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CONTENTS

SOURCES OF BUSINESS ETHICS IN MEIJI JAPAN

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ABSTRACT: *When studying the activity of Japanese companies in the Meiji Period (1868-1912) we may notice that these have taken actions that are not exactly within the capitalist ethos of competition and personal profit. As an example, we refer to the networks created by managing directors who served concurrently in different companies, in the same field of activity[1]. Seen from the point of view of a competitive, market-oriented economy, this is an unbelievable phenomenon. Maybe it is due to the fact that the people preserved its traditional values despite the adoption of such social techniques as the joint stock company system. Our study will analyze the role of traditional business ethics from the Edo period in shaping the modern ethics and vision of Japanese management.*

KEYWORDS: *Meiji Period*, *Japanese management*, *ethics*, *Fukuzawa Yukichi*, *Shibusawa Eiichi*

1. Introduction

Two great scholars have contributed substantially to the modernization of Japan in the 19th century, by urging it to model its business activity on the European social system. These are Shibusawa Eiichi (1840-1931)[2] and Fukuzawa Yukichi (1835-1901)[3]. Before the Meiji

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Restoration Japan had a status-system based on the four classes of samurai, farmers, craftsmen and merchants[4]. Shibusawa Eiichi published *The Analects of Confucius and the Abacus* (*Rongo to soroban*)[5] in 1916, in which he argued that the merchants should, just as the samurai had done, prepare an ideological foundation based largely on Confucianism, for educating the next generations. Therein he issued the concept of "unification of morals and economy" (*dōtoku keizai gōichisetsu*). On the other hand, Fukuzawa Yukichi denied Confucian beliefs, and considered that the technical thinking of the West had to be adopted. Both of them considered, at that time, that the cause of Japan's economic lag was the bad influence which the lack of a religion exerted on Japanese ethical education.

When we examine the views that Fukuzawa and his faction proposed in the *Meirokuzasshi* journal[6], it is clear that they intended to change from the root the ethical principles and social knowledge that Japan had previously held. Shibusawa maintained that: "Even if in the curriculum there are

world exhibition of 1867, he became a supporter of the opening to foreign influence. In his lifetime he involved himself in the establishment of around 600 schools and 500 companies in various fields.

[3] Fukuzawa Yukichi had been a samurai of the Nakatsu domain but he distinguished himself as the founder of Keiō Gijuku School (later Keiō Gijuku University) and a great educator in general.

[4] The system put the samurai class on top, as soldiers whose mission was to stabilize the country but also were intended to have an intellectual role. The farmers who had the most fundamental role in assuring prosperity were placed second, the craftsmen who produced the things needed in society came third and the merchants who produced the least value directly came last. Just as in medieval European Christianity, they were the most underrated not only because they generated profit just by moving things but also because they took a high interest rate.

[5] The book appeared at Tōadoshobō in the Taishō Era but it condensed his whole thinking and especially his ideas from the beginning of the Meiji Era. For him the *Analects* of Confucius were a book that heightened humanity, and the abacus is a symbol of the merchants. These two things need to be well balanced, in order to obtain the union between ethics and economy. The *Analects* were recorded by the disciples of master Confucius and originally were an ethical collection for the military class.

[6] *Journal of Meiji 6* (明六雑誌) was issued for just a short period, between 1874-1875 by the Meiroku Society which grouped the intellectuals who wanted to "promote civilization and enlightenment", and was a vehicle for the expression of a wide range of opinions in many fields. The members of Meiroku Society were bureaucrats of the old Bakufu government who created the first Western type schools, Kaiseisho, 開成所 (which later became University of Tokyo) and Keiō Gijuku, 慶應義塾 (which later became Keiō University).

objects such as moral education or ethics, the original, basic purpose of these is not fulfilled. In Europe and America people are educated spiritually through religion, but in our country it is not so.", and even said that this is a defect of the Japanese system[7]. We feel these views were determined by their belief in the ethnocentric statements of their European partners, however, it is undeniably clear that both Fukuzawa and Shibusawa considered ethical and moral education to be an important factor in Japan's modernization. Each of these opinion leaders of the Meiji period exerted great influence with their theories, even if they did not have a unitary point of view concerning their vison of Japan's development.

There are studies that search for the cause of Japan's accelerated economic development after the Meiji Restoration in the religious ethics of the previous ages. Robert N. Bellah[8] is known for his opinion that religion in Japan influenced the modernization of the country after the Meiji Restauration much like Protestantism had influenced the development of capitalism in Europe.

In this study we intend to show that, Japan chose cooperation rather than the competition in the economic market which characterizes capitalist economy, and to look for the principles that directed economic activity in post-1868 Japan in the field of this age's education.

2. The religious aspects
2.1. Shingaku (Edo period blend of Confucian, Shinto and Buddhist ethical principles)

What is usually referred to as Shingaku was not a religion but a set of concepts greatly influenced by religious ethics. Originating in Ishida Baigan's[9] *Tohimondō* (都鄙問答, *Dialogue between town and country*, 1739, Kyoto), the Shingaku beliefs and concepts were first disseminated among

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[7] Miyoshi Nobuhiro, *Shibusawa Eiichi to Nihon shōgyō kyōiku hattatsushi* (*Shibusawa Eiichi and the History of the Development of Japanese Commercial Education*), Tokyo, Kazama Shobō, 2001.

[8] Bellah, Robert Neelly. *Tokugawa Religion: The Values of Pre-industrial Japan*, New York, Free Press, 1957.

[9] Ishida Baigan (1685－1744) was born in a farmers' family but became a draper's apprentice at a young age. When the draper's firm went bankrupt he returned to his family but became an apprentice again at 23. He had been interested in Shintoism, but after meeting a Buddhist scholar he aimed at becoming a scholar himself.

the merchants of Ōmi[10] and then spread to other provinces, through the efforts of Tejima Tōan[11], one of Ishida Baigan's students who founded private schools for the study of Shingaku. The characteristic of Shingaku is that it makes a synthesis of the three doctrines of Shintō, Confucianism and Buddhism, and Yamamoto Shichihei said we should call it "a Japanese religion". We could say that it was the basis for the actions of Japanese people in daily life, internalized at an unconscious level.

Shingaku ethics is not metaphysical, like Kant's, but definitely pragmatic, nor was it an ethical dogma with a unified point of view.

2.2. Shintoist ethics

Shibata Minoru[12] argues that Shingaku was greatly influenced by Shintoism because: "Amaterasu Ōmikami[13] made simplicity the basic principle and thus impressed the people, and, extolling sincerity, attracted to her side the Three Empowered Shrines".

As far as Shinto's religious features are concerned, there is the mythology concerning the gods in *Kojiki* and *Nihonshoki[14]*, but there are no teachings with strict meanings. There are concepts of crime and pollution, but they are no more than things to be avoided or omens of ill fate, that appear written in the myths. If we look at them as a large corpus of miscellaneous knowledge, the meanings that come out are that, to preserve the community is a good thing, and that a development based on mutual help rather than competition is considered more virtuous. This is considered to be an influence of rice cultivation-based agriculture. Unlike other types of farming or animal breeding, wet rice fields require the cooperation of the whole community and common work in order to be managed[15].

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[10] these were merchants from the region around lake Biwa (Ōsaka-Kyōto) who during the 18th and 19th centuries started to tour the country, establishing themselves in all areas. They were selling goods, brewing sake, lending money.

[11] Tejima Tōan (1718-1786) was the son of a wealthy merchant and entered the school of Ishida Baigan at 18. After the latter's retirement, he opened his own school for the spreading of Shingaku.

[12] Shibata Minoru, *Shingaku*, Tokyo, Shibundō, 1967, p. 8

[13] Amaterasu Ōmikami, the Sun Goddess, was the greatest Japanese deity, and she gave a decree to the three shrines of Ise, Kasuga, and Iwashimizu, extolling the virtues of sincerity, purity and compassion.

[14] the first Japanese chronicles, dating from 712 and 720 A.D. respectively.

[15] as all the wet fields have to be sown, harvested or cleaned of insects at the same time in all the community.

Also, the Shinto belief that human beings are descendants of the gods is an argument for their ultimate goodness. Also, the lack of an elaborate doctrine may be due to our ancestors' awareness of being gods' children, whose original form of praying was not by begging, but by pledging to them[16]. It is also argued that monotheistic religions which have the concept of an opposite, inherently bad nature, cannot escape from the original crime that humans bear from their birth[17]. This is the reason why, monotheistic religions seek salvation in the afterlife, and make a contract with God, and the doctrine has to be constantly present in the consciousness of the believers.

