the_Democratic_Republic_of_the_Congo_DRC.pdf (Accessed: October 20, 2022).

[25] V. Gel'man, M. Zavadskaya, Explaining Bad Governance in Russia: Institutions and Incentives, *PONARS Eurasia Policy Memos*, no. 634, 2020, George Washington University, pp. 1-6. Available at: http://hdl.handle.net/10138/317853 (Accessed: October 20, 2022).

[26] European Governance: A White Paper, Commission of the European Communities, Brussels, 25.7.2001, COM(2001) 428. Available at:

https://ec.europa.eu/commission/presscorner/detail/en/DOC_01_10 (Accessed: October 20, 2022).

[27] B. Kohler-Koch, *The Commission White Paper and the Improvement of European Governance*, 2001, pp. 7. Available at:

https://www.researchgate.net/publication/5015365_The_Commission_White_Paper_and_the_Improvement_of_European_Governance (Accessed: October 20, 2022).

expression of good governance is to diminish the tendency of the bureaucratic apparatus to distance itself from society, from its interests; otherwise, democracy itself may be fundamentally affected. Namely, the dimension of citizen participation reflects the original, authentic mission of governance (of good governance): to rule through the society and for the good and well-being of the society. In this way, *a protective barrier* could be ensured, to a certain extent, capable to prevent the formation of mafia clans, oligarchs, etc. - obviously, if we're talking about a "civil society based on civil ethics and the rule of law […]"[28].

At the same time, an indirect, less visible, but lasting result can be seen: the creation of praxiological support conditions for the training of personnel in the field of public administration. In the Republic of Moldova, a real example is represented by the Congress of Local Authorities from Moldova [29]. As a public association, which brings together the leaders of local administrations in Moldova, it is a well-known and vocal leader in the field. Its aim and objectives correspond to the aim and objectives of good governance. Finally, we also consider it significant that through citizen participation a substantial contribution is made to the formation, maintenance and consolidation of an institutional memory of administration, both at the local and central level.

Professionalism. Professionalism is not highlighted by civil society representatives as a distinct dimension of the concept of good governance, although we consider it to be a vital element. The awareness and acceptance both by the government and by society (through its active part, regardless of the forms of manifestation) of professionalism, as a determining component of good governance, seems to be conditioned by certain phobias. The governance seems to have certain reservations, considering that, by effectively accepting professionalism as a dimension of good governance, the segment of political influence would essentially be reduced, and society, through its active part, may gradually yield or even lose its leadership status in capitalizing on good governance, being, partially or totally, replaced by professionals in various fields. For instance, we present the Congress of Local Authorities from Moldova

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[28] A. Seif, N. Razmkhah, D. Pletnev, Economic dimension of the right to sustainable development: good governance and human security, *E3S Web of Conferences* 258, 05012 (2021), UESF-2021. Available at: https://doi.org/10.1051/e3sconf/202125805012 (Accessed: October 20, 2022).

[29] Congress of Local Authorities from Moldova. Available at: https://www.calm.md/en/ (Accessed: October 20, 2022).

again, as a non-commercial association. Its purpose is to represent all local authorities being created by the administrative-territorial units organized according to the law as cities (municipalities) and villages (communes), as well as by its professional associations. This level of membership is supposed to ensure both capacity and political consolidation and the Congress could become a major partner in decentralization negotiations, providing effective support to local authorities and full participation in local governance in Europe.[30] The value of this form of organization of civil society is expressed specifically through professionalism in the field of public administration - something that makes it possible to approach to the European model of decentralization of local public administration authorities. Or, "decentralization offers the chance to match public services more closely with local demands and preferences and to build more responsive and accountable government from below"[31], including "democratic and participatory decision making" and "freedom of civil society to play an active role in society"[32], "judges who judge the good or bad quality of local government services […] [being] the people"[33].

Through the simultaneous and consistent capitalization of citizen participation - dimension characterized above, the continuity of institutional memory can be ensured, through the prism of professionalism. Professionalism is acquired through special knowledge and experience. And, what is significant – this criterion of professionalism is able to volatilize and deny political attachment, especially in the process of selection and assessment of public officials at any level. "Professional employees will maintain trust, independence, prioritizing ethics and

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[30] Congress of Local Authorities from Moldova. Available at: https://www.calm.md/en/despre-noi/ (Accessed: October 20, 2022).

[31] World Development Report 1997, The State in a Changing World. Oxford University Press, 1997, pp.110-124. Available at:

https://openknowledge.worldbank.org/handle/10986/5980 (Accessed: October 20, 2022).

[32] S. Makara, Decentralization and good governance in Africa: a critical review, *African Journal of Political Science and International Relations*, vol. 12(2), 2018, pp.23. Available at: DOI: 10.5897/AJPSIR2016.0973 (Accessed: October 20, 2022).

[33] F. Trisakti, N. Djajasinga, Impact of Decentralization and Regional Autonomy in the Context of Improving the Quality of Public Services Towards Good Governance, *Advances in Social Science, Education and Humanities Research*, volume 560, Proceedings of the 2nd Annual Conference on Blended Learning, Educational Technology and Innovation (ACBLETI 2020). Available at:

https://doi.org/10.2991/assehr.k.210615.010 (Accessed: October 20, 2022).

integrity which are the main priorities in work" [34] . A well-paid professional perceives professional reputation as a higher value, regardless of the current political situation. Such a state of affairs can help prevent and combat governance failures at the political level. The national reality (Republic of Moldova) is a clear proof of the value of professionalism, as a dimension of good governance. The lack of professionalism will generate failure to any political project.

Responsibility. An essential dimension for good governance is responsibility, with reference to the subjects involved in the valorization of the act of governance, being important to make the delimitation between individual and institutional or collective responsibility. If the individual responsibility of the subject is determined by the level of individual legal consciousness, then the institutional responsibility is directly related to the style of administration and the values promoted by the administration in the respective social entity. Of primary interest to psychology, responsibility is inherent in the development of contemporary society and the affirmation of good governance.

Responsibility is "a duty to deal with or take care of someone or something, so that it is your fault if something goes wrong"[35]. The legal expression of responsibility is obviously closer to the psychological expression and cannot be limited to purely linguistic explanation.

Likewise, responsibility should not be confused with legal accountability or any other form of social responsibility. Prof. Lidia Barac mentions that responsibility is that social institution that includes the complex of human attitudes in relation to the value system, institutionalized by the society in which he/she lives, in order to preserve and promote these values, for the purpose of perfecting the human being and preserving life in common, on the path of maintaining and promoting social order and the public good[36]. Legal responsibility is a phenomenon

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[34] V. Clyde, I.A. Hanifah, M. Muchlish, Professionalism and Locus of Control on Whistleblowing Intention: The Moderating Role of Organizational Commitment, *AFRE Accounting and Financial Review*, 2022, vol. 5(1), pp. 37. Available at: DOI: https://doi.org/10.26905/afr.v5i1.7515 (Accessed: October 20, 2022).

[35] Oxford Learner`s Dictionaries. Available at:

https://www.oxfordlearnersdictionaries.com/definition/american_english/respon sibility#:~:text=noun-,noun,responsibility%20for%20the%20European%20market (Accessed: October 20, 2022).

[36] L. Barac, *Răspunderea şi sancţiunea juridică [Legal accountability and sanction]*, Bucharest, Lumina Lex, 1997, p. 15.

of a subjective nature, its configuration being determined by certain external, objective factors [37]. The phenomenon of responsibility is a complex one, individual and collective responsibility being equally essential for achieving good governance.

Equity and social inclusion. Decision-making equity, a key element of a democratic regime, is a condition and a result of citizen participation, transparency, professionalism and responsibility. We are convinced that the dimensions of good governance are interconnected, an effective democratic governance being achievable only through the overall capitalization of all elements - a guarantee applicable to each individual case, following analysis and objective assessment. Equity in the achievement of governance can only be effectively achieved through joint efforts from the part of the rulers and the governed, in order to ensure general welfare and sustainable development. In other words, we need synergy or, as many scholars argue – solidarity. It is similar to the significance of the White Paper of European Governance, which must not "be seen as a magic cure for everything. Introducing change requires effort from all the other Institutions, central government, regions, cities, and civil society in the current and future Member"[38]. At the same time, "reforms that aim to create or strengthen a values-based culture of sound public governance cannot be implemented through siloed or sector-based approaches […] crosscutting, multidimensional reform strategies" being a necessity"[39], so that the government does not "see itself as an island of some sort"[40].

Core perception of belonging to a society, which has a certain level of culture and a certain level of economic development, knowledge about the stringent problems of the community, the desire to solve them - are

[37] A. Negru, *Teoria Generală a Dreptului și Statului în definiții, interpretări, scheme [General Theory of Law and the State in definitions, interpretations, schemes]*, Chisinau, CEP USM, 2018, p. 214.

[38] European Governance: A White Paper, Commission of the European Communities, Brussels, 25.7.2001, COM(2001) 428. Available at:
https://ec.europa.eu/commission/presscorner/detail/en/DOC_01_10 (Accessed: October 20, 2022).

[39] Policy Framework on Sound Public Governance: Baseline Features of Governments that Work Well, OECD, Publishing, Paris, 2020, p. 23. Available at: https://doi.org/10.1787/c03e01b3-en (Accessed: October 20, 2022).

[40] I. Adegbite, Human Rights Protection and the Question of Good Governance in Nigeria, *Agogo: Journal of Humanities*, vol. 4, 2018, pp.21. Available at: DOI: https://doi.org/10.46881/ajh.v4i0.219 (Accessed: October 20, 2022).

premises and indicators of a fair approach in relation to the act of governance. It is also very important to make a clear distinction between equity and equality. Namely, equity, as a characteristic of governance, presupposes the application of appropriate treatment for certain social categories, such as the case of vulnerable people or people with disabilities, who, for objective reasons, cannot always be equal in status with other categories of subjects.

"In nearly all societies the needs and preferences of the wealthy and powerful are well reflected in official policy goals and priorities. But this is rarely true of the poor and the marginalized [...]"[41] or even of women[42], gender-based integration in the administration of public affairs at the central and local level - therefore in the process of ensuring good governance – needing to acquire real contours. Perhaps, in some developing countries the need for the effective establishment of good governance - through broad participation - is urgent and more visible, given the gravity and the multitude of issues faced by these communities, as is, for example, the case of Nigeria ("existential issues threatening the very existence of humanity such as food, clothing, shelter, disease and ignorance", "armed robbery", "terrorism", "corruption", "extra judicial killing", "executive lawlessness", "disrespect for court orders", "illegal or wrongful withholding of workers' wages", "acts of ethno-cultural and religious intolerance", "kidnapping" etc.[43], of the Democratic Republic of Congo[44], trust in the government and its legitimacy being crucial[45]. It is

[41] *World Development Report 1997, The State in a Changing World*. Oxford University Press, 1997, p. 110. Available at:

https://openknowledge.worldbank.org/handle/10986/5980 (visited 20.10.2022) (Accessed: October 20, 2022).

[42] S.A. Dar, A.A. Shairgojr, Role of Women in Good Governance, *Journal of Social Science*, vol. 3(4), 2022. Available at: https://doi.org/10.46799/jss.v3i4.360 (Accessed: October 20, 2022).

[43] I. Adegbite, Human Rights Protection and the Question of Good Governance in Nigeria, *Agogo: Journal of Humanities,* vol. 4, 2018, pp. 11-25. Available at: DOI: https://doi.org/10.46881/ajh.v4i0.219 (Accessed: October 20, 2022).

[44] D.B. Bakamana, Obstacles to Good Governance: Evidence from the Democratic Republic of Congo, *Journal of African Interdisciplinary Studies*, 2021, vol. 5(1), pp. 97–110. Available at:

http://cedred.org/jais/images/jan2021/PDF_Bakamana_Obstacles_to_Good_Governance_in_the_Democratic_Republic_of_the_Congo_DRC.pdf (Accessed: October 20, 2022).

[45] M.S. Adedayo, Good Governance, Bad Governance: The Politics of Coronavirus Pandemic in Nigeria, *RAIS Conference Proceedings*, Research Association for

important, however, that the declarations of good governance and the policies developed do not remain, as Bimal Prasad Lamichhane (Advocate, Supreme Court of Nepal) writes, "black letters of law and in the verdicts of the court [...] without the action and social effect"[46].

In any case and in any community, it is the government that is responsible for creating the conditions for achieving good governance, through involvement, participation, initiative, radical measures, if necessary, through concrete daily actions, permanently, consistently, and transparently; the government can and must be effective in implementing policies to ensure social inclusion too.