In the case of Shinto, according to the interpretation of Motoori Norinaga, the definition of god is "to be full of awe", and Shinto is centered on feeling the existence of gods[18]. In monotheistic religions, the relationship with the community is realized through a direct covenant with God, but in Shintoism, at the extreme opposite, it is by preserving the relationship with one's community that one creates a relationship with the gods. If this is the case, not only the concept of god, but also that of community differs very much. It was in such a mode of thinking, that the criticism of Japan as having no religion could have arisen.

2.3. Buddhist ethics

After the introduction of Buddhism in Japan there began a fusion of Shinto and Buddhism called Suijaku Shintō[19]. At that point Buddhism had been quite Japanized. Especially through the "Meritorious Way of Life for All" (*Banmin tokuyō*、1665), the Sōtō zen monk Suzuki Shōsan (1579-1655) had contended that even merchants have a necessary role in society, and that if they conduct their business honestly their activity is equal to a Buddhist practice. In the Edo class-system the merchants were the most disregarded category, so that, to admit that they are necessary socially if they are honest was enough for having them accepted.

The fusion between the holy and the secular was closely connected to the recognition of the social position of merchants. This idea was groundbreaking even from the point of view of Mahayana Buddhism, and, compared with other Buddhist countries, to consider that living daily

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[16] There is a hypothesis regarding this point.

[17] Mita Shūkai, *Gendai Nihon no seishin kōzo*, Tokyo, Kōbundō, 1965

[18] in "Naorabi" (「直毘霊」)

[19] in which the Buddha and Bodhisattva of Buddhism were considered reincarnations of Shinto gods.

life correctly is a form of religious practice is very specific to Japan. Even in Mahayana Buddhism there is a clear division between secular and holy and living one's daily life is considered in itself a practice. This is the part which will become the core of Shingaku.

Ishida Baigan created Shingaku on the basis on this thinking. Subsequently it will also be strongly coloured by the Jōdoshū beliefs that a world can be created where all people will be saved.

Then there is the Buddhist concept of *shujō no on*, the bond of gratitude that we owe to all the other people. It is interpreted as a connection between the humble and the exalted people, whereby the latter could not exist without the first, while having the duty to protect and help them. It is thought that this conception largely influenced the relief of the socially vulnerable and the leadership style of the Japanese. It was not considered ethical to expel intentionally from the market those who had lost in a competition. Thus, when a company goes bankrupt, it is considered that it will perish naturally from the bad behavior of the top management.

2.4. Confucian Ethics

Confucianism reached Japan at around the same period with Buddhism[20], but it was during the Edo period that it spread widely. Confucian texts came to be used as textbooks of ethics for the military class. They were used either in *hankō*, the schools of the military domains, or by parents at home. The reason for this was that in Confucianism a lot of importance was placed on good governing of the nation and on relieving the people. It was believed that the stabilization of the country and the protection of the people has to be done continually, and Confucianism is useful for this control of people. The word *keizai*, which is now used to designate the notion of economics, derived from this old concept of 'governing the nation and relieving the people' (経世済民, *keiseisaimin*).

As time passed, Confucianism spread into the families of rich merchants, farmers or townspeople. Originally, Confucianism had a strong characteristic as a mental attitude for the management of the state and it did not touch directly upon the moral views of merchants. Rather, in Confucian frame of mind, merchants were the last of the four social categories (warriors, farmers, craftsmen, merchants).

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[20] According to *Kojiki* the date of its arrival in Japan was 513.

Notwithstanding that, the thinking concerning finances was若干存在しており、for example, "virtue is the origin, money are the consequence", or money was only a means for governing the country, and virtue is the most important. Virtue in the Confucian frame referred to the five attributes of benevolence, righteousness, propriety, knowledge and integrity[21], and was used in Shingaku to complement *shujō no on*, the bond of gratitude that we owe to all the others.

According to Serikawa, business ethics in the *Analects* refers to: ① self-control, ② doing one's duty, ③ being diligent, ④ frugality[22]. It is a way of thinking that differs widely from the Western principle of competition springing from the pursuit of personal profit.

Confucianism also is difficult to be considered a religion from the point of view of monotheistic religious views, and should be considered rather a way of thinking.

2.5. Edo-period popularized blend of Buddhist, Shinto and Confucianism

In the Edo period Shingaku, which was a blend of Buddhism, Shintoism and Confucianism, was spread by the merchants of Ōmi, but the Meiji government decreed the separation of Shintoism and Buddhism and gave Shinto the utmost national importance. Nevertheless, at the level of the simple people the three doctrines were still in fusion.

As Najita (2009) clearly demonstrated, among the people still existed mutual aid cooperatives which were managed based on the principle of "sincerity and consideration". Until the second World War there was a general financial system and even after the appearance of modern banks the financiers were treated in a way similar to the management of mutual aid cooperatives (with an exception of Niigata Prefecture for which this is not documented)[23].

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[21] benevolence meant to care about other people, righteousness, to do one's duty without being possessed by craving, propriety referred to the manners appropriate in relationships between superior and inferior, knowledge, being well informed and integrity meant sincerity and loyalty.

[22] Serikawa Hiromichi (1994), *Business Ethics: Comparative Cultural Studies*, Tokyo, Taishūkan Shoten, p. 188-190.

[23] Watahiki (2017), "Meijishōki nōson chiiki no shakai kankei shihon to kabushiki torihiki no nettowaaku bunseki: Ojiya Ginkō no kabushiki torihiki", in *Hirosaki Daigaku Keizai Kenkyū*, Ed. Hirosaki Keizai Daigaku, Vol. no. 40

3. **Problems of the Education System**

3.1. Before the establishment of higher commercial schools

Even after the beginning of the Meiji Era *terakoya* schools continued to exist, using textbooks with a strong Shingaku coloring, such as "Ōraimono", "Sanjikyō" or "Senjikyō"[24], for learning reading and writing. Through the Decree #214 from 1875 of the Grand Council of State, regarding the public education system, *terakoya*[25] were transformed into public schools, but content related constraints regarding the textbooks used in primary education did not appear until 1880. Teachers were free to decide the subject of classes, the influence of the private schools where Tejima Tōan's *shingaku* was taught being very big[26].

The private schools enjoyed a great degree of freedom, but on the other hand there are no records about them and we can only imagine by and large what kind of education they were doing. Even in the Meiji era, many *ōraimono* were additionally printed and also books about the merchants' traditional mental attitude and ethical views. On the other hand, a lot of books from the new field of book keeping and company incorporation also appeared. Even from the Edo period there existed merchants who used a certain system of double entry book keeping, but now it was the European system that was being introduced. Also, there were new books called *kaishaben*, introducing methods for the establishment and management of public companies.

Incidentally, the establishment of higher technical education institutions started early, the Imperial College of Engineering being founded in the 4th year of the Meiji Era (1872), but in the commercial field it was customary that instruction was given directly by the shop owners to their apprentices[27]. Thus, the first commercial schools that appeared – Osaka

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[24] *Ōraimono* were textbooks for learning to compose letters, used as early as the 12th century; they had come to include ready-made expressions appropriate for women, farmers, merchants. *Sanjikyō* were collections on filial piety and manners, imported from China and rewritten to suit Japanese style. *Senjikyō* were textbooks for learning Chinese characters.

[25] *terakoya* here refers to private elementary schools for other citizens than the samurai class. It is said that they existed even as early as the 9th century, in the Buddhist temples, hence the name. In the Edo period they employed samurai or monks, and towards the end of the period, even simple townspeople.

[26] Shibata Minoru, *Shingaku*, Tokyo, Shibundō, 1967, ibidem.

[27] Miyoshi Nobuiro, *Nihon no sangyō kyōiku - rekishi kara no hatten*, Aichi, Nagoya Daigaku Shuppankai, 2016.

Shōgyō Kōshūsho (1880), Kōbe Shōgyō Kōshūsho (1878) and Shōhō Kōshūsho (1884) – were all private schools, and it was not until 1903 that national schools appeared.

3.2. After the foundation of Higher Commercial Schools

From our modern perspective, a university should teach even economic, or commercial disciplines, but the Imperial University of Tokyo founded in 1877 was aimed mainly at educating bureaucrats for the new institutions of the country and the closest courses were the those on finances taught in the Law and Literature faculty. In the private Keiō Gijuku University courses on commerce were taught in the Economics Department, but without and ethical component as specialized discipline[28].

A more pragmatic, generally oriented commercial education was undertaken by the higher commercial schools. In 1884 was founded the first national higher commercial school, with the purpose of "fostering professors for the future commercial schools and professional merchants", based on the model of the Institute of Higher Studies in Commerce in Antwerp. Being criticized by Shibusawa Eiichi for teaching only the technical aspects of commerce, an ethical education component was soon added[29].

An overview of the higher commercial schools founded in the Meiji era and the universities that derived from them was synthetized in the following table[30]:

Year of foundation	Higher Commercial School	Number of enrolled students	University that derived from the school
1878	Kōbe Shōgyō Kōshūsho	unknown	Kōbe Daigaku
	Kanritsu Kōbe Kōtō Shōgyō Gakkō (1902)	125	
1880	Ōsaka Shōgyō Kōshūsho (1880)	unknown	Ōsaka Shiritsu Daigaku
	Ōsaka Kōtō Shōgyō Gakkō (1885)	150	

[28] Hirano Takashi and Kaneko Takashi, "The establishment of Faculty of Business and Commerce, Keio University and its curriculum", *Mita Business Review*, Keio Gijuku Daigaku Shuppankai, Vol.60 No.5, 2017, pp. 55-76

[29] Nagahiro Toshitaka, *Kōtō shōgyō gakkō no keieishi: gakkō to kigyō, kokka*, Tokyo, Yūhikaku, 2017.

[30] Ministry of Education, "Outline of Education Statistics" (*Kyōiku tōkei tekiyō*), 1914 http://dl.ndl.go.jp/info:ndljp/pid/808564.

1905	Nagasaki Kōtō Shōgyō Gakkō	120	Nagasaki Daigaku
1905	Yamaguchi Kōtō Shōgyō Gakkō	140	Yamaguchi Daigaku
1910	Otaru Kōtō Shōgyō Gakkō	72	Otaru Shōdaigaku

From the above one can clearly see that these schools, and the public commercial education sector, started later than engineering higher education.

In the Otaru Higher Commercial School, which had a three-year education system, moral-ethics lectures were compulsory in all three years: oriental ethics for the first-year students, moral principles for the second, and national morals and business morals for the third[31]. The curriculum of Kobe Higher Commercial School was similar[32].

Professor Tanimoto from Kyoto University at that time, criticized Western ethics from the point of view that the moral activity was not harmonized with economy in it[33]. "No one will to protect his employees, seeing them as a mere part of an important machine, making them work long hours, paying them reluctantly. Besides, only young, robust men being accepted to work, some workers lose their job before the age of 40 ..."[34]. He also criticized Christian ethics. In addition, he denied the Western principles of competition, saying his ideal was "to live harmoniously with all, demonstrating our altruistic nature, which is unique for this life (sic), respecting friends and rivals, avoiding outlaw competition, planning for the clients' convenience, serving the employees' happiness". In this way, even in the latter half of Meiji period, the Adam Smith type of ethics, i.e. economic development by competition principles was criticized. Rather, it seems that even from that time, business ethics involved a psychological nuance.

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[31] Otaru Kōtō Shōgyōgakkōhen, "Otaru Kōtō Shōgyōgakkō Ichiranji Taishō 13-14", at http://dl.ndl.go.jp/info:ndljp/pid/941142.

[32] Kōbe Kōtō Shōgyō Gakkō (1906), "Kōbe Kōtō Shōgyōgakkō Ichiran", p. 26, at http://dl.ndl.go.jp/info:ndljp/pid/1084303

[33] Tanimoto Tomeri (1908), "Shōgyō dōtoku wo ronzu", in *Keizaigaku Shōgyōgaku Kokumin Keizaizasshi*, Kobe Higher Commercial School, Vol. 5, No. 5, (609－632).

[34] Tanimoto Tomeri (1911), "Shōgyō dōtoku no kiso" in *Keizaigaku Shōgyōgaku Kokumin Keizaizasshi*, Kobe Higher Commercial School, Vol. 1, No. 5, (701-716), p. 706.

Then, what kind of education was provided? According to the *Ethics for Commerce Textbook*[35], which consisted of such chapters and contents as follows: Chapter 1, " Various virtues necessary in order to be trusted", namely "honesty", "dedication", "self-help", "patience", "diligence", "thrift", "honour"; Chapter 2, "Various virtues for business administration" such as "order", "to have employees work after full observation", "to be tolerant rather than severe", "to make employees to think of the common interests", "carefulness", "decisiveness and quickness"; Chapter 3, "The necessity of having a public mind for merchants", with the subtitles "An increase of the interest in public utilities, for the development of civilization ", "The widening of the gap between rich and poor, accompanying commercial development", "Some examples of persons who devoted themselves to the public interest", "The virtuous family will be blessed". Besides, *On Japanese Morals*[36] written by Nishimura, was influenced much more by Shingaku than by European philosophy and ethics.

At least, many of these issues cannot be discussed in the domain of Western ethics. Especially, "virtue" and "the characteristic of social publicity" (*shakai kōkyōsei*) are, we can say, concepts based only on the extension of Shingaku. However, at a certain moment during the transition from Taisho to Showa eras, there was a trend to adopt Marxism, but in that context Shingaku was at the heart of the contents of education[37]. One could think of some reasons for which Marxism did not become popular in Japan, but in the first place, it is important to understand that there was no such thing as a conflict between capitalists and laborers, that they were always colleagues. Some say that it was also because, in the agricultural society of Japan, the landowners and the peasants were not in a relationship like those in Europe, but their relationship was more like that between parents and children[38].

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[35] Nakajima Rikizō, *Shōgyō Dōtoku Kyōkasho*, Tokyo, Dōbunkan, 1901.

[36] Nishimura Shigeki (1887), *Nihon Dōtoku*, self-published by Nishimura Shigeki. At that time there were no syllabi in the modern sense, so that such books as thism are useful in surmising what kind of content had the teaching materials of the time.

[37] Nagahiro Toshitaka, *op.cit.*

[38] for example, you can see the same description in Soga Takeru, *Nōson ni okeru giseiteki oyako kankei – hōshakaigakuteki kenkyū* ("Fictional Parent-Child Relationship in Rural Areas - A Legal Sociological Study"), Tokyo, Ochanomizu Shobō, 1992, or, *Sonshōya shintoku* ("Guide For Village Heads") published in 1869,

http://dl.ndl.go.jp/info:ndljp/pid/787071

Anyway, there were less than one school in each prefecture in average, and there were only five higher commercial schools in the Meiji period, with at most 600 graduate students annually. Considering that the population of Japan was 45 million in 1902, when the higher commercial schools were founded, and 50 million even in 1912[39], it is conceivable that the education offered in these schools did not have much influence in any region.

4. The Influence of Generations

According to Shibata[40], Shingaku was considered as a part of Shinto by the *Imperial Edict on Education* of 1870. But despite its accreditation by the Meiji government, he says, it declined gradually after the construction of the school system which replaced private schools.

Certainly, we cannot help but admit Shibata's assertion that the places where Shingaku had been taught were replaced by the public schools. But contents of education and its spirit were quite another issue. Education was done at home in principle and, after the establishment of the academic system, old textbooks handed down from generation to generation were still used at home and at schools for business education. So, the influence of the Meiji slogan of "Japanese spirit with Western knowledge" (*wakon yōsai*) and of the traditional sense of ethics from the late Edo period can be still seen there.

It is conjectured that it was the difference of generations that influenced the principles of action. For example, Tokutomi Ichiro (Soho) mentioned in his work *New Japanese Youth* (1887) that "the young men stand at the front of social movement. Even if a physiologist sees old men as old and young men as young, in the philosopher's eyes, there are children with gray hair and emaciation and old people with rosy cheeks who look young[41]". In addition, contrasting the "young men of Meiji" who were born after the Meiji Restoration with the "old men of Tenpo", the generation who had performed the Restoration, he wrote that "the young men of Meiji period are not to be led by the old men of Tenpo, on the

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[39]Statics Bureau of Ministry of Internal Affairs and Communications, *Nihon no chōki tōkei keiretsu (*Long-term Statistical Series of Japan),

https://www.stat.go.jp/data/chouki/02.html

[40] Shibata, *op.cit.*, as well as in Tsumura Hidematsu (1911), "Commercial Ethics in Japan and National Morals", in *Economics, Commerce and National Economy Magazine*, Kobe Higher Commercial School, Vol.12, Nr.3, pp.407-440.