Integrity. Being a rather new category for the legal and public administration field, integrity is a relevant element for the architecture of good governance. It is a quality of government that reflects the natural and necessary correlation between law and morality, which, according to Prof. Bittar Eduardo, derives from the centrality of human dignity, enshrined in the Universal Declaration of Human Rights and the Constitution[47]. It is the ability to develop and realize law through the prism of morality, in all areas of social life. When such a capacity does not require emotional or material effort, we can affirm with certainty that we are in the presence of what we call integrity. The state of integrity or the quality of being honest - both with reference to institutional integrity and to individual integrity - cannot be achieved fragmented, fractionally, only in certain areas. Integrity, as a value, can be promoted, from an axiological perspective, through the daily example of governance and through the systematic feeding of legal propaganda, focused on the needs, reasonable interests and expectations of the people. We specifically insist on legal, credible propaganda[48], inspired by the objective reality of social life; otherwise, resorting to false mechanisms, forms or elements of legal

Interdisciplinary Studies, March 1-2, 2021. Available at: DOI: 10.5281/zenodo.4640767 (Accessed: October 20, 2022).

[46] B.P. Lamichhane, Good Governance in Nepal: Legal Provisions and Judicial Praxis, *Journal of Political Sciences*, vol. 21, 2021, pp. 19-30. Available at:
https://doi.org/10.3126/jps.v21i0.35260 (Accessed: October 20, 2022).

[47] E.C.B. Bittar, Semiotics of Law, Juridicity and Legal System: Some Observations and Clarifications of a Theoretical Concept, *International Journal for the Semiotics of Law*, vol. 35, 2022, pp. 93–116. Available at: https://doi.org/10.1007/s11196-020-09797-4 (Accessed: October 20, 2022).

[48] A. Negru, *Teoria Generală a Dreptului și Statului în definiții, interpretări, scheme [General Theory of Law and the State in definitions, interpretations, schemes]*. Chisinau, CEP USM, 2018, p. 251.

propaganda can only generate the opposite effect, harmful to the law (the supremacy of law), to the act of (good) governance and, obviously, to the society.

In conditions of lack of integrity, the process of realizing supremacy of law in contemporary society is distorted, the distance between government and society becomes ever deeper, and the establishment of good governance – an unattainable dream, a utopia. At the same time, it is worth rethinking the mechanisms, policies, strategies for promoting incorruptibility, so that the formula does not remain only on paper.

Otherwise, we are in the presence of what finds Alina Mungiu-Pippidi, who chairs the European Research Centre for Anti-Corruption and State-Building at the Hertie School of Governance in Berlin about the fact that "the expectation seems to be that the more international actors signal their concern about corruption and the more it is regulated on paper […] the less corruption there will be"[49], which does not correspond to reality. Or, continues Alina Mungiu-Pippidi, "assessments of perceived corruption stretching back to 1984 have found no sign of a global reduction in the problem"[50].

Integrity presupposes not only a certain level of general and special culture with reference to society as a whole, but also a culture of a professional nature, when the participants in the governance process are concerned. Moreover, one of the essential objectives of good governance lies in the ability to encourage and support integrity as a value in the social environment. The correlation, in an axiological and psychological approach, of legal principles with moral ones in choosing the behavioural option can be a real dilemma for the individual and for the community. Another source of inspiration, another standard than the own example of the subjects involved in the governance process, in the context of the transformation of integrity - initially individual (integrity), then social (integrity) - into a habit, into a natural, unforced quality, is hard to imagine. We are in the presence of a real "ethics industry", in which

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[49] A. Mungiu-Pippidi, The rise and fall of good governance promotion, *Journal of Democracy*, vol. 31, issue 1, 2020, p. 98. Available at: DOI: 10.1353/jod.2020.0007. (Accessed: October 20, 2022).

[50] A. Mungiu-Pippidi, The rise and fall of good governance promotion, *Journal of Democracy*, vol. 31, issue 1, 2020, p. 100. Available at: DOI: 10.1353/jod.2020.0007 (Accessed: October 20, 2022).

everyone has an important role: governors (leaders), society and researchers alike[51].

Efficiency and supremacy of law. Efficiency and supremacy of law are equally relevant dimensions for governance that tends towards the qualification *good* (good governance) and reflects the legal part of the governing act, not only for the present, but also for the near future of the development of contemporary society. Governance efficiency refers to the ability to accomplish tasks and solve problems within reasonable time, fairly and with economy of means. The time coordinate, the decision-making correctness, the evaluation of the efforts made are indicators of professional experience and of an appropriate training, which, in the end, find their expression in the institutional memory of the authorities and public institutions, upon which we insist so much in this study.

Obviously, efficiency in administrative activity is regulated by legal norms: this is the case of decision-making logic in the legal field. In all legislative systems, the deadlines for petitioning are well determined, and it is useful and compulsory to establish exactly the general deadlines for the examination of petitions, both from the perspective of quality and efficiency. Decisional correctness can only be ensured through efficient and transparent logistics in the central and local public administration; currently, information technologies offer a wide range of possibilities in this regard. Probably, administrative logistics will become a field of great importance, practical and theoretical, for the further development of a contemporary and forward-looking system of governance - of good governance, of sustainable governance.

The intention to ensure efficiency, in turn, must be carried out within the limits of legality, in order not to jeopardize another dimension - the supremacy of law. The judicial control (of legality) of administrative acts, as a prerogative of courts and the control of the constitutionality of laws, as a prerogative of the Constitutional Court, represent guarantees of the supremacy of law. Namely, law is vital for the society, from the point of view of good administration, or, legislation is a product of government policy. The primacy of law over legislation is a fundamental feature of good governance. Real conditions and possibilities must be created so that any administrative activity, any activity in the sphere of governance (with

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[51] L.W.J.C. Huberts, Integrity: What it is and Why it is Important, *Public Integrity*, vol.20, issue sup.1, 2018, p. 28. Available at: DOI: 10.1080/10999922.2018.1477404 (Accessed: October 20, 2022).

certain exceptions, established by the legislation) can be subject to the control of legality, and any act with the status of law - can be subject to the control of constitutionality. Only in this way is it possible to ensure a certain level of quality of the legislative system and its closeness, in spirit, to the legal system. Only in such conditions does the rule of law persist.

Current conclusions, future conclusions: the economic variable can tactically manipulate the conclusions

The multidimensional structure of good governance requires a qualitative state for governance, which, under the conditions of contemporary society, is the only context in which a complex and dynamic system of fundamental rights and freedoms can be achieved. Good governance, being a specific tendency assumed by communities bringing together subjects oriented towards achieving an advanced level of general culture, constitutes an environment for the dynamic development of the system of human rights and freedoms specifically through their realization. However, only through real empirical manifestations can that axiological system be cultivated on which a strong society should be supported and fundamental human rights and freedoms should be effectively recognized as a core value for the evolution of the contemporary civilization model. Unlike the political regime, which reflects the set of methods through which power is achieved, good governance is an expression of the quality of the application of these methods.

Let's be realistic, on this final point, and admit that despite good intentions, "we do not know how to promote good governance, […] there is a genuine intellectual gap here"[52].

In the same way, good governance also needs sustainable, appropriate material support: all dimensions of good governance are directly dependent on the nature, source and amount of the material and financial base, as well as the way it is managed. It is simply impossible to ignore the economic compartment during the democratization and development of a society. The studies of Polish researchers, carried out on the basis of statistical data from 2018, provided by the World Bank, regarding the Gross Domestic Product *per capita* in 28 member states of the European Union, demonstrated that "a country characterized by a high level of GDP

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[52] A. Mungiu-Pippidi, The rise and fall of good governance promotion, *Journal of Democracy*, vol. 31, issue 1, 2020, p. 99. Available at: DOI 10.1353/jod.2020.0007 (Accessed: October 20, 2022).

per capita is also characterized by a high level of VA [voice and accountability]"[53], as good governance dimensions.

Democracy and good governance are costly processes; but it is more rational to invest in democracy and guarantees of human rights, than to pay with rights violations for a pseudo democracy and a pseudo government, at least in a healthy, humane, fair, present and future approach. In order to ensure human rights and wellbeing, contemporary civilization should reflect on the opportunity and the reality of a different concept – that of "good enough governance, by limiting the agenda of «things that must be done»", "targeting fewer, more useful, and more feasible interventions"[54], "reformulating the objective of reform activities" and by "developing the concept of good enough" through "research, analysis, and country-specific assessments"[55]. Otherwise, the dimensional expression of (good) governance risks remaining a conglomerate of theoretical postulates, intended to create only impressions regarding the interest and care for the human being, for the society and search for ways and mechanisms guaranteeing (good) governance.

Returning to the metaphors of Prof. Rafael Domingo Oslo, according to whom "the rule of law demands a rule of love" and "respect for the legal system by a political community is a matter of self-respect"[56], we ask ourselves the question: what is humanity's current level of awareness that, in fact, good governance - or sound governance, effective governance, "Public Governance", "New Public Governance", "Global Governance", "Digital Era Governance"[57] - regardless of the generosity of the concept

[53] M. Poniatowicz, R. Dziemianowicz, A. Kargol-Wasiluk, Good Governance and Institutional Quality of Public Sector: Theoretical and Empirical Implications, *European Research Studies Journal*, vol. XXIII, issue 2, 2020, p. 550. Available at: https://www.um.edu.mt/library/oar/handle/123456789/57528 (Accessed: October 20, 2022).

[54] M.S. Grindle, Good Enough Governance Revisited, *Development Policy Review*, 2007, vol. 25 (5), p. 571. Available at: https://doi.org/10.1111/j.1467-7679.2007.00385.x (Accessed: October 20, 2022).

[55] M.S. Grindle, Good enough governance: poverty reduction and reform in developing countries, *Governance*, vol.17, issue 4, 2004, pp. 525-548. Available at: https://doi.org/10.1111/j.0952-1895.2004.00256.x (Accessed: October 20, 2022).

[56] R.O. Domingo, Body, Soul and Spirit of the Law: Towards a Holistic Legal Paradigm, *Oxford Law of Journal and Religion*, vol. 7, issue 2, 2018, pp. 42, 48. Available at: DOI: 10.1093/ojlr/rwy002 (Accessed: October 20, 2022).

[57] K. Herasymiuk, O.V. Martselyak, Y.N. Kirichenko, N.V. Zhmur, I.I. Shmalenko, Principles of integrity and good governance in public administration, *International Journal of Management* (IJM), vol. 11, Issue 4, 2020, pp. 545-555. Available at:

and the emphasis - are about human, about human dignity, about happiness and love? And how many Declarations of good governance undertake such a mission?

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http://cedred.org/jais/images/jan2021/PDF_Bakamana_Obstacles_to_Good_Governance_in_the_Democratic_Republic_of_the_Congo_DRC.pdf (Accessed: October 20, 2022).

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THE PARTICULARITIES OF TRAINING PREADOLESCENTS FOR THE ROLE OF RESPONSIBLE PARENT

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Abstract. The idea behind the current article as well as the research work concerns the training of preadolescents for the role of responsible parent. Based on the analysis and interpretation of the researchers' studies, we aim to demonstrate that preadolescents starting at this age are gradually preparing for adult life, implicitly for that of a responsible parent. Through the behaviors formed: cognitive (thinking, memory and other intellectual capacities), affective (feelings, interests, attitudes, values), psychomotor (manual, complex and technical skills) and the forms of intellectual activity (theoretical and practical) that train theoretical intelligence and practical or concrete, the development of knowledge and the formation of an intellectual work style, the development of practical skills, we can reveal the intellectual potential of preadolescents in their evolution towards adult life, respectively responsible parenthood.

Keywords: education, preadolescents, responsibility, parent, school technological education, parental education.

Preadolescence is characterized by a strong vital energy and a deep restructuring of the body; it is also called the age of transition, because it characterizes the transition from childhood to adulthood. The word *preadolescence* indicates *the precise and clear image of a boy or girl full of curiosity, active and noisy*, according to Jung C.G (1995). Krutetski and Lukin in the book Preadolescent Psychology state that this age is „the age of the penetrating mind, the thirst for knowledge, the age of searches"[1], the development of self-awareness, the knowledge of one's own possibilities to help those around, energetic movements. Preadolescents begin to have ideals and generalized images related to their skill in training, to possess different personality traits and to generalize them. Preadolescence is the age of great ideals, the beginning of theories, the period of anxieties; it is *the stage in which the personality of the future citizen begins to form*, due to the

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[1] J. Dobson, *Preparing for adolescence*, Timisoara, New Hope Publishing House, 1994.

fact that this is the important *stage of the general maturation process - physical, mental, intellectual, moral*, etc.

Psychologists Neacşu I., Mitrofan I., Mitrofan N., Golu M., Chelcea S., Stănciulescu E., Şchiopu U., Creţu T., Bonchis E. believe that intellectual development is not „*self-development*"[2], but a consequence of instruction and education, of specially organized experience that reflects the particularities of the age of preadolescents. Education and instruction stimulate and guide the development of the psyche, the teacher will be able to find the means to accelerate the acquisition of knowledge, the formation of skills and the cultivation of the mental processes of preadolescents.

From a psychological point of view, in this period self-awareness is organized, the desire for personal affirmation appears as an expression of socialization, for intense psychic development (inner conflicts, agitation, impulsivity, extravagances); personal opinions begin to be important and look for arguments to support them; increases interest in abstract and synthetic problems; refinement of taste and interest in technique.

The goal of education is to help tweens learn how to live healthy, responsible, fulfilling, and fulfilling lives through their own work. Preadolescents collaborate with each other but compete with their parents' generation; they continue to experience and learn effective behaviors to satisfy their basic needs.

Preadolescent training is carried out in school taking into account certain principles and is imposed through programs: forms of theoretical and practical intellectual activity that train theoretical and practical or concrete intelligence; the development of knowledge and the formation of an intellectual work style, the development of intellectual and practical skills and capacities necessary for the formation of the role of a responsible parent. Intellectual activity is perceived by preadolescents as having particular importance for maturity. Thus they become aware of the potential they have, of the effort that must be made to overcome some difficulties in order to assert themselves in the community. In this context, the motivation and aspiration for originality and creativity increases, overcoming the condition of anonymity.

From the researched studies, the formation of the capacities for organization and their logical expression of knowledge where *memory* is involved is found, thus preadolescents become aware of the effectiveness of

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[2] I. Drăgan, *Psychology for all*. Bucharest, Scientific Publishing House, 1991.

learning, the accumulation of knowledge, brain development and mental maturation. All this is necessary for his formation as an adult. To these is added the *level of training and culture* of preadolescents, through which the informational material necessary for the formation of responsibility for the role of parent is acquired. Piaget remains the originator of the idea of the technical *development of age-related mental capacities*. Osterrieth P. writes that „*thinking is increasingly detached from the concrete*",[3] so that a new orientation will be signaled here as well. Gesell A. talks about the emergence of „*modes of thinking*"[4] that f*oreshadow the characteristics of adult thinking*, revealing the intellectual potential in the future evolution of preadolescents. Throughout preadolescence, the transformations that occur at the level of thinking determine a better understanding of causality, of the combinatory capacity of reference events.

In the development of intellectual activity, *imagination* has a primary role, and the goal is to favor *the progress of conceptual thinking* and to start orienting preparations in accordance with preadolescent skills. Imagination is involved in the creative process, in which preadolescents are interested in one field or another, pursuing novelty and affirmation by making a technical construction, drawing, scheme, etc. being necessary for adult life. The development of imagination is based on the accumulation of a large volume of knowledge, on the practical skills formed and on solving problems. Thus, girls show more ability to express reasoning, and boys have a meaningful organization of the plane of convergent thinking. *The ability to do a good thing, to achieve visible results*, helps preadolescents in self-knowledge and self-worth. To achieve a good thing, preadolescents need time to build ideas in their minds, unhurriedly, without pressure, and to make the connection between them, and for this reason the formation of responsibility must begin as early as possible.

Along with following the evolution of cognitive, affective and regulatory capacities, the characteristic transformations of this stage at the personality level must also be taken into account. *The overall peculiarities of the personality of preadolescents* such as: the development of new character traits and their consolidation; the manifestation of skills through the structure and the performances they ensure; moral conscience; the growth of the role of the ego in the general structure of personalities are the basis

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[3] H. Wallon, *The psychological evolution of the child*, translated by V. Petrescu and E. Balmus, Bucharest, Didactic and Pedagogical Publishing House, 1975.

[4] Ibidem

of their formation as future adults. The development of skills resides in the neuro-functional maturation and stimulation provided by the school and family environment. „Psychological and social-moral maturation is dependent on external factors, on the material and social-historical life conditions of the individual"[5]. For these reasons, preadolescence is the stage of the beginning of vocational identification towards which he tends to form his own moral conception and first wants to separate himself from his parents. The activity of training future adults must be doubled with *activities of educating future family members*. Educating preadolescents for family life means *educating healthy relationships* based on mutual appreciation, esteem and trust; transmission of norms, values, customs, etc.; *the formation of hygienic skills and civilized behavior, respect for moral norms, social coexistence.*

It is found from the researchers' studies that preadolescents sometimes show some shortcomings regarding the lack of demand for their own deficiencies, the failure to identify the causes of the mistakes that have occurred, and the failure to honestly and openly recognize the identified deficiencies and correct or eliminate them. The school and the family aim to develop the self-awareness of preadolescents and the formation of their critical and self-critical spirit.

Creţu T. states that the personality of preadolescents is influenced by „fundamental factors of psychic development (heredity, environment, life), by the intensification of self-awareness and the capacity for self-formation and self-determination"[6]. Intense biological traits intensify self-awareness, change the attitudes of those around them towards preadolescents, increase cognitive capacities. For these reasons, preadolescents must be properly supervised and guided by teachers and parents, because they quickly pass from bold and determined actions to manifestations of shyness and fear, from overestimation to underestimation of their own strengths and vice versa. Another researcher, Maheu R. characterizes preadolescents by „*the mobility of their temperament, which urges them to generous impulses, but also to violence*"[7]. The life of preadolescents carried out in well-organized family and school groups, with a rational regime of work and rest, in an atmosphere of good

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[5] N. Aldort, *We grow together*, Bucharest, Herald Publishing House, 2015.

[6] T. Creţu, *Psychology of the ages,* Iaşi Polirom Publishing House, 2016.

[7] M. Petru, *The education of relations between the sexes. Preparing youth for family life*, Bucharest, Didactics and Pedagog Publishing House, 1973.

understanding, with firm and clearly formulated requirements, determines healthy and normal external manifestations that influence their development and training as a future parent responsible.

Research shows that preadolescents are *not aware of all their personality traits*. They are characterized by the momentum generated by age, by the considerable increase in vital forces, by a thirst for activity and knowledge, by increased mobility, by the tendency to actively participate in encouraging life, by the interest in everything that happens around.

Preadolescents want to find out, learn, know something, acquire skills, set certain goals, plan their own activities and show a lot of perseverance, self-control, determination and courage in the process of these goals. According to the development of their perseverance, preadolescents can be divided as follows:

1. *preadolescents who show perseverance in several forms of activity* (school, physical work, in sports, etc.); they first fulfill their school tasks and then deal with other activities, consider teaching as the main form of activity.

2. *preadolescents who show systematic persistence only in education*: their parents demand only very good school results and nothing more, preadolescents do not participate in household activities, they are not used to physical work;

3. *preadolescents with poorly developed learning persistence:* they are persistent in forms of activity not related to learning. The peculiarities of preadolescents for the role of responsible parent are the ideal of life, autonomy, independence, crisis of originality, belonging to the group; they can eliminate the obstacles and difficulties that determine the management of emotions and directing the conduct necessary for their future as a responsible adult.

Mass media (radio, print media, electronic media, television, internet), certain social institutions (family, church and school) and interpersonal relationships can influence preadolescents regarding the way of thinking of women and men, becoming a continuous concern for those who are preparing to become responsible parents.

Learning of preadolescents is achieved by understanding the meaning of what they are studying: perceiving the tasks assigned to them, developing their thinking according to the teacher's guidance, interpreting images, forming and issuing their own opinions and their own image. One of the necessary conditions for achieving the general culture of preadolescents is polytechnic training, training that contributes to the

formation of the necessary skills in handling the simplest tools necessary for the quality of responsible parenthood.

Champan G. and Campbell R. in the book The Five Love Languages of Children believe that preadolescents, when they become parents, will assume „*responsibility for the formation of children as a whole*"[8]. Knowledge of this kind passes through their own consciousness and is preserved throughout life.

Psychologist J. Eccles claims that the gymnasium offers an environment that does not suit preadolescents, because the first years of preadolescence represent a period of increased risk in terms of diminishing self-esteem, decreasing motivation to learn, increasing demands according to the educational system education in the family and the living conditions of the respective family; the obligation to work in the family, taking over the customs and traditions from the parents, acquiring manual skills from the mother or father and the awareness that all the activities carried out have a great educational significance contribute to the formation of the skills and abilities necessary to become a responsible parent. However, it is the school that knows the intellectual potential, affective reactions and stable behaviors of each preadolescent, because it cooperates in the formation of work skills, *personalities capable of integrating into society and everyone's future*. This remains the main factor for the integration of young people, but success will depend on the similarity with the other educational factors and primarily the *family*. Training preadolescents for the role of responsible parent is an educational process of taking over and involuntarily assimilating some cultural values from the immediate environment in which preadolescents live or from outside environments. The living and interaction environment of preadolescents is structurally and qualitatively different from the living environment. Due to physical development, preteens are given new duties (help with household activities), perform tasks with family members to learn they will need when they become parents.

The family and school life of preadolescents is continued and supplemented by their social life, manifested through direct contact with the world of adults and even with society. According to Jung C.G. (1995) the role of the family in the formation of preadolescent personality is essential.

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[8] V.A. Kruteţki, I.S. Lukin, *Preadolescent psychology*, Bucharest, Didactics and Pedagogy Publishing House, 1960.

Next, we will analyze the factors that cause, generate, determine, contribute and influence the formation of the personality of preadolescents. The factors that facilitate the formation of the child's personality are: *of a socio-familial nature* (family abandonment, family atmosphere, family support, etc.), *motivational-attitudinal* (attitude, degree of tolerance, low responsibility, etc.), *emotional* (confidence and self-esteem which considerably decrease, irascibility, aggressiveness, loneliness). Also, parents influence children through their conception of the world and life, behaviors, temperaments, attitudes, desires, degree of tolerance. The family is the primary factor in the formation and socialization of the child, it is decisive in relations with society and constitutes „the fundamental matrix of life in the formation of the personality of young people, it is the environment of social and cultural life that contributes to the formation of the attitudes of preadolescents that influence future conduct or behavior"[9].

Osterrieth P. states that in his studies that the pre-adolescent „is still a child, but a child who from time to time tends to outgrow his childhood and who, more than in any of the previous periods, extends this childhood into the future"[10]. Preadolescents show an immense curiosity towards what surrounds them, a strong need to know, to know and understand, to realize the actions taken, actions that will be necessary for adult life.

After the analysis, it was concluded that the following conditions are the basis for achieving the success of the educational action at the age of preadolescence:

- *knowing the temperament of preadolescents* is done by observing: attitude, gestures at the time of an action or activity, facial expression, during play;

– *the combined action of family, school and society* for the healthiest possible development of preadolescents;

– *parents are the providers of linguistic and social capital*, preadolescents being exposed to ideas and activities that promote the acquisition of knowledge.

The family shapes the context of children's lives, offering them, in addition to care, socialization, guidance and the possibility *of training a*

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[9] L. Cuznețov, *Family education treatise. Family pedagogy*. Chisinau: Polygraphic Editorial Center of USM, 2008.

[10] P. Osterrieth, *Introduction to child psychology*, Bucharest, Didactics and Pedagogy Publishing House, 1976.

mentally and physically healthy preadolescent prepared for life, according to the requirements of today's life. J. Piaget stated „*the child can only assimilate what corresponds to his psychic structure, he acts like an adult, but with a mentality whose structure varies according to the stages of development*"[11]. So, the life of preadolescents is influenced by parents indirectly through the cultural environment, attitudes and values, as well as opportunities, socioeconomic constraints, they get involved in the formal education and school life of their children. Another *imprint* of the family is the formation of the main skills, the transmission of the main knowledge about reality and the formation of the first principles of life. *Preadolescents learn a number of things in the family that they consider known at school at the beginning of the education process.*

Between preadolescents and parents there is a relationship of friendship, of mutual respect due to moral qualities, the need to be guided, advised, an important duty of parents for this age. Learning to be a good parent is a picture in the ideal world for most tweens. Parents are the ones who teach children to benefit from a responsible, creative life through the example they set.

True preparation for the role of parent is achieved like professional preparation, *gradually, as some aspects of life are practiced that are experienced directly. Positive attitude* can be formed in preadolescents through the role of parents in educating their love for different activities. Both the parents and the school have ways to train preadolescent responsibility. *Responsibility* is an external value, through which preadolescents learn how to behave in a responsible way, because they are not born with values or abilities, but only with the instinct to behave in such a way as to satisfy their psychological needs. The parent is the teacher and guide of his own child for learning this value; he can *teach his child to become a man, that is, a creature characterized by compassion, giving, courage and responsibility.* Among the important values are respect for life and concern for human well-being, given by compassion, giving and affection.