[41] Tokutomi Ichirō, *Shin Nihon no seinen*, Tokyo, Shūseisha, 1887.

contrary, they lead the old men of Tenpo**"⁴²**. Some think that the difference between these generations is not only due to the generation gap between the older who, adopting gradually foreign thoughts after opening the country in the Ansei era, also held their traditional thinking, and the younger who were eager to introduce new ideas, but also due to the difference in their age when some political events happened[43].

For that reason, we will study three separate generations: 1. the generation who performed the Meiji Restoration, 2. the generation who were in managerial positions during the time of the First Sino-Japanese War, 3. the generation which held managerial positions during the Russo-Japanese War.

4.1. The generation who performed the Meiji Restoration

This is the generation, born during the Tenpo era (1831-1845), who experienced the Tenpo famine[44] in childhood, disasters like the earthquake at Zenkoji (1847) and the earthquakes of Ansei (1854, 1855) and witnessed peasants' and mass revolts from childhood[45]. They became adolescents during the period from Perry's arrival in Japan to the opening of the country. At each feudal domain school, some books published in the Chinese Qing dynasty were read. They contained information about the Opium War (1842), in which Qing China was defeated by the UK and about south-east Asia which had become a colony of western European countries. This news made Japanese people more nationalistic and xenophobic. Nationalistic ideas like the ones of Mitogaku[46] being in fashion, this generation, who experienced the Namamugi Incident, the

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[42] Wasaki Kōtarō (2016).

[43] Maruyama Masao, *Bunmeiron no gairyaku wo yomu* (Reading "Summary of Civilization Theory"), vol. 1-3, Tokyo, Iwanami Shōten, 1986.

[44] At the famine of Tenpo, hundreds of thousands of people died from hunger, with only 30% of the usual harvest yield in some areas. Feudal domains borrowed money to feed people and started to face economic crisis. In the era of decentralization, the central power admitted a delay of the annual contribution, but did not support domains' economy.

[45] First, the peasants had requested the landowner to admit them to postpone to pay, but later became violent. Mass revolts (*uchikowashi*) is the general term for assaults on merchants who lent money with high interest or bought up.

[46] This was a fusion of Kokugaku, study of history and Shinto. There is a theory that Restoration Shinto became nationalism.

Anglo-Satsuma War and Shimonoseki Campaign[47], seem to have considered commercial activity as a method to protect the country from the foreign powers. Iwasaki Yataro[48] and Shibusawa Eiichi, modern industrialists, for example, appealed for a strong contribution from the state. The ministry of finance distributed <Kaisha-ben> to various places, too, considering that the family-based companies that had existed until that time had limitations in their capacity to enlarge, and this was the reason keeping the Japanese technology underdeveloped.

That is to say, this generation, having experienced life crises like famine in childhood, was dissatisfied with the situation in which poor people could not be taken care of by the public sector because of the economic collapse in various regions of Japan, and with the Edo government which had not been able to manage the critical circumstances of the western European powers and Russia getting closer to Japan to colonize it.

4.2. *The generation in managerial positions during the First Sino-Japanese War (1894)*

This is the generation, born during the period from Kaei (1844-1855) to Ansei (1855-1860), who was young at the time of Meiji Restoration. Although this event was very impactful to the warrior class, it was not so important for commoners, except for some millionaires[49]. In the period when they were educated, they had seen a lot of social changes like

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[47] The Namamugi Incident occurred when a samurai from Satsuma killed an Englishman on horse in order to guard the parade of the lord of Satsuma in 1862. UK government, taking advantage of the opportunity, claimed a huge compensation. In the wake of nonpayment of the compensation, the UK and Satsuma entered a state of war in 1863. Then the chauvinist domain of Choshu, having attacked foreign ships which passed the Shimonoseki Strait, started war against USA, UK, France and Netherlands. They realized that their arms are not enough to fight European countries in this war and changed their target to the shogunate government, which did not change the political system and, moreover, made them manage the post-war process.

[48] Iwasaki Yataro (1835-1885), having been a low rank samurai of the Tosa domain, turned to be a merchant and founded Mitsubishi Combine. One of "Three Principles" of its corporate philosophy is "expected service", which means "to devote ourselves to the realization of a rich country, materially and spiritually, through our business and to maintain the global environment at the same time". He believed that the business had to be run from the point of view of the whole country.

[49] Irokawa, Daikichi, *Meiji Cultures*, Tokyo, Iwanami Shoten, 1970.

There were also common people who participated in the war together with samurais like in Nagaoka-han, but it was a very rare case.

Chitsuroku-shobun, the abolition of warrior class privileges, sword ban[50], railway construction and an inflow of foreign products. The aristocracy was renamed Kazoku, and the warrior class Shizoku, but the latter caused civil wars after they had lost not only their privileged salary - a fact that compelled them to work for a living - but also their swords, most importantly a symbol of their pride.

In addition, a large-scale deflation continued until 1885. This was caused by the debt incurred from the UK for the purpose of fighting the Boshin War (1868-1869) at the time of the Meiji Restoration, and in order to keep security during the civil wars started by unsatisfied warriors and by Freedom and People's Rights Movement[51]. To boost the export industry in order to stabilize the finance sector and to import arms were important policy issues at that time. The sheltered work programs system and the state-run factories were built before the Sino-Japanese War.

People of this generation had watched the difference between those who were left behind the times and those who managed to follow the change of the time among warriors, and the difference between those who could keep following the change of time, cooperating with merchants and those who could not.

4.3. *The generation which held managerial positions during the time of the Russo-Japanese War*

This generation, called by Tokutomi young men of Meiji period, was born around the Meiji Restoration (ca. 1865-1875). They had the chance to be educated in a primary school supported by the school system, but in fact, not all of people went to school because education was not free of cost until 1900. Almost all people, after finishing primary school at the age of fourteen, took over their own family business or started to do a job outside, except for some elite. But even the elite had to learn the business from the merchants, or at some private school, such as Commercial Practical School. For, the official education system at that time didn't serve commercial education. The technical education system had been institutionalized ahead of the commercial education system. The Meiji Constitution was enacted in 1889, and later various systems were created.

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[50] In 1872, Japanese men were banned to tie up hair traditionally and warriors to go out with their sword, symbol of their privilege. The aim of these forced changes of customs was to prevent distinction and judgment of social class by appearance.

[51] Hagi Rebellion occurred in 1876 and Satsuma Rebellion (Seinan-Senso) in 1877, both by those who were unsatisfied with the Meiji government policies.

The commercial code was passed by the Diet in the following year. Some Japanese began to work abroad on the other hand, while foreign investment was restricted very severely at that time. After this generation started to work, commercial education became a part of the public education system.

After witnessing the warrior revolts in their teens, there being little political terrorist attacks after the Meiji Restoration, this generation spent a time when the modern economic system was introduced gradually, along with the establishment of legal system. They lived a period more stable than the other two older generations. On the other hand, international politics was tensed up even in the period between two wars, i.e. Sino-Japanese War and Russo-Japanese War.

5. Discussion

The formation of a network between companies by concurrent directors is a phenomenon outside of capitalist competition principles. There are three main conceivable causes.

Firstly, the influence of Shingaku, especially an emphasis on mutual help. Thus, cooperation is preferred to market selection through competition with each other. It is considered that the influence of Shingaku, taught at *terakoya* schools since the Edo period, and its component of mutual help, was great. According to Najita, some examples are reported in which certain people had been members in multiple mutual help associations at the same time. We guess that concurrent directors of banks felt like them. Although industrialization progressed in the Meiji period, it happened only in some limited areas and Japanese rural areas remained rice farming lands. Face-to-face help networks, like mutual help associations were very popular there. That is why, we may conclude that they introduced this idea in company management, too.

Secondly, it is the education at higher commercial schools. Despite the effort of Meirokusha society, which was eager to adopt European ideas and techniques and the country-wide influence of Fukuzawa Yukichi's works, the education practice at the private schools and primary schools preserved the same textbooks that had been used at *terakoya*, with the same contents. That is why, there was an enormous influence of Shingaku in education, directly and indirectly.

Thirdly, industrialists and managers of the Meiji period witnessed the colonization process in Asian countries, and experienced the Sino-Japanese and Russo-Japanese Wars. Through these experiences, even if the

main lands of Japan were not a battlefield, they could not help becoming conscious to be one Japanese people.