At the formation of the responsibility of preadolescents there are:

– *the parent's values,* expressed in children's education practices that strengthen the feelings of love between parents and preadolescents;

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[11] J. Piaget, J.B. Inhelder, *Child psychology.* Second Chisinau, Cartier Publishing House, 2011.

– *the attitude and skills of the parent*, the attitude implies the willingness to let the preadolescents feel all their feelings; skills involve the ability to show tweens acceptable ways to deal with their feelings;

– *own efforts and own experience.*

The example of the parents creates: the attitude and the climate favorable to learning, the particular experiences integrating them into the character of preadolescents; distribution of specific responsibilities adapted to maturity levels. Parents understand that their own child is not a „personal good"[12] to follow their pre-designed path or force them to take on their parents' views and attitudes towards life. The mass media, the technological world offer preadolescents the opportunity to develop certain skills that adults can observe in them, contributing to their initiation. It is found that girls and boys at puberty move away from the passive-dependent role of childhood, desire greater independence and increased personal authority. Girls cope with changes, confidently respond to demands and tendencies of closeness rather than separation, a positive female role model is needed; for boys, the positive male role model includes open and communicative fathers. Preadolescents have an *interesting psychosocial specificity*, they begin to feel the need to express their emotional, financial and social independence from parents and friends; they face a new emotional life that influences physiological and psycho-social aspects and some emotional tensions appear: anger, defiance, depressive withdrawal, rebellious behavior, impulsivity or inappropriate attitude.

In the research of Graham T. and Rutter M. there is the study of emotional problems in preadolescents finding that a preadolescent *is impatient, does not assume great responsibilities, is oriented towards increased autonomy*. Other research on the development of preadolescents was carried out in the Euronet project coordinated by Alsaker F., Flammer A., Bodmer N., Gootkina N. and Liiceanu A. The investigations revealed that education is more important for preadolescents in Western European countries, visible success is more important for preadolescents in Eastern European countries than for preadolescents in Western and Central European countries[13].

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[12] M. Rusu, *Adolescents of the XXI century. Opportunities and risks in personal development,* Iasi, Terra Nostra Publishing House, 2010.

[13] Ibidem 13.

The school assumes the main responsibility for the formation of the skills necessary for the exercise of the social role by the future adult, but the lack of concerns for a sufficient education on the part of teachers and parents determines inappropriate behaviors of preadolescents, „borrowing" unhealthy habits from friends, lack of responsibility, forming a rude attitude etc.

The preparation for life as an adult, respectively as a responsible parent of preadolescents must be understood as *an education for their healthy and harmonious inclusion in family life, based on the observance of moral norms, of social coexistence, on feelings of appreciation, esteem and mutual trust*.

We can conclude that *preadolescents do not have an innate sense of responsibility and it cannot be acquired automatically*, the arguments being:

- the slow formation of responsibility;

– daily exercise of judgment and the ability to choose in age-appropriate situations;

– the understanding of preadolescents regarding the choices made;

– making the distinction between opinion and option;

– using one's own endowments;

– support from parents to separate from them[14].

The formation of the personality and responsibility of preadolescents for the role of parent rests with the family, teachers and society, favoring adaptation to the contemporary world and the influence of modern temptations.

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CONSEQUENCES OF THE COVID-19 PANDEMIC AND THE CURRENT MILITARY CONTEXT OVER THE STRESS OF HEALTHCARE PROFESSIONALS

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Abstract: We conducted a cohort study regarding the impact of stress on healthcare professionals in the pandemic and military context of September 2022. Study group: active medical staff (N=147) aged <60 years, 88% female, 81.4% urban; doctors (40%), nurses (30%) and auxiliary staff (30%). More than half of the respondents reported a high level of stress at a professional level (53%), other forms of reported stress were at social (30%), physical (27%), psychological (20%) or economic level. The general level of post-pandemic stress experienced was mostly moderate to severe (score "5-10/10",77.6%). Correlations between economic, social, pandemic and military stress showed that all of them are positively and statistically significantly correlated (p<0.001). Therefor, it is mandatory to prioritize the implementation of sustainable measures through medical management, as to prevent professional stress.

Keywords: medical staff, stress, pandemic, COVID-19, war

Introduction

COVID-19 is a disease caused by a new type of coronavirus (SARS-CoV-2). It was first identified in China in December 2019 in Wuhan city,

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from where the infection spread rapidly to other regions in China and worldwide, with isolated cases in some EU Member States reported in January 2020. In late February 2020, Italy reported a significant increase in COVID-19 cases in the northern regions of the country. By March 2020, all EU Member States had reported cases of COVID-19. The World Health Organization (WHO) is coordinating the global response. On 11 March 2020, WHO declared COVID-19 a global pandemic[1].

The Covid-19 pandemics had a major influence on the population and the healthcare professionals, both psychologically and physically[2]. The medical staff and the whole medical system were overwhelmed by the large volume of work, increased risks of infection, in special conditions (special medical costumes, the wearing of protection masks: protective masks on each ward, simple surgical masks or FFP 1, FFP 2, FFP 3[3], protective visors or glasses, frequent tests at the entrance on the ward of both patients and medical staff, isolation rooms, reorganization of circuits in medical units, new procedures, frequent, sometimes daily, administrative and professional regulations on diagnostic criteria, treatment, isolation rules, quarantine, issuing of sick leave, etc.).

The major psychological influence was represented by an increased level of stress both on a short term and on a medium and long term. According to the Romanian language dictionary, stress is a general term which is used for every element in nature (trauma, emotions, cold, heat etc.) capable to create in humans and animals a feeling of tension and an alarm reaction of the body, causing serious diseases[4].

Stress can create emotions of the type fight or run, fear, fury, sadness, worry, dumbness or frustration[5]. Its influence manifests differently from one person to another. Some persons display light influences as changes of

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[1] https://www.consilium.europa.eu/ro/policies/coronavirus/

[2] G. Adhikari et al., *Stress among Resident Doctors Working in Different Hospitals of Nepal in the Face of COVID-19 Pandemic: A Descriptive Cross-sectional Study*. JNMA J Nepal Med Assoc. 2021 Jul 1; 59(238); p. 558-563.

[3] Health and Safety Authority: *A Guide to Respiratory Protective Equipment*, Dublin, The Metropolitan Building, 2010, p. 3.

[4] https://dexonline.ro/definitie/stres

[5] Centers for Disease and Prevention, *Coping with Stress*, 2022, p. 1.

appetite, difficulties of concentration or decision taking, insomnia or as well as major influences on the body like the worsening of existing chronic problems, and thus altering the quality of life of the affected person[6], worsening mental health, addiction to certain substances, skin rashes, etc. Therefore, identifying stress and recognizing its negative consequences is essential on one hand to understanding emotions, on the other hand to finding solutions to control emotions, either through self-awareness and individual effort, or through qualified help, an important role being played here by communication with the mental health specialist[7].

Though the pandemic context seems to be ending, a new trigger appeared this year represented by the military context at the border with Ukraine which also contributes with major psychological implications, being an additional element of stress in the life of the medical staff: ‚will we or will we not enter the war?'. ‚If we enter the war, will it be necessary to send doctors on the battlefield?"etc.

The objective of this study is to analyze the impact of the last two and a half years' stress in the life of the healthcare proffesionals in the pandemic and present military context.

Material and methods

This study represents a cohort study made in September 2022 inside the medical community (N=147)

It was undertaken in the form of an online structured quiz, containing 11 questions, which was made using the Google formularies and spread among the healthcare professionals (doctors, nurses, auxiliary personnel) through social media, using the appropriate sample technique of the "snow ball"[8].

The resulting data were analyzed through the IBM SPSS Statistics 20 and Excel from the program Microsoft Office Professional Plus 2013.

The quantitative variables are presented as average or medium +/- standard deviation, confidence interval 95%. Qualitative variables are presented as percentage or frequency. The Pearson test was used in order to measure the power of association between two quantitative variables.

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[6] M. Gurgu, E.F. Bleotu, A. Zamfirescu, H. Gurgu, M. Gurgu, M. Sporis, *Association between Frailty and Pain: A Time Bomb*. Innov Aging. 2017 Jun 30; 1(Suppl 1); p. 388.

[7] A. Popescu, A. Zamfirescu, *Reconciling with the Shadow*, Bucharest, Euromentor Journal; Vol. 11, Iss. 2, (Jun 2020), p. 103-112.

[8] S.W. Huck, *Reading Statistic and Research*. Pearson Education Inc, 2004.

The analyzed variables are: age, sex, environmental origin, professional activity, scales for the measurement of the stress level: scales from 1 to 10, "1" being minimum/no stress and "10" being maximum/ intense stress. It was agreed to interpret the scales as follows: 1-4 mild intensity, 5-7 moderate intensity, 8-10 high intensity.

Results and discussions

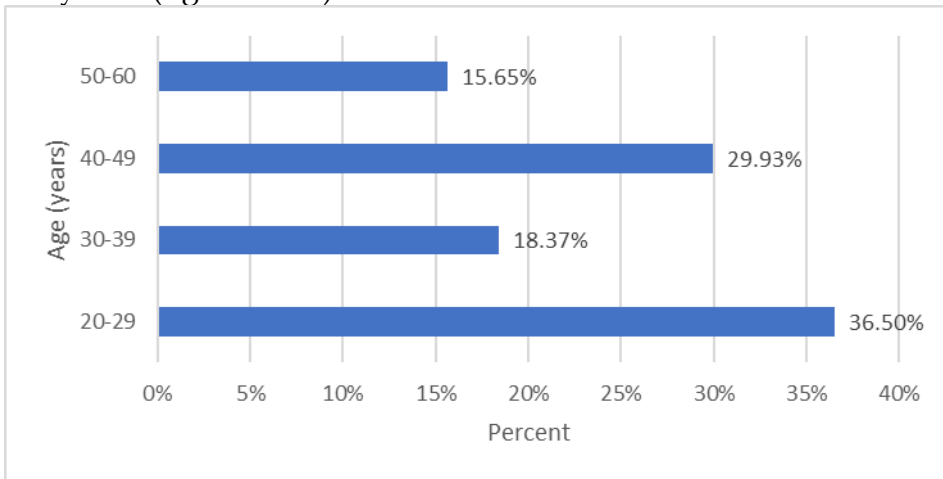The study group was represented by active medical staff aged less than 60 years. (figure no. 1).

Figure no.1: Age distribution of the group

The age distribution by decades was: 36% between 20-29 years, 18% between 30-39 years, 30% between 40-49 years, 16% between 50-59 years.

86.4% of the respondents were of the feminine sex (figure no .2) and 81.6% came from an urban environment (figure no.3).
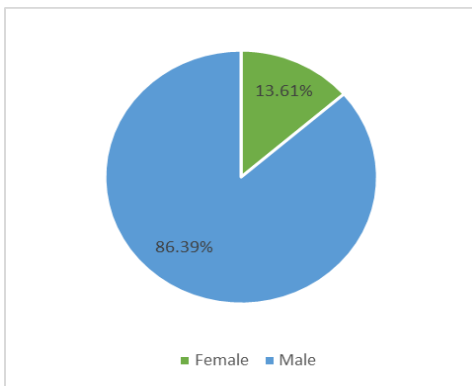
Figure no.2: Sex distribution of the group
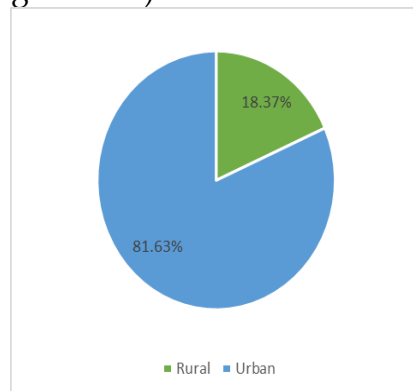
Figure no.3: Urban-rural distribution of the group

Regarding healthcare professionals, all respondents were working in the medical system when the study was made; the respondents were mainly doctors (resident, specialist, primary doctors) 40 % , nurses 30 %, the rest of the group being represented by under nurses and auxiliary personnel 30%. (figure n0.4)
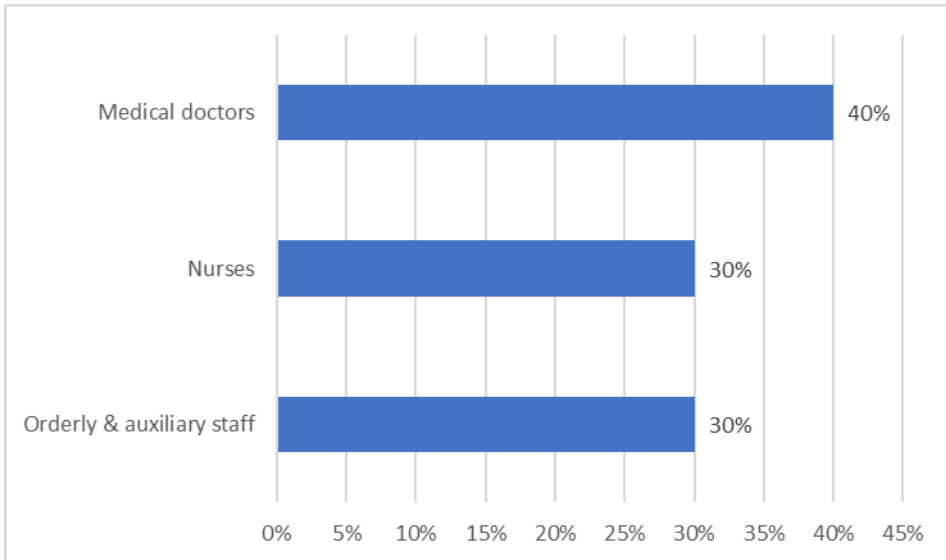

Figure no.4: Presentation of the group according to profession

To the question "thinking of the highest challenge in the last two years (since the pandemics started), on what level was it?", the respondents in more than 50% mentioned that it occurred on the professional level. (figure n0.5) This aspect underlines the importance of in-depth study of the effects of stress on healthcare staff, in order to identify the main sources of stress, the relationships between stressors; the results can be used as a research resource for developing programs to prevent the identified factors and professional stress in general.

On the physical level (at a somatic level, weight fluctuation) and on a psychological level, stress was reported by 1 of 3 and 1 of 5 respondents.
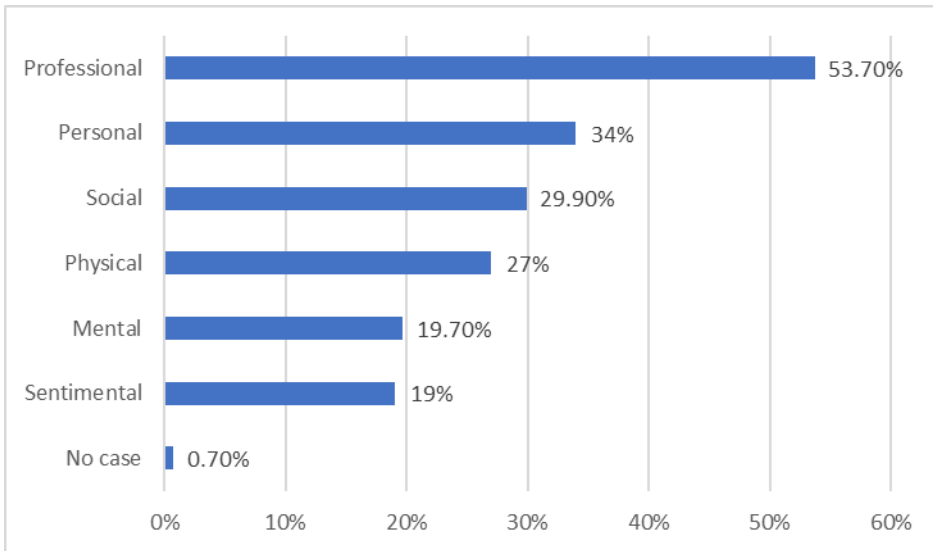
Figure no.5: The level on which stress has been experienced since the onset of the pandemic

The consequences of the Covid-19 pandemics were also reported at a social and economic level. It is essential to underline that the current social stress was reported in 1 of 3 respondents, being reported as medium-increased, 72.1% having >5 out of 10 scores (figure no.6)
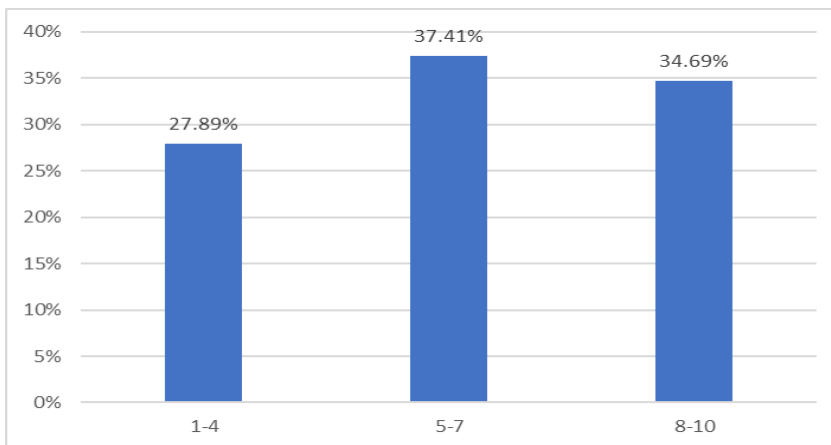

Figure no.6: The measurement of the reported social stress level (scale 1 to 10, 1 being a minimum / inexistent stress, and 10 being the maximum / intense stress.

At an economic level, some studies belonging to specialized literature underline an increase of economic uncertainty during the pandemics[9] caused both by a pressure generated by a potential loss of jobs and the uncertainty related to income.

In our study the stress reported on the economic level was mainly medium-severe in intensity, displaying scores between 5-10 out of 10, in a 68.7 percent (figure no.7)
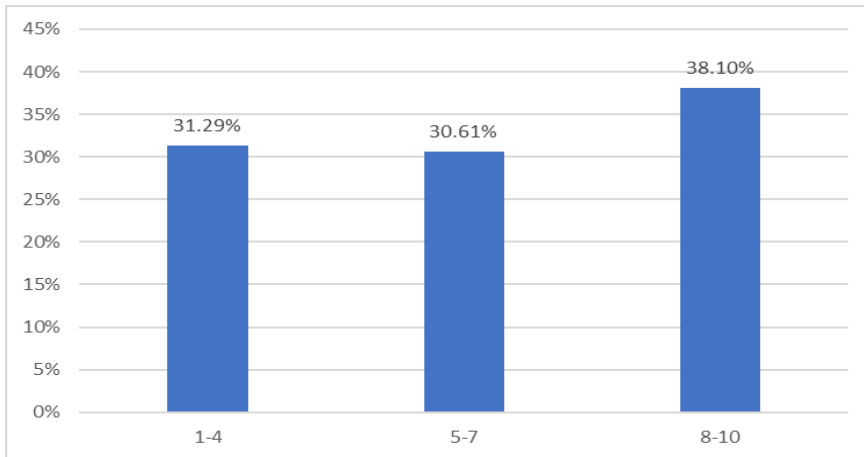

Figure no.7: *The measurement of the economic stress level reported (scale from 1 to 10, where 1 is a minimum / inexistent stress and 10 is the maximum / intense stress)*

The most vulnerable group at the level of economic stress was represented by the respondents of the second decade between 20 and 29 years of age, which reports in 42.9 percent a high intensity of stress with scores of 8-10 out of 10 (p. 0.477) (figure no.8). We draw attention to the fact that the major impact of post-pandemic economic stress has been on young people.

[9] X. Lu, Z. Lin, *COVID-19, Economic Impact, Mental Health, and Coping Behaviors: A Conceptual Framework and Future Research Directions.* Front Psychol. 2021 Nov 11; 12:759974.
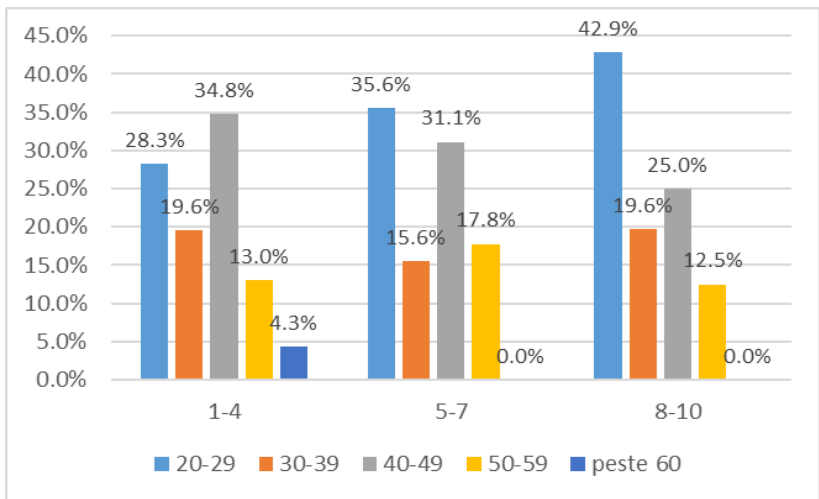
Figure no.8: Intensity of stress from an economic point of view according to age

If we compare stress with the pandemics or the war, the results indicate very clearly a superiority of the stress brought by the pandemics in a unanimous way (40.8%) (figure no.9). Yet, an important number of respondents, 40.1% specified that both events, the pandemics and the potential war, increased the level of stress felt by them; 9.5 percent of the respondents mentioned that none of the two events increases their level of stress.
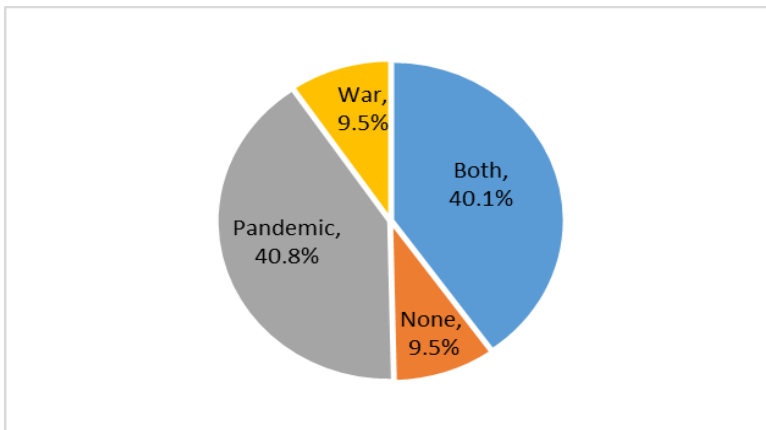

Figure no.9: The stress according to pandemics vs. a potential war

Quantifying the level of general stress felt after the two years of Covid-19 pandemics, it was mainly medium-severe, 77.6% of the respondents giving a score between 5 and 10 out of 10 (figure no.10)
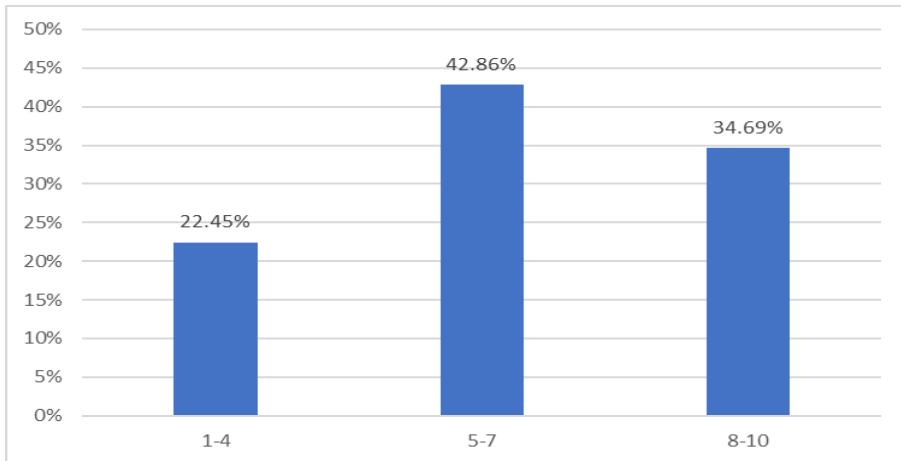
Figure no.10: Quantifying stress according to pandemics