6. Conclusion

Considering from the point of view of such situations, the inter-company relations in the Meiji period were like mutual aid associations by concurrent directors, and not like a competition to seek a profit maximization. For, in Shingaku, the latter was considered best to be avoided. That is why, it is natural to some extent that concurrent directors were observed in multiple companies in the same field of activity, who would have been in competition each other in the capitalist world.

It is precisely due to the existence of Shingaku that the country could unite together after the Meiji Restoration and during two wars with China and Russia, which led to a quick modernization of the whole country.

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TEACHING ENGLISH WITH THE CASE METHOD - A TENTATIVE APPROACH

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ABSTRACT: *The present paper discusses using the case method for teaching Business English to undergraduate students. It draws on the author's experience teaching Business English to non-English majors at a Japanese private business university with the case method. The author examines the benefits and challenges arising from using the case method for teaching English as a Foreign Language in a Japanese classroom.*

KEYWORDS: *case method, ESL/EFL, Business English.*

> "Cases are stories with a message. They are not simply narratives for entertainment. They are stories to educate."
> (Clyde Freeman Herreid, 2007, p. 41)

A study conducted by neuroeconomist Paul Zak[1] and his team has found that stories can influence our behaviors, attitudes and opinions, and can even modify the chemical composition our brain. In his article titled "How Stories Change the Brain", Zak suggests that, besides being an effective way of transmitting information between individuals or communities, stories also help strangers feel more connected, altruistic and empathic. Moreover, he argues that compelling stories are better remembered than simply stating a set of facts.[2] Many of the cases tell the true story of a hero who grapples with a problem. Nevertheless, instead of ending with "they lived happily ever after", cases invite the readers to step in the shoes of the protagonist and select the best ending. Clyde Herreid

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[1] Paul Zak, "How stories change the brain", Greater Good Magazine, Dec. 17, 2013, Retrieved from

https://greatergood.berkeley.edu/article/item/how_stories_change_brain (March 3, 2019).

[2] Zak.

notes that "the repetitive opportunity to identify, analyze, and solve a number of cases in a variety of settings prepares learners to become truly professional in their field of work."[3]

The case method, which was first used in the fields of law and medicine as early as the 19th century, gained notoriety after it was introduced at the Harvard Business School in 1910 as a method to teach graduate students to analyze actual or hypothetic business problems.[4] It has been gradually adopted by other disciplines such as psychology, teacher training, and language learning. In her paper titled "The ABCs of case teaching", Vicki Golich notes that the case method is learner-centered, and is based on the interactions between students and teacher and students within a group.[5] She observes that the originality and effectiveness of the method consists of students discovering knowledge on their own under the guidance of the teacher while learning "how to learn".[6] Michelle Schwarz stresses that the method refines students' communication and critical skills in the process of applying theoretical knowledge and searching for solutions, fostering students' information literacy and increasing their collaboration and team work.[7] Maryann Piotrowski considers that, due to their decisional rather than expository nature, cases combine theory and practice and are effective in sharpening the students' "ability to differentiate facts from opinions, relevant data from irrelevant, and trivial information from that which is vital to decision making."[8] Davis and Wilcock point out that, due to its practical application of theoretical concepts, the method helps "bridging the gap between theory and practice".[9]

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[3] Herreid, p. 50.

[4] Wenhua Hsu, "Harvard Business School (HBS) case method to teaching English for business communication", *Education and Linguistics Research*, Vol. 2, No. 2, 2016, p. 98.

[5] Vicki L. Golich, (2000), "The ABCs of case teaching", Pew Case Studies in International Affairs, Institute for the Study of Diplomacy, p. 3.

http://researchswinger.org/others/case-method-teaching.pdf (retrieved March 2, 2019)

[6] Golich.

[7] Michelle Schwartz, "Teaching methods for case studies", Ryerson University , 2014, https://www.ryerson.ca/content/dam/lt/resources/handouts/CaseMethodBestPractices.pdf (March 5, 2019).

[8] Maryann V. Piotrowski, "Business as usual: Using the case method to teach ESL to executives", *TESOL Quarterly*, Vol. 16, No. 2, 1982, p. 230-231.

[9] Claire Davis, & Elizabeth Wilcock, "Teaching materials using case studies". *UK Centre for Materials Education, Higher Education Academy.*

The case method in English teaching - benefits and challenges

Although initially designed for non-linguistic disciplines, the case method found its place in language teaching, in particular English for Specific Purposes (ESP), being considered a source of more effective and motivating language teaching methodology.[10] Yelena Basta points out that contemporary times call for a shift of traditional foreign language teaching methods towards new and innovative methods, and argues in favor of the case method as a multi-disciplinary approach, including both linguistic and non-linguistic, core-subject matters, which enables "the application of theoretical non-linguistic knowledge and concepts into language learning."[11]

Uber Grosse points out that case studies combine many of the latest instruction techniques by teaching language through content, and therefore are more suitable for teaching business English than methods which use grammar or lexical exercises.[12] She notes that the case method carries multiple benefits for students, such as providing opportunities to read, speak, listen, and write. Moreover, vocabulary and grammatical structures are introduced and practiced in the context of the case, instead of traditional drills.[13] In addition, increased learner participation, which is specific to the case method, has been found to have positive effects on learners' motivation and attitudes toward language study.[14] Nevertheless, she notes, the method has merits and demerits. She summarizes the advantages and disadvantages of using the case method in English teaching from the viewpoints of case study materials, methods, and teacher's mastery of method and material. First, regarding case study materials, Uber Grosse points out that, despite the benefits of authentic materials[15] containing business concepts and cultural information, there is a dearth of suitable materials for ESL/EFL learners. Second, she remarks that, despite the benefits arising from the learner-centered approach and

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http://www.materials.ac.uk/guides/casestudies.asp (retrieved March 8, 2019).

[10] Jelena Basta, "Role of case studies in teaching English for business and economics", *The Journal of Teaching English for Specific and Academic Purposes*, Vol. 5, No. 3, 2017, p. 555.

[11] Basta.

[12] Christine Uber Grosse, "The case study approach to teaching business English", *English for Specific Purposes*, Vol. 7, 1988, p. 131.

[13] Uber Grosse, p. 134.

[14] Uber Grosse, p. 134.

[15] Ellis (2000) defines the concept of "authentic material" as "any kind of material taken from the real world and not specifically created for the purpose of language teaching."

contribution to developing situational analysis and problem-solving skills, the case method poses a number of difficulties in that it requires a solid knowledge of business concepts, which the language teacher might not possess. Third, despite an increasing number of materials related to the application of case method in language teaching, teachers might still find it difficult to understand business concepts, case situations or the case study method itself.[16]

On the other hand, Frances Boyd considers that cases should be adapted to suit the language learning purposes. She pleads for a reassessment of priorities, stressing that in an English for business course the focus should be on language and communication activities rather than on business concepts and knowledge. While admitting that problems may arise in relation to the length and difficulty of authentic business cases, she nevertheless notes that such difficulties are not insurmountable. Thus, she suggests that, instead of business cases which use difficult business jargon language learners might not be familiar with, teachers should select general interest articles from magazines such as the New York Times Magazine, break up the information into smaller chunks, and use audio and visual information to supplement the print information.[17] Moreover, she reiterates the opinion that in the case based language teaching the focus should be on vocabulary, grammar, cultural patterns or discourse patterns used in business communication, with teacher playing the part of the language consultant.[18]

Esteban and Perez Cañado also discuss several disadvantages of the case method. One problem is related to the teacher's new role. The fact that the case teacher behaves no longer like a specialist and assumes the new role of facilitator instead is seen as a possible cause of discomfort and even hostility among teachers and students.[19]

Difficulty of cases is another issue. Non-native students struggle with the length and difficulty of cases. Oftentimes, cases use difficult business terminology and specialized jargon which is almost inaccessible to those who do not possess a solid business background.

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[16] Uber Grosse, pp. 132-134.

[17] Frances A. Boyd, "Business English and the case method: A reassessment", *TESOL Quarterly*, Vol. 25, Issue 4, 1991, pp. 732-733.

[18] Boyd, 733.

[19] Ana Almagro Esteban, and María Luisa Perez Cañado, "Making the case method work in teaching business English: A case study", *English for Specific Purposes*, Vol. 23, 2004, p. 141.

Time is another issue connected with the case method. Because cases require a considerable volume of reading and preparation, and due to the fact that they unfold in an unconventional manner, case method courses take a longer time to cover compared to the traditional, lecture-based ones.[20] In addition, the course might require that the teacher spend a considerable amount of time reading and preparing.