Quantifying the level of general stress experienced after the COVID-19 pandemic in terms of intensity by age group, we find a higher impact of stress on young people, the latter reporting more frequently general stress and higher intensity than in other age groups, scoring between "5-10" out of 10 (figure no. 11).
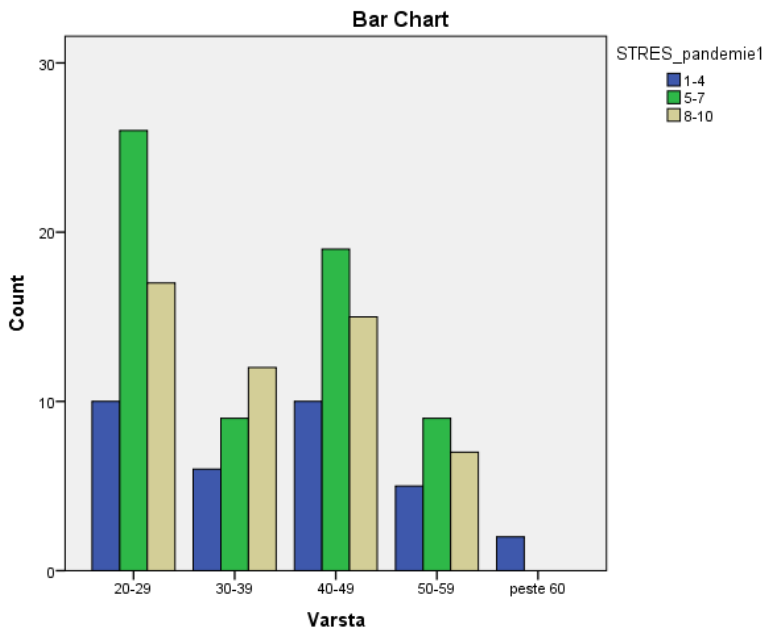

Figure no.11: Pandemic-related stress by intensity and age groups

Quantifying the level of stress felt because of a potential war, 40.8% of the respondents gave a medium score between 5 and 7 out of 10 (figure no.12)
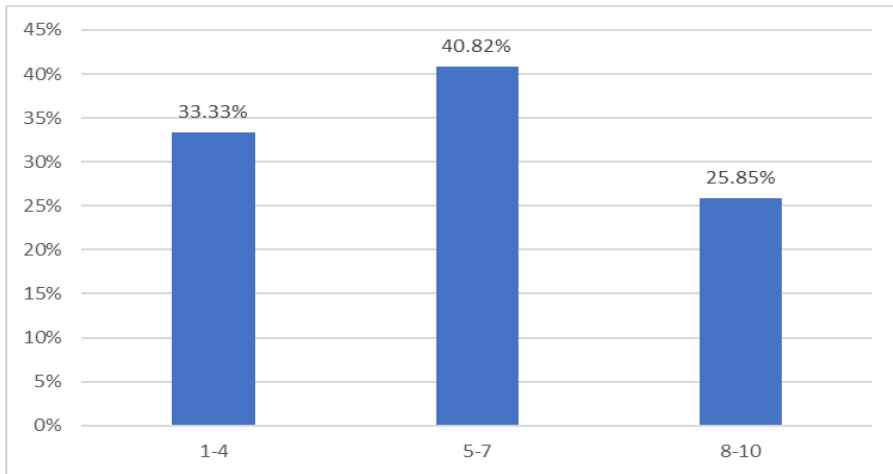

Figure no.12: Quantifying stress according to a potential war

Relating the level of economic, social stress in a pandemic and military context we can say that they are correlated in a positive and statistically significant way (p<0.001), having an ascendant trend (the Pearson test) (table n0.1)

Between the stress reported on economical issues and the stress reported on social issues there is also a positive and a statistically significant correlation (r=0.44, p<001). Consequently, we can say that the more the economic stress increases, the more the social stress increases too, which is also valid reciprocally.

There is a statistically significant positive correlation (r = 0.519, p < .001) between stress regarding the pandemic and stress regarding economic issues. Therefore, we can say that the more stress regarding the pandemic increases, the more stress regarding economic issues increases; the reverse is also true.

There is a statistically significant positive correlation (r = 0.696, p < .001) between stress regarding the pandemic and stress felt from a social point of view. Therefore, we can say that the more stress regarding the pandemic is increasing, the more stress felt from a social point of view is increasing; and vice versa.

Between the stress about a potential war and the social stress there is a statistically significant relation (r=0.492, p.<001). Consequently, we can

say that the more the stress related to war increases, the more the social stress increases too, which is valid also reciprocally.

Between a stress about a potential war and the economic stress, there is a positive and statistically significant correlation (r=0.379, p<.001). Consequently, we can say that the more the stress linked to a potential war increases, the more increases the economic stress, which is valid also reciprocally. (figure no.13)

Between the stress related to a potential war and the stress linked to the pandemics there is a positive and statistically significant relation (r=0.613, p<001). Consequently, the more the stress related to a potential war increases the more increases the stress linked to the pandemics, which is valid also reciprocally. (figure no.13)

Correlation Matrix

		Stres_social	Stres_economic	Stres_pandemie	Stres_razboi
Stres_social	Pearson's r	—			
	p-value	—			
	Spearman's rho	—			
	p-value	—			
Stres_economic	Pearson's r	0.443 ***	—		
	p-value	< .001	—		
	Spearman's rho	0.437 ***	—		
	p-value	< .001	—		
Stres_pandemie	Pearson's r	0.696 ***	0.519 ***	—	
	p-value	< .001	< .001	—	
	Spearman's rho	0.693 ***	0.518 ***	—	
	p-value	< .001	< .001	—	
Stres_razboi	Pearson's r	0.492 ***	0.379 ***	0.613 ***	—
	p-value	< .001	< .001	< .001	—
	Spearman's rho	0.491 ***	0.407 ***	0.589 ***	—
	p-value	< .001	< .001	< .001	—

Note. * p < .05, ** p < .01, *** p < .001

Tabel no.1: The Pearson test, quantifying the stress according to pandemics, a potential war, the social and economic stress in the last 2 and a half years
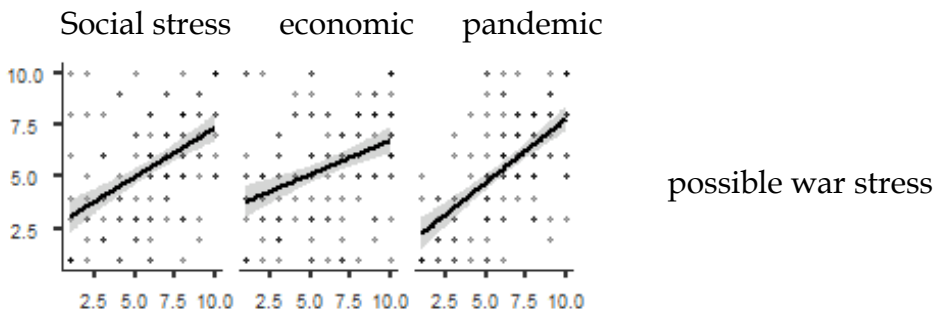
Figure no.13: The graphic tendency of stress linked to the possible war and the relation to social stress, economic stress and the pandemic Covid-19 stress (the Pearson test).)

Our study is consistent with studies in the literature, showing that the COVID-19 pandemic posed a major challenge among healthcare professionals. The main consequences of the stress induced by the COVID-19 pandemic in health professionals were at the psychological level, with a large proportion of health staff showing increased values of depression, anxiety and stress[10]. Several studies have examined the impact of the pandemic and its influence on burnout syndrome and post-traumatic stress among medical staff[11]. Some studies revealed that poor working conditions during the pandemic were trigger factors for the onset of depression among young medical staff[12], similar to the data presented by us.

Another important result of our study, which should be mentioned, is that a very high percentage of the surveyed health professionals (40.1%) do not know "if they would make the same choices" if a similar pandemic context were to be repeated (table no. 2). This aspect underlines the necessity and importance of medical management for optimizing and

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[10] S. Hummel et al., *Mental Health Among Medical Professionals During the COVID-19 Pandemic in Eight European Countries: Cross-sectional Survey Study*. J Med Internet Res. 2021 Jan 18; 23(1):e24983.

[11] J. Raudenská et al., *Occupational burnout syndrome and post-traumatic stress among healthcare professionals during the novel coronavirus disease 2019 (COVID-19) pandemic*, Best Practice & Research Clinical Anaesthesiology, Volume 34, Issue 3, 2020, p. 553-560.

[12] A. Dunning, et al., *Relationship between working conditions and psychological distress experienced by junior doctors in the UK during the COVID-19 pandemic: a cross-sectional survey study*. BMJ Open, 2022, p. 1.

making the work at a medical system level more efficient and for providing early psychological support[13].

Same_choices					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	53	36.1	36.1	36.1
	No	35	23.8	23.8	59.9
	Do not know	59	40.1	40.1	100.0
	Total	147	100.0	100.0	

Table No. 2. Choices health workers would make if a similar pandemic were to be repeated

Conclusions

This study draws attention to the increased prevalence of stress and its consequences among healthcare professionals due to the COVID-19 pandemic and the military context, a new issue both as a sociological phenomena and as a subject of research.

The general stress level experienced 2 and a half years after the pandemic was mostly moderate-severe (score "5-10/10", 77.6%) having a significant, negative influence on the lives of medical staff. Analyzing the level of economic, social, pandemic and military stress, we found that all of them were positively and statistically significantly correlated (p<0.001). Between stress regarding the possible war and stress experienced regarding the pandemic there was a statistically significant positive correlation (r= 0.613, p< .001). Consequently, the more stress regarding the possible war increases, the more stress regarding the pandemic increases; the reverse is also true.

Knowing the impact of professional stress on more than 50% of the respondents and the fact that a very high percentage of them do not know what choices they would make in a similar pandemic context, we believe that it is necessary to prioritize the implementation of sustainable measures that can prevent and combat professional stress at medical management level. In this way, further benefits can be designed to

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[13] N. Greenberg et al., *Managing mental health challenges faced by healthcare workers during Covid-19 pandemic*, BMJ, 2020; p. 368.

manage crisis situations in any global or territorial context. These measures can include early support provided by the medical institution, which can prepare employees for any possible situations. At the end of a post-pandemic or war crisis situation, medical staff should be given special time to reflect on their experiences, under the guidance of managers or psychologists, so that the experiences gained can be used constructively in the future in individual medical work, but more importantly, in the implementation of healthcare system-wide measures.

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EXPERIENCE OF PROFESSIONAL TRAINING OF FUTURE VETERINARIANS

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Abstract: *The article examines the foreign experience of professional training of veterinary medicine doctors in the world's leading educational institutions. The need to reform higher veterinary education and determine the prospects for its implementation in Ukraine requires studying the theoretical and practical experience of professional training of veterinarians at higher educational institutions in the United States and Europe. The author analyzed the process of training of veterinary medicine doctors at the National University of Life and Environmental Sciences of Ukraine and at a number of universities in Europe and the USA.*

Keywords: *veterinary education, professional training, foreign experience, future veterinarians.*

Introduction

The globalization of economic relations, the integration of Ukraine into the European educational space, the intensive development of modern technologies, the strengthening of interest in Ukraine on the part of other countries make it necessary to significantly improve the system of higher education, in particular veterinary education. Higher veterinary education is currently required to provide high-quality training according to the highest global and European standards of highly qualified, competitive specialists capable of successfully carrying out professional activities in the field. The current stage of the development of the higher veterinary education system, as well as the entire higher education in Ukraine, is characterized by educational innovations aimed at preserving the achievements of the past and at the same time modernizing the education system in accordance with the requirements of the times, the latest achievements of science, culture and social practice.

Modern Ukrainian institutions of higher education, which train veterinary specialists and study the experience of European universities

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and in practice implement the principles of building flexible high-tech educational systems based on the use of modern information and communication technologies, aim to use the positive learnings from the experience of foreign colleagues, thereby increasing efficiency training and, therefore, the competitiveness of its graduates. According to the Law of Ukraine "On Higher Education" [1] and the Law of Ukraine "On Veterinary Medicine" [2], the task of higher veterinary education is to prepare a competitive highly qualified specialist capable of solving professional tasks in market economic conditions to carry out diagnostic, preventive, health, medical work in animal husbandry, veterinary and sanitary examination of animal and plant products or provide other veterinary services.

The aim of our work is to analyze the theoretical and practical experience of professional training of veterinarians in higher educational institutions of the USA and Europe and to determine the prospects for its implementation in the system of higher veterinary education of Ukraine.

Literature Review

Various aspects of the professional training of domestic veterinary specialists in Ukraine have been studied by many Ukrainian scientists. In particular, the methodical aspects of the organization of veterinary education in Ukraine were highlighted in the works by M.I. Tsvilikhovskyi, T.D. Ishchenko; the historical formation of veterinary education in Ukraine was studied by S.K. Rudyk, M.M. Femur; V.A. Jablonsky analyzed in detail the organization of veterinary education in the USA. In his research, O.M. Kanivets described the structure, content and forms of training of veterinary medicine doctors in Great Britain, in particular, the scientist analyzed in detail the educational process at the Royal Veterinary College and at the Veterinary Medicine Faculty of the Glasgow University. In her works, O.P. Pylypenko conducted a comparative analysis of the system of higher veterinary education in Germany and Ukraine. The researcher carefully studied the curriculum and list of disciplines at the Veterinary Faculty of Ludwig-Maximilians

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[1] Law of Ukraine "On Higher Education Law of Ukraine". Retrieved from: http://vnz.org.ua/zakonodavstvo/111-zakon-ukrayiny-pro-vyschu-osvitu

[2] Law of Ukraine "On Veterinary Medicine". Retrieved from: http://zakon4.rada.gov.ua/laws/show/3447-15.

University of Munich. By order of the French Ministry of Agriculture, in 2011 scientists Gozard and Marchal studied 30 veterinary higher education institutions in 16 countries. So, the relevance of the problem of modernization of higher veterinary education for pedagogical theory and practice in Ukraine and the insufficient theoretical and practical development of integral studies of progressive foreign experience in this field led to the choice of the topic of our research.

Veterinary education

Veterinary education is a component of national education and is Veterinary education is designed to meet the needs of Ukraine for highly qualified veterinary doctors.

Today, 11 veterinary faculties of higher education institutions of III-IV levels of accreditation train veterinary specialists in Ukraine. Such educational institutions include: National University of Life and Environmental Sciences of Ukraine, Belotserkiv National Agrarian University, Dnipropetrovsk State Agrarian University, Zhytomyr National Agroecological University, Luhansk National Agrarian University, Lviv National University of Veterinary Medicine and Biotechnology named after S.Z. Gzhitskyi, Odesa State Agrarian University, Podilsk State Agrarian-Technical University, Poltava State Agrarian Academy, Sumy National Agrarian University, Kharkiv State Veterinary Academy, as well as 6 veterinary faculties of universities of I-II levels of accreditation.

One of the leading educational institutions of higher veterinary education in Ukraine is the National University of Life and Environmental Sciences of Ukraine.

Veterinary medicine specialists are trained at the Veterinary Medicine Faculty in the directions of Bachelor's and Master's degrees.

A feature of student training is a wide selection of industrial programs: veterinary pharmacy; veterinary health care of exotic and wild animals; veterinary health care of small animals; veterinary support of such industries as horse breeding, poultry farming, pig breeding, cattle breeding; veterinary preventive technologies for ensuring animal health; veterinary and sanitary examination; quality and safety of food products and feed; laboratory diagnosis of animal diseases; organization and management of the veterinary service; forensic veterinary medicine; molecular mechanisms of regulation of metabolic processes in the animal body; physiology of higher nervous activity of animals; biomorphology and plastination; remote diagnosis of clinical indicators of animals; risks

analysis in the production and circulation of livestock products.

A graduate of the Veterinary Medicine Faculty receives a basic higher education and the specialty of a junior doctor of veterinary medicine, who, in production conditions under the supervision of a veterinary medicine doctor, performs veterinary preventive measures aimed at preventing the disease and death of animals, increasing their productivity, safety and quality of animal husbandry products, carries out preventive and diagnostic measures, treatment of animals, veterinary-sanitary examination of slaughter products, ensures the implementation of veterinary-sanitary rules during keeping, feeding and reproduction of animals[3].

The term of training bachelors in veterinary medicine at NULES of Ukraine is 4 years and involves 8,640 hours. The normative part consists of: the cycle of disciplines of social and humanitarian training - 684 study hours, fundamental, natural-scientific and general economic training - 972 hours, and professional and practical training - 2304 hours. The elective part (disciplines chosen by the university and chosen by the student) consists of: 198 hours of fundamental, natural and scientific and general economic training and professional and practical training – 1080 hours.

Today, there are about 500 higher veterinary educational institutions in the world, of which about 120 are in European countries[4].

V.A. Yablonsky, after analyzing in detail the organization of veterinary education in the USA and other countries, singles out the English, Scottish, German and American models.

According to the scientist, the US veterinary education system is considered one of the most advanced in the world. Higher veterinary education in the USA is obtained at universities. American Veterinary Education has a one-year undergraduate program (minimum 60 credits). Then the student completes a bachelor's degree (a 4-year study program), receiving a BVM degree (bachelor of veterinary medicine), then a master's degree (a 2-year study period) and receives a master's degree[5].

As a rule, after the master's degree, the graduate devotes himself to scientific activities, but he can also work as a veterinary medicine

[3] D.O. Melnychuk, *National University of Life and Environmental Sciences of Ukraine*. Publishing center of NULES of Ukraine", 2013, pp. 54-55.

[4] T.D. Ishchenko, M.I. Tsvilikhovskyi, I.I. Antonik, *Veterinary education in Ukraine: modern status and perspectives*. Scientific Bulletin of Veterinary Medicine. Bila Tserkva, 2010. Vol. 6 (79), pp. 5-9.

[5] V.A. Yablonsky, V.Y. Lyuberetsky, *Methodical work - in the center of attention*. Science and methodology. No. 1.2004, p. 12.

practitioner. Also, a practicing veterinarian can continue his studies to obtain a PhD degree. However, there is another way to obtain a higher veterinary education: to graduate from veterinary school (study period is 2 years), then to study for 4 years at a college at the university and obtain the degree of doctor of veterinary medicine (DVM). After that, the doctor can also continue his studies and get a PhD. There is no extramural training in veterinary medicine, and doctors have no idea what it is. Higher veterinary education in the USA is paid, but it is available due to the presence of a large number of funds, grants, loans, which can be used by every young person. An important criterion for admission to higher education is the applicant's work experience in the veterinary field.

It is also worth dwelling in more detail on postgraduate veterinary education in the USA. Postgraduate education is carried out not in universities, but in professional associations to which the state has delegated the right to carry out this activity. These associations attract leading specialists who have achieved success in their professional activities. So, professional associations have the right to choose the best of the best.

The doctor is obliged to continuously improve his qualifications; he must accumulate a certain number of study hours annually. If this number is not collected, the question of his professional suitability arises, and he will not be able to obtain a license to practice medicine in the future. The state authorizes associations and conferences to award these points and does not interfere in this process. These organizations work as self-regulatory associations. These include: AVMA – American Veterinary Medical Association. It exists since 1863. Today, the Association unites more than 78,000 doctors engaged in professional activities in various fields. In addition to other activities, I also take care of education issues. Other veterinary associations of the country are affiliated to the AVMA; AVMA – Association dealing with small pets and other "non-productive" animals. This association certifies veterinary clinics and veterinary doctors; more precisely, not the association itself, but the council under the association. Certification is voluntary, but everyone aspires to pass this certification, so membership in the association is prestigious. Each state has its own association that is part of the AVMA. Every year, AVMA holds its conference, which gathers up to 5,000 participants.

There are many other specialty associations for surgery, dermatology, neurology, dietetics, and more. But all these specialized associations are part of one or another "big" association. This means that they have the

right to carry out their activities independently, but within the limits of a large association.

Participation in conferences also counts as postgraduate education. Among the largest conferences held in the United States is NAVC, the North American Veterinary Conference, held in Orlando and gathering more than 15,000 participants. Another well-known conference - WVK - Western Veterinary Conference, held in Las Vegas, also gathers 15,000 participants.

O.M. Kanyvets[6] studied the peculiarities of the professional training of a veterinary medicine doctor in Great Britain.

According to the data provided by the author in his works, the training of veterinary medicine doctors in Great Britain is carried out by seven higher education institutions. The leading ones include: the Royal Veterinary College, which is part of the structure of the University of London, and the Faculty of Veterinary Medicine of the University of Glasgow.

The Royal Veterinary College has approximately 1,600 bachelors, masters and future doctors of veterinary medicine.

The structure of the Royal Veterinary College includes the following divisions: Department of Natural Sciences; Department of Veterinary Physiology; Department of Veterinary Pathology and Infectious Diseases.

Departments, in turn, are divided into departments. Training at the Royal Veterinary College is carried out at 4 levels:
- 1st level — training of paramedics (nurses);
- 2nd level — preparation of bachelors of veterinary medicine;
- 3rd level — training of masters and highly specialized specialists-practitioners (practical-orientational programs that make it possible to obtain RS-certificates and RS-diplomas);
- 4th level —- preparation of a scientist for the scientific degree of PhD.

The structure of the Royal Veterinary College includes:
- veterinary clinic; four veterinary hospitals: the "Queen Mother" hospital, a hospital for horses, a hospital for farm animals and a hospital for small animals (the hospitals can accommodate about 30-40 sick animals at the same time, about 8,000 sick animals are treated in the hospitals per year);

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[6] O.M. Kanivets, *Professional training of veterinary medicine doctors in Great Britain and Ukraine: monograph,* 2015, 260 p.

- farms: a farm for horses and a farm for farm animals;

- centers of veterinary education: "Centers for veterinary infectious and zoonotic diseases", "Center for educational resources", "Center for lifelong veterinary education"; "Center for emergency care, endemic and exotic animal diseases." Unlike hospitals, veterinary education centers do not provide veterinary services to the public. The structures of the centers include libraries, anatomy rooms where you can do dissections yourself, rooms with sensory dummies, etc.

Having considered the structure of the Royal Veterinary College, one can see the close integration of veterinary universities and the field of veterinary services, which indicates a practice-oriented approach to education at the university, and this implies the maximum approximation of the educational process to the conditions of future professional activity[7].

In Germany, specialists in veterinary medicine are trained by 5 higher educational institutions, namely: the veterinary faculty of the Ludwig-Maximilians University of Munich; veterinary faculty of the Free University of Berlin; veterinary faculty of the Justus Liebach University of Hesse; veterinary faculty of Leipzig University; Hannover University of Veterinary Medicine.

The total number of students studying at veterinary faculties in Germany is about 8,180.

The education of students at the veterinary faculties is one-level and ends with passing a state exam.

The activity of higher veterinary education institutions in Germany within the country is determined by the "Law on Higher Education" (Hochschulrahmengesetz) and the "Decree on the Provision of Perpetual Permit to Practice as a Veterinarian" (TAppV)[8].

These legal documents regulate veterinary education in Germany, i.e. determine the duration of education, the sequence and content of education and training, the conditions for passing state exams and other requirements for obtaining a permit to practice as a veterinarian. Veterinary medicine in Germany, like the entire complex of veterinary services, is part of the health care system.

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[7] M.I. Tsvilikhovskyi, V.I., Bereza, T.V. Nemova, T.A., Palyukh, O., M. Kanivets, *Professional training of a specialist in veterinary medicine*, 2014, pp. 48-54.

[8] *Verordnung zur Approbation von Tierärztinnen und Tierärzten (TappV).* Retrieved from: http://www.gesetze-im-internet. de/tappv/BJNR182700006.html

The training of future doctors of veterinary medicine in German universities is carried out in a single stage and ends after 5.5 years of inpatient training with the passing of a state exam. After training, students are awarded the qualification "Doctor of veterinary medicine".

During the period of study, students (for example, take the Munich Ludwig-Maximilian University) master 3850 hours. normative and selective disciplines of the cycle of scientific-theoretical, professional and practical training of future veterinarians. The last year of study includes practice, for which 1170 hours are allocated, after which students take a state exam [14]. If we compare with the veterinary faculty of NULES of Ukraine, then 8,640 hours are allocated to mastering selective and normative disciplines and 432 h. educational and 324 hours production practice.

Education at the Veterinary Faculty of Ludwig-Maximilians University of Munich is divided into pre-clinical (vorklinisches Semester) and clinical training of veterinary specialists.

After the first two semesters of pre-clinical training, students take an exam (Vorphysikum) from the block of natural sciences: physics, chemistry, zoology and botany. After the science stage, the anatomical-physiological stage of studying disciplines begins, it lasts until the sixth semester. After the fourth semester, students take an exam in the block of disciplines aimed at the study of organs (Physikum): anatomy, histology and embryology, biochemistry, physiology, animal husbandry and genetics. This exam consists of a written and an oral part, and the questions of the written part are identical throughout Germany. This exam is considered the most difficult exam after the basic study program (Grundstudium) of medicine at German universities. They finish their studies by passing the state exam (Tierärztliche Prüfung-Staatsexamen). In the winter semester, which begins on October 15 and ends on February 15, at the veterinary faculty of the Ludwig-Maximilians University of Munich, first-year students are expected to study the following disciplines: anatomy, botany, chemistry, ethology, histology, physics, terminology, livestock husbandry, animal protection, zoology, the total number of hours per week is 23[9].

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[9] O.P. Pylypenko, *Comparative analysis of systems of higher veterinary education in Germany and Ukraine.* Pedagogy of creative personality formation in higher and secondary schools: Collection of science pr. Zaporizhzhia: Classical Private University, 2012, Issue 27(80), pp. 298-301.