Finally, assessment is also a major hurdle many case teachers are facing. How do we evaluate the quality and quantity of student contribution? How do we measure critical thinking? Mary A. Lundeberg, Aman Yadov and others have found that conventional instruments such as standardized tests are frequently used to evaluate learning in case method based courses.[21] They propose that teachers use tests which require higher-order thinking skills or open-ended assessments, thus enabling the teacher to understand students' reasoning and application of knowledge.[22] Jackson suggests self-evaluation, peer and teacher feedback or journals as possible assessment instruments.[23]

Esteban and Perez Cañado consider that the successful application of the case method depends on two variables: the teacher's preparation and the characteristics of the teaching-learning situation.[24] The students who are accustomed with conventional methods might find this disconcerting or disappointing. The teacher should ensure a balance between input and output, should provide authentic materials, with a particular stress on reading, writing, listening and speaking skills. Also, the teacher should consider the students' linguistic competence, the level of student motivation and the class size, as well as the level of English required for case implementation. To this end, they recommend that the case be adapted to correspond to the students' profile.

Bonner observes that when choosing teaching methods the teacher must first consider learning objectives. Namely, the instructor should take

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[20] Esteban and Perez Cañado, Piotrowski.

[21] Mary A. Lundeberg and Aman Yadav, "Assessment of case study teaching: Where do we go from here? Part II", *Journal of College Science Teaching*, Vol. 35, No. 6, 2006, https://www.nsta.org/publications/news/story.aspx?id=51981 (retrieved March 9, 2019).

[22] Lundeberg & Yadav, p. 10.

[23] J. Jackson, Reality-based decision cases in ESP teacher education: windows on practice. *English for Specific Purposes,* Vol. 17, No. 2, 1998, cited in Esteban and Perez Cañado, p. 141.

[24] Esteban and Perez Cañado, p. 158.

into account the skills that are considered prerequisite for these learning objectives. If the students do not have these skills, they must be included as learning objectives.[25] She pleads for a combined approach of active learning and conventional methods arguing that, while learning objectives which require complex cognitive skills (critical thinking, analysis, synthesis, problem solving, etc.) should be taught using active learning methods, the acquisition of simpler cognitive skills can be achieved with more passive teaching methods.[26] The second part of this paper presents an account of using such a combined method approach for teaching Business English.

An experimental use of the case method in a Business English course

"One must learn by doing the thing; for though you think you know it, you have no certainty until you try." (Sophocles, cited in Rogers 1983, p. 163)

The author (henceforth "the instructor") taught the Business English course which makes the object of the present account for two semesters in 2018. It was a liberal arts course for all undergraduate students, irrespective of their major or English proficiency. The class was comprised of thirteen undergraduate students, from sophomore to senior years. More than half of the students were non-English majors. The overall English proficiency ranged from elementary to pre-intermediate and the level of student motivation was moderate. The small class size made it possible to implement the case by offering flexibility and ample opportunities for individual participation and student interactions.[27]

The main coursebook used was Business Venture 1 (Oxford University Press). In the first semester the instructor used a teacher centered, conventional method which emphasized the listening and speaking skills. In the second semester the instructor decided on a student-centered approach, and added a number of cases in order to stimulate the students to utilize their language skills for solving problems and making decision.

Although cases are reportedly easy to obtain, the instructor could not find any suitable cases to meet the needs of this particular student group. Some authors recommend that teachers write their own cases, tailoring

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[25] Sarah E. Bonner, "Choosing teaching methods based on learning objectives: An integrative framework," *Issues in Accounting Education*, Vol. 14, No. 1, 1999, p. 12.

[26] Bonner, p. 12.

[27] Kelch & Malupa-Kim.

them to their specific needs or aligning them with the course content.[28] After lengthy and careful deliberation, the instructor decided to supplemented the coursebook units with four short case studies from coursebook Market Leader Elementary 3rd Edition (Pearson Education Limited). According to the authors of the coursebook, the cases are tailored for students with elementary levels of English proficiency and "are based on realistic business problems or situations and allow you (i.e. the students) to use the language and communication skills you have developed while working through the unit."[29]

The cases contain a paragraph-length reading which introduces background information, followed by the problem, an audio component which helps the students familiarize themselves further with the background information, the task, and a writing assignment. The task prompts participants to discuss, compare or decide on the steps to be taken towards solving the problem(s) posed in the task. The textbook indicates the type of student interaction that should be followed (role-play in pairs, discussion in groups of three or four etc.), and provides additional directions which instruct the students about their roles in the discussion. The writing assignment requires the students to write e-mails or letters reporting on the outcomes of the discussions. Models for writing business correspondence in English, audio scripts, as well as prompts for the role play or group discussion are provided at the back of the coursebook.

The instructor organized the syllabus so that each unit in the coursebook was concluded with a case study. A unit was divided in three class periods. The cases were selected to reflect as closely as possible the learning goals of each unit, to be relevant for the students' interests and personal experience, and to suit the students' motivation and English ability. Below are the lesson plans developed for three class periods of 100 minutes each.

Unit 9: Opinions and Preferences
First Class Period
Learning Goals:
1. Vocabulary: adjectives expressing qualities
2. Choosing the best candidate (speaking and listening practice)

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[28] Kenneth Kelch, Miralynn Malupa-Kim, "Implementing case studies in language teacher education and professional development", *ORTESOL Journal*, vol. 31, 2014, p.13.

[29] David Cotton, David Falvey, Simon Kent, *Elementary Market Leader: Business English Course Book*, 3rd Edition, 2012, Pearson Education Limited.

3. Making comparisons (speaking and listening practice, cloze exercises)

4. Polite expressions for agreeing and disagreeing (speaking practice)

Home assignment:

a. Review of the vocabulary and expressions learned in class (listening, reading practice)

b. Workbook practice exercises (reading, writing)

Second Class Period

Learning Goals:

1. Review: using adjectives to describe objects and people (listening, reading and speaking practice)

2. Use the comparative to discuss about objects and people

3. Expressing numbers (reading and speaking practice)

4. Introduction of case study

       a. Background (reading and vocabulary)

       b. Introduction of task

       c. Divide the class into pairs (interviewer/candidate) and assign tasks

Home assignment:

a. Students listen to the conversation between the company's Vice-President of Human Resources and the director of the company regarding the requirements for people who apply for a job.

b. Students take notes of personal qualities, experience, skills and abilities, and interests.

c. Interviewer Role: Prepare interview card with questions for the candidate. Questions:

- which job he/she is interested in
- what position he/she is applying for
- why he/she decided to apply with your company
- what his/her personal qualities are
- what his/her skills and abilities are
- what qualifications he/she has
- what work experience he/she has
- what his/her interests are
- other questions
- ask the candidate if he/she has any questions Benefits

You can offer:
- a competitive salary for all positions
- three weeks' annual leave
- a company car (management positions only)
- health insurance

d. Candidate Role: Prepare answers to possible questions. Think about:
- the job you are interested in
- the position you would like to have
- why you applied for the job
- your personal qualities
- your skills and abilities
- your qualifications
- your work experience
- your interests
- questions you wish to ask the interviewer (salary, annual leave, etc.)

(from Elementary Market Leader, 3rd Edition)

Third Class Period

a. In pairs, conduct interviews using the vocabulary and communication strategies learned in the textbook unit

b. Interviewers comment on the candidates, discussing their strengths and weaknesses, express preference for various candidates and motivate their decision.

c. Candidates comment on the interview questions: difficulty, appropriateness, etc.

Home assignment:

Use the model to write a letter to the successful candidate specifying the position, starting date, salary and other information.

For the present discussion we have selected a case study titled "Nelson & Harper Inc." The case introduces the narrative of a multinational company with global sales of consumer products in the area of beauty, health and household care. The company plans to further expand and it needs to hire staff and train them for management positions. After the instructor introduced and explained the case

background, she instructed the students to research the job descriptions of the positions advertised by the company (business administration, research and development, sales, purchasing, finance and accounting, marketing, human resources, and manufacturing). They were then instructed to discuss in pairs about an area which would interest them to get a job in, and were encouraged to motivate their choice.

The main task was conducting an interview role-play between the HR representative of a company and the candidate for a certain position in the company, followed by a deliberation time during which the HR representatives had to decide whether the candidates were suitable for the positions they were applying for. The instructor aimed for minimal intervention during preparation and role-plays, but asked clarifying questions, provided feedback after each role-play presentation, and commented on cultural differences whenever necessary. The aims of the present case study were to promote independent research through information gathering and analysis, to improve students' presentation skills, to encourage critical thinking and decision making skills, to reinforce linguistic knowledge and to improve English communication skills.

Bonwell and Eison point out that role plays, which are extensively used at Harvard Law School to develop interviewing, counseling and negotiating skills, are effective active learning strategies as they create circumstances that are momentarily real, helping students experience and cope with unfamiliar or stressful situations.[30] Moreover, role plays bridge the gap between theory and practice by enabling students to vicariously experience in the classroom situations they will face in the future.[31]

Observations

The case did not pose major difficulties in organizing and distributing the tasks. The background information and the tasks were short and straightforward, the case included supplementary audio material and prompts for interviewers and candidates.

The role-play afforded students opportunities to research, reflect and use their linguistic knowledge in an interview situation. They were able to use politeness when asking and answering questions about themselves,

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[30] Charles Bonwell, James A. Eison, "Active learning: Creating excitement in the classroom". ASHE-ERIC Higher Education Reports, 1991, p. 47.

[31] Bonwell & Eison, p. 39.

their qualifications, strengths and weaknesses, job aspirations, experience and interests.

Problems

One of the most significant problems the instructor came across when teaching Business English to undergraduate students using the case method was their lack of corporate experience. It is difficult to emulate a business situation without having experienced it.

Culture also plays an important part in case studies and poses serious problems for inexperienced students and teachers. In their analysis of student attitudes towards the case methods in Europe, the U. S. and South-East Asia Saner and Yiu[32] note that, since most cases used in business schools were written by American authors and are grounded in the American national character and business culture, non-American students have difficulties in understanding and utilizing them. They argue that the teachers who use American cases tend to encounter a number of culture-related difficulties in their classrooms. Some of their observations regarding South East Asian students are valid for Japanese students as well. One problem is the difference in students' attitude towards teachers in the U.S. and Asia. While American students are relatively more independent and are accustomed to questioning and challenging their teachers' opinions, Asian students (Japanese students included) regard their teachers as figures of authority and rely on the them to provide relevant information about the case. Moreover, Asian students tend to think that the teacher has the correct answer and would try to figure out the solution expected by the teacher.[33] In addition, Asian students tend to refrain from taking the initiative in a pair or group discussion and prefer not to disturb the harmony of the group by challenging their peers or expressing different opinions, which might render the role plays stale and ineffective.[34]

Saner and Yiu suggest that the teacher should from the start establish the rules of the game and create a friendly, open atmosphere, conducive to collaborative learning and free opinion exchange. In addition, Jackson

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[32] Raymond Saner and Lichia Yiu, "European and Asian resistance to the use of the American case method in management training: possible cultural and systemic incongruencies", *The International Journal of Human Resource Management*, Vol. 5 No. 4, 1994, p. 954.

[33] Saner & Yiu, p. 968.

[34] Saner & Yiu, p. 969.

recommends that the instructors use both locally and internationally designed cases. She stresses the importance of the cultural component and advises that case writers and facilitators develop cases that reflect the local cultural context.[35]

In conclusion, the author considers that, despite a few difficulties discussed above, the case method can be a valuable task-based methodology in language teaching. Although in this particular instance the pre-case instruction relied heavily on the conventional teaching methods, the case method could aid retention, strengthen the classroom interaction and provide students with a voice, by making them discover and evaluate, analyze and participate actively in the decision making process.

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THE USE OF COLLOCATIONS, IDIOMATIC EXPRESSIONS AND PROVERBS IN TEACHING JAPANESE

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ABSTRACT: *The present study is an account of the multiple possibilities offered by the use of idiomatic expressions, proverbs and collocations in the teaching of Japanese as a foreign language. The importance of collocations has been recently stressed in the teaching and learning to express oneself correctly in a foreign language. As for the importance of idiomatic expressions, their connection to metaphor gives ample possibilities for study, both at a theoretical level and as a practical way of understanding a language and a people. We point out some of the theoretical and many practical, applicative possibilities that collocations, idiomatic expressions and proverbs offer in teaching a language like Japanese.*

KEYWORDS: *Japanese language teaching, idiomatic expressions, collocations, contrastive study, cultural characteristics.*

Introduction

Japanese teachers who have students from cultural areas that are very different from Japan realize sooner or later that the understanding of Japanese culture, of the nature, climate and living conditions in Japan, is very important for the students to internalize specific expressive patterns of this language. Proverbs, sayings and idiomatic expressions, which can be considered shapers of cultural characteristics and customs, can be very useful in familiarizing the students with expressive and thinking patterns of the Japanese.

Professor Hitoshi Mizukami, the author of one of the first translations of Japanese proverbs into English[1], started the preface of his book thus: "The common proverbs and sayings current among a nation are a mirror of the thought and sentiments of that nation. We scarcely need to say that

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[1] *A Collection of Japanese Proverbs and Sayings (With Their English Parallels)*, Tokyo, Kairyūdo Press, 1940.

to perfectly understand a nation the proverbs and sayings in common use among that nation offer us one of the best means for doing so." From the approximately 20.000 proverbs and sayings recorded in Japan, Mizukami chose 1260 of the most frequently used ones for his book.

If the meaning of the world's sayings and proverbs is usually similar in most regions, the linguistic material used for its expression differs widely in each community. Thus, one can say that the characteristics of each community's sayings, or of each language, come out clearly from the words they use[2]. By analysing the key terms used in proverbs and idiomatic expressions – for example statistical frequency – one can deduce that the more frequently used is a term the more preferred it, or rather the concept that it stands for, is in the respective community.

From my work with idiomatic expressions in a Japanese language class, I have observed that students are very prone to notice similarities or differences between Japanese idiomatic expressions and the ones in their native language. As N. Zavyalova put it, "Idioms are a part of communicative folklore, which represent a reliable evidence of national identity, constituted throughout the centuries of communication. From the point of view of neurology idioms are viewed as emotional units, analysed by left hemisphere brain and right hemisphere brain in a pattern, similar to all nations."[3]

Idiomatic expressions, unlike collocations have an almost logical structure, a cultural determination. Many of them are metaphorical expressions, they find in a natural element, for example, a comparison for a human mental state or situation. Zavyalova's study aims to "give the prospect of cultural identities in comparison"[4], by focussing on idioms with the "eye" component in English, Japanese and Chinese idiomatic systems, using the BNC (British National Corpus) and the KOTONOHA on-line Balanced Corpus of Contemporary Written Japanese. The results of her study can be summarized as such: "Japanese idioms with an „eye‟ component testify to the fact that Japanese tend to believe their eyes better than anything else in this world. They appreciate visible facts. This

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[2] Ukida Saburo, "Caracteristicas dos costumes, da cultura e das formas de expressao em proverbios japoneses: uma abordagem contrastiva entre proverbios japoneses e gregos", *Estudos Japoneses*, no. 12/1992, p. 93.

[3] Natalya Zavyalova, "Narratives of Cultural Encounters through Communicative Prism", *European Journal of Science and Theology*, December 2014, Vol.10, No.6, (163-174), p. 164.

[4] Ibidem.

tendency forms the same pattern together with Chinese native speakers. […] we can draw lines of similarity with other nations, rather than concentrate on differences. British „eye" component idioms tend to reflect the world of feelings and emotions: "An eye for an eye" – [BNC – 10 entries]; "(To have) an eye for" – [BNC – 82 entries]; "To keep one's eyes open" – [BNC – 28 entries]; "To close one's eyes to something" – [BNC – 7 entries]; "To cry one's eyes out" – [BNC – 7 entries]; "To make eyes at" – [BNC – 7 entries]; "A sight for sore eyes"."[5] etc.

It is one example of the vast possibilities this kind of study can offer.

Data and Methods

The high value of using idioms and proverbs in teaching is proved by the many studies done by Japanese authors from such a perspective. An educational component is present in the many contrastive studies on proverbs done by Japanese scholars: Okutsu Fumio's *Kotowaza – Eigo to Nihongo* (*Proverbs – English and Japanese*, Tokyo, Saimaru Shuppan, 1978), Ikeda Yazaburō and Donald Keene's (ed.) *Nichiei Koji Kotowaza Jiten* (*Dictionary of Japanese English Proverbs and Expressions*, Tokyo, Asahi Evening News-sha, 1982) An educational purpose can be identified in the international proverbs compilations edited by Ishigaki Sachio, *Sekaino Kotowaza – 1000 Kushū* (*One Thousand World Proverbs*, Tokyo, Jiyū Kokuminsha, 1986) and Ono Shinobu et alii, *Sekai no Kotowaza Jiten* (*A Dictionary of World Proverbs*, Tokyo, Nagaoka Shoten, 1975).