Conclusions

The analysis of the veterinary education system of Ukraine (on the example of the National University of Life and Environmental Sciences of Ukraine) and veterinary universities of the USA, Great Britain and Germany allows us to come to the conclusion about the need to redistribute the hours of study of certain disciplines of theoretical training of bachelors in the direction of increasing practical clinical training in domestic universities. Veterinary practice at domestic universities is mostly organized after mastering the theoretical course, but it would be appropriate to introduce "clinical days", i.e. rotations in veterinary clinics, livestock farms, etc. without breaking away from studies during the semester or academic year. This should have a positive effect on the practical skills and abilities of future specialists.

Therefore, veterinary education in the USA, Great Britain and Germany has a practice-oriented approach. Veterinary universities are closely integrated with the field of veterinary services and include veterinary clinics, hospitals and veterinary education centers in their structures. The systematic work of British and German students in university clinics and hospitals significantly strengthens the practical orientation of the educational process, which is the basis for gaining experience and forming practical competencies.

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SEMANTIZATION OF PROFESSIONAL VETERINARY VOCABULARY IN A FOREIGN LANGUAGE COURSE

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Abstract: The article is devoted to the peculiarities of working with professional English veterinary vocabulary. Summarizing the experience presented in the scientific and methodological literature, the author makes a conclusion about the most effective means and methods of semanticization and primary consolidation of professional vocabulary today. Of particular importance for this research is work with veterinary terms. The complexity of this process is due to the fact that first-year students do not have sufficient vocabulary in the professional sphere. Semantization in this case becomes a full-fledged introduction of a new concept into the professional lexicon of a future specialist in veterinary medicine.

Keywords: *foreign language learning, semantization, primary consolidation, introduction of new vocabulary, assimilation of professional vocabulary*

Introduction

A mandatory component of the training of students in higher education institutions specializing in "Veterinary Medicine" is the mastery of a professionally oriented foreign language, a significant part of which is represented by terminological units. Mastering the terminological system in the field of veterinary medicine in English ensures the correct understanding of the meaning of scientific specialized oral and written language and, as a result, adequate intercultural communication of specialists in the field of their professional interests.

For the successful mastery of professional veterinary terminology and grammatical structures, more and more effective means, methods and methods of introducing and consolidating professional vocabulary are needed. The reduction of the foreign language course actualizes the need for new techniques, among which a special place is occupied by those related to multimedia and electronic learning tools. The problem is exacerbated by the fact that students must learn some terms and

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professional vocabulary within the framework of a foreign language course before they begin studying the corresponding courses. Since modern standards and the educational situation as a whole require the formation of professional foreign language competence at an early stage of professional training, a foreign language learning program should include work with professional vocabulary. The methods and techniques of this work, as well as the requirements for the content of training, are constantly updated with the latest research. However, the problem of introducing and fixing terms in the active vocabulary of a foreign language of students of 1-2 courses of a technical university remains insufficiently studied.

The aim of our work is to summarize the experience presented in the scientific and methodological literature, highlight the features of working with professional vocabulary, including terms, identify techniques and methods that contribute to the semantization of a term in a foreign language.

Materials and methods of research
The methods of our research are analysis of methodical literature and the introduction of theoretical data and practical evidence.

Literature Review
The researches of S. Amelina[1], T. Nemova, M. Lychuk[2], Yu. Rozhkov[3], O. Syrotin[4], Yu. Timkina[5], T. Cherepovska, O. Binkevich[6] are devoted to

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[1] S.M. Amelina, I.M. Hopak, *Structural and semantic characteristics of English terms of the subtitle of veterinary medicine in the context of Ukrainian translation. Scientific Bulletin of the Scientific Bulletin of the National University of Life and Environmental Sciences.* Series: Philological sciences. 2016, Issue 248, pp. 156–161.

[2] T.V. Nemova, M.I. Lychuk, *Clinical Veterinary Terminology: Specificities of Formation and Translation Difficulties.* International journal of philology, 2022, Vol. 13 (2), 5-14.

[3] Y.H. Rozhkov, *Difficulties of translation of veterinary vocabulary from English to Ukrainian (based on the material of handbooks on the anatomy of domestic animals).* Scientific Bulletin of the International Humanitarian University. Series "Philology". Odesa, 2019, 41(1), 137-140.

[4] O.S. Syrotin, *The content aspect of the formation of professional and terminological competence in future veterinarians by means of a foreign language.* International journal of philology, 2021, Vol. 11(3), 73-81.

[5] Yu. Yu. Tymkina, *English lexical and grammatical units of the "Veterinaria" region.* Baltic Humanities Journal. Kaliningrad: PAAS Association, 2019, 2 (19), 62–65.

[6] T., Cherepovska, O., Binkevich, *Morphological peculiarities of veterinary terminology in the context of teaching English for specific purposes.* Scientific notes of the National University "Ostroh Academy": Series "Philology". Ostrog: Issued by NaUOA, 2019, Vol. 5(73), 310–312.

the study of English-language veterinary terminology and the problems of its mastery in the process of learning English in a professional direction. Having analyzed the modern theory and practice of speech preparation of students in the "Veterinary" specialty, we note that the use of semanticization of veterinary terminology as a basis for its assimilation has not been sufficiently researched.

The closest to the problem of our study are the works that analyze the issues of semantization of foreign professional vocabulary. Many important aspects of the semantization of lexical units in teaching a foreign language were covered in the studies of S.E. Bannister, V.V. Morkovkin[7], B.D. Muller[8].

Justifying the expedient sequence of introducing new lexical material, N. Galskova, N. Gez interpret semantization as the initial stage of work on vocabulary, which precedes the primary consolidation, development of skills and abilities to use vocabulary in various forms of oral and written communication[9]. Understanding semantization as a process of revealing the meaning of a word, E.N. Solovova described the most common methods of semantization and the factors that determine the choice of each of them, such as the features of the word, the characteristic features of the group of students, as well as the linguistic and professional competence of the teacher[10].

O. Makhinova considers that in order to understand a veterinary text in English, it is necessary: a) to know the etymology and meaning of the most productive Greek-Latin word-building elements; b) master the ability to divide a word into a generating stem and a word-forming affix; c) acquire the skills and abilities to recognize unfamiliar medical terms based on the structural analysis of the word; d) actively use the acquired productive affixes and term elements in the construction of derivative and complex medical terms; e) use (if necessary) transliteration. Latin becomes a semantic support for the knowledge of veterinary terminology[11].

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[7] S.E. Banniste, V.V. Morkovkin, *Semantization of vocabulary in an educational explanatory dictionary focused on a certain foreign language*. Theory and Practice of Educational Lexicography, 1988, 74-92.

[8] B.D. Müller, *Wortschatzarbeit und Bedeutungsvermittlung*. Berlin: Langenscheidt, 1994, 120.

[9] N.D. Galskova, N.I. Gez, *Theory of teaching foreign languages. Linguodidactics and methodology: textbook. Allowance*, 2006, p. 296.

[10] E.N. Solovova, *Methods of teaching foreign languages. Basic course of lectures*, 2002, p. 89.

[11] V.M. Sergevnina, *Terminological aspect of teaching a foreign language in a non-linguistic university*. Bulletin of the Nizhny Novgorod University, 2012, No. 1–2, p. 409.

O. Syrotin believes that in order to semanticize a term, it is necessary to establish existing connections with other terms that are part of a defined set of terms, it is necessary to give its interpretation in a certain context, which, in turn, helps to guess the appropriate meaning of the term, without resorting to his translation. Separated from the context, as some researchers believe, the terms are characterized by multifacetedness and conceptual complexity, they appear ambiguous and synonymous, even expressive coloring. To semanticize the terms, it is advisable to use the following methods: 1) definition of derived terms; 2) derivation of terms; 3) explanation of terms by means of the English language; 4) selection of terminological synonyms; 5) selection of antonymic terms; 6) comparison of the terms of the British and American variants of the English language; 7) translation. Therefore, in order to correctly define the term of a certain field, it is necessary to focus on special contexts, the content of which should not go beyond the boundaries of the studied field[12].

Researchers call the main stages in the formation of lexical skills: 1) acquaintance with new vocabulary (functions, meaning, formal features); 2) primary fixation; 3) the formation and development of skills and abilities to use new vocabulary in various types of speech activity. The authors use various wordings to designate educational processes. So, introduction, acquaintance with new vocabulary is designated as "definition of the term", "replenishment of the vocabulary", "learning the vocabulary", "learning the vocabulary". We will use the term "semantization" in the sense of determining the semantic meaning of a word / term and establishing its semantic field.

To optimize the teaching of professional veterinary vocabulary when learning a foreign language, one should use interdisciplinary connections (Latin) and rely on the professional competence of students, i.e. to form in the trainees the installation to rely on the knowledge that they receive in the course of studying other disciplines. The process of teaching vocabulary is aimed primarily at the formation of lexical skills. In the conditions of a non-linguistic university, the development of language (receptive) lexical skills is in the foreground, since the main goal of education is reading literature in the specialty. Language lexical skills in

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[12] O.S. Syrotin, *The content aspect of the formation of professional and terminological competence in future veterinarians by means of a foreign language*. International journal of philology, 2021, Vol. 11(3), pp. 77-79.

the work are understood as "the skills of operating with lexical material outside of communication" (S.F. Shatilov).

To teach the semantization of unstudied lexical units, the following structure of developed lexical language skills is proposed in the work 1) the skill of identifying lexical units:

- distinguishing words of Latin origin;
- correlation of regularities of Latin and English languages;
- distinction of derivative words;
- distinguishing compound words;
- isolating elements of Latin origin as part of a compound word;
- grouping of lexical units according to the structural and semantic features;
- sorting of lexical units according to the structural and semantic features.

2) the skill of understanding the meaning of an unfamiliar word:

- transformation of derived words into original words;
- dismemberment of compound words and isolation of their components;
- selection of connecting elements in the composition of a compound word;
- transformation of the structure of a compound word in order to determine its meaning.

The structure of the developed skills is reflected in the system of exercises for teaching the semantization of unlearned lexical units (terms).

The typological features of lexical units, the structure of skills being developed, as well as the psychological patterns of mastering foreign language material (the processes of comprehension, memorization and recognition) form the basis of a system of exercises for developing the skills of semantization of unstudied lexical units.

1. Exercises to develop the skills of recognizing and understanding foreign words, for example Greek and Latin words:

a) from the words below, write out the words that go back to Latin roots and translate them into Ukrainian: endometritis; endocarditis, hypoplasia, hypocalcaemia, heterochromia, eosinophilia, dystrophynopathia, dermatofibroma, cholecystitis;

b) from the words below, find derivative words, select their prefixes and / or suffixes, translate into Ukrainian: pseudocowpox, hypercapnia, hypercalcemia, endometritis, endocarditis, hypoplasia, macrocephaly,

macroglobulinemia, polydactyly, hemiplegia, hemimelia, microcephaly, oligodactyly, endoparasite, intercostal, intravenosus, epicatdium, polyuria, oliguria dysphagia, postanaesthetic, hepatitis, lymphangioma, hypervolemia, fascioliasis, coxalgia, enterocele.

2. Exercises to differentiate words in form and meaning, for example:

a) divide the indicated words into groups: simple, derivative, complex: macroglobulinemia, sarcoma, cystoscopy, rotavirus, monocytosis, heartstroke, pox, pip, metacercaria, otitis, nephritis, myxomatosis, labyrinthitis, hepatitis, cowpox, bumblefoot, heartstroke, lockjaw, monkeypox, chickenpox, smallpox, kernicterus, myxomatosis, cyst, Bronchopneumonia, hydrothorax, serosurveillance, ovoviviparity.

b) Make synonymous pairs of words of Latin and English origin: Chicken cholera, big jaw, canine madness, lumpy jaw; Black leg, Avian flu, quarter evil, Avian cholera, African Swine Fever, Chicken Flu, African Pig Plague, Hydrophobia, Asiatic fowl choler, Avian flu.

3. Motivational exercises (skills are checked): reading texts on veterinary topics. When selecting texts, such principles as accessibility, feasibility, and professional orientation were taken into account. Reading texts involves performing pre-text exercises, such as: "Find terms of Latin origin in the text and translate them into Ukrainian", "Find derivative words in the text and translate them into Ukrainian", "Find complex words in the text and translate them into Ukrainian ".

Conclusions

The choice of one or another method of semantization was determined by a number of factors, primarily the linguistic and semantic characteristics of the word, the stage of learning, the level of formation of foreign language competencies, and the goals of learning. Having analyzed the potential of various ways of semantization of lexical material, we have identified and described the most effective ones, from our point of view, when working with the corresponding vocabulary. These include: the use of definitions, direct translation, translation-interpretation, identifying the meanings of words by familiar word-building elements, through synonyms, a combination of several of the methods described.

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