A great quality of Mizukami's work is that it gives all the English equivalents of the proverbs, which allows for comparative approach. In some cases there are four or five equivalents and in many other cases, none. A true school of contrastive interpretation of proverbs was formed in Japan, where studies such as Juichi Takizawa's "Ishi no Metaphorik", in *Hiroshima Daigaku Bungakubu Kiyō* (vol. 34, 1974) or Saburō Ukida's "Nihongoto Birumagono Kotowaza Taishō Hikaku Kenkyū" also in *Hiroshima Daigaku Kyōiku Gakubu Fuzoku Kyōdō Kenkyū Taisei – Kenkyū Kiyō,* and "Nihongo to Gendai Girishiago (Hōgen) no Kotowaza Taishō Hikaku Kenkyū" (1-4) from the same *Hiroshima Daigaku Kyōiku Gakubu Kenkyū Kiyō* (between 1987 and 1989) are important benchmarks. Professor Ukidahas taught at Hiroshima University Japanese language to foreign students and declared that: "What I tried to do by the contrastive study of proverbs was a clarification of cultural characteristics and forms of

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[5] Idem, p. 168.

expression specific to each language, and thus to elaborate 'a Japanese language course through proverbs', as an auxiliary element in teaching Japanese. I think it can be useful in teaching Japanese at advanced levels that imply understanding Japanese culture, realities and modes of expression."[6]

In my own Japanese civilization and language classes, besides using the proverb collections of Mizukami or Uchida's studies, we also read and translate literary texts or use movies (anime and dramas). They contain many idiomatic expressions. We not only used them as part of teaching linguistic characteristics such as verb omission, inversion of subject and predicate, synonymic or antonymic parallelism etc., but also more theoretical aspects such as the use and structure of metaphor in language and thinking.

Students have often expressed interest in researching the existence of parallelism between idiomatic expressions in Japanese and European languages such as English, French, or Romanian. We started to make a corpus of idiomatic expressions in Japanese and Romanian, based on literary texts and spoken language from film, which contains already 605 items (started in the academic year 2016-2017, the study is still in progress).

Results

When teaching cultural and psychological concepts like *amae*, *uchi*, *soto*, the importance of the group, the research done on the frequency of key terms in Japanese proverbs by Ukida and Kaneko comes in very handy. Thus, the most frequently used terms in Japanese proverbs are *son/daughter*, then *person/man*, then *to talk*, on the fourth place come *parents*, and on the fifth *feelings*, *to eat* and *to see*[7]. The family seems to be the most basic type of group and the notions of parent and child are indeed very important in Japanese culture. Takeo Kaneko, author of an important work on Japanese proverbs[8], proved, by his analysis in the last volume, the importance of the elements *oya* and *ko* (parent and child) in Japanese proverbs.

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[6] Ukida, Saburo, "Caracteristicas dos costumes, da cultura e das formas de expressao em proverbios japoneses: uma abordagem contrastiva entre proverbios japoneses e gregos", *Estudos Japoneses*, nr. 12/1992, pp. 91-92.

[7] Ukida, *op.cit.,* p. 93.

[8] Kaneko, Takeo, *Nihon no Kotowaza*, 4 vol., Tokyo, Kaien Shōbō, 1982-1983.

In the idiomatic expressions that we collected the most striking characteristic is that they employ very many body parts to express metaphorically ideas that European expressions do not necessarily express by using such elements.

For example, the **hand** (*te*) is used metaphorically with the meaning of method, way of doing things, much as in English, but the expressions containing *te* seem to be more frequently used in Japanese than in English or Romanian. Thus, parallel uses or expressions would be: *te* (*ga aru*), meaning (*to have*) *a method* of doing something; ***ura no te wo tsukau*** meaning to use illegal methods, *to use a back hand*; ***te wo tsukusu***, to exhaust all possible methods, or to have no more *aces in one's hand*; ***te wo yogosu,*** meaning *to dirty one's hands*; ***te ni kakaru***, meaning „*to fall* as a burden *on someone's hands*", in Romanian we have the equivalent „a cădea pe capul cuiva", „to fall on somebody's head"**;** ***teire*** is all the care the Japanese put into doing things, ***te ga tarinai***, ***te ga akanai***, ***neko no te mo karitai*** mean *to have one's hands full*, to be very busy, being thus somehow parallel expressions; ***te ni noru*** (to be fooled by someone, literally to ride on somebody's hand), ***te ni naru*** (to be made by), ***te ni suru*** (to take), ***-ni te wo dasu*** (to take), ***te wo hanaseru*** (*to take one's hands from someone/something*, to interrupt one's work), ***te wo ireru*** (to carefully finish a work), ***te wo mawasu*** (to pull the strings), ***te wo hirogeru, te wo nobasu*** (to extend one's work in a new field), ***te wo nuku*** (not to finish a job, to wash one's hands of something), ***te wo tsukaneru*** (to stay with folded arms, not to help others), ***te wo tsukeru*** (to start something) are however, many more expressions that have no exact equivalent in European languages.

Many other body parts like *mune* („breast", with a metaphoric meaning of feelings, emotions, mind, inner content), *me* (eye), *kuchi* (mouth), *kubi* and *atama* (head), *ki* (spirit, mood), *ashi* (leg, foot), *kao* (face) are very productive in idiomatic expressions, and they are real keywords in understanding Japanese ways of thinking and feeling.

Another very interesting aspect under research is the proportion of idioms using body parts in the total amount of idiomatic expressions used in the spoken language. *Wago*, words of pure Japanese origin seem to be prevailing in the expressions found in spoken language (movies) and body parts represent a big proportion therein. So are *ki* (spirit), *kimo* („essence, spirit", as in *kimo ni meijiru*, get something into one's head, be serious about, or *kimodameshi*, a test of strength), *te* (method), *me* (eye), *kuchi* ("mouth, to speak", as in *kuchi wo dasu*, to get into something that

is not your business; *kuchi ni dasu*, to speak; *kuchi wo kiite kureru*, to put in a good word for someone; *kuchi wo kiru*, to ask), to name just a few.

Discussion. Theoretical aspects

There is both a theoretical and a practical aspect to the use of idioms and proverbs in class. The theoretical gains refer to the possibility of discussing metaphorization with the students. The metaphorical component of idioms is very important and idioms are the best examples one can use in explaining metaphor. Thus, *kaidan no odoriba* or *casa scării* in Romanian („the platform of the staircase"), sau *enpitsu no kokoro* or *miezul creionului* in Romanian („the heart of the pencil") are metaphorical expressions in usual lexical items that are not considered idiomatic expressions, which drive the argument of metaphor right to the point.

Metaphor has become an important research item in psychology, linguistics, anthropology philosophy or poetics approximately after the appearance of two seminal books: *Metaphor and Thought* by Andrew Ortony in 1979[9] and *Metaphors We Live By* of George Lakoff and Mark Johnson, in 1980[10]. What was revolutionary in the approach of the two Chicago linguists was the accent they put on the metaphorical thinking that underlies metaphors that appear in language. Lakoff and Johnson maintained that there exist subjacent metaphors in our thinking, the so-called conceptual metaphors, such as arguments being a kind of war, hence linguistic expressions as *to attack*, *maintain* or *defend an argument*.

Hundreds of linguistic studies were done in various languages on the basis of this approach, relating linguistic expressions to postulated subjacent metaphors in the respective peoples' thinking, such as "metaphors of the heart" in Arabic/Chinese[11], etc.

Other linguists have doubted the utility of identifying conceptual metaphors, maintaining that many metaphorical linguistic expressions can

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[9] Ortony, A. (ed.), *Metaphor and Thought,* London & New York, Cambridge University Press, 501 p. (containing studies such as John Searle's *Metaphor*, M. Reddy's *The conduit metaphor*, etc.). It was reissued and enlarged, published in September 2002 by Cambridge University Press, 696 pages.

[10] Lakoff, G. and Johnson, M., *Metaphors We Live By*, Chicago, Chicago University Press, 1980.

[11] Here we could cite the research undertaken at the University of Bucharest in 2012, on the "heart and its cultural representations" in Chinese, Japanese, Korean traditions, published in *Traditions in Dialogue*, Vol. 4/2012, University of Bucharest Publishing House, 2013.

be accounted for historically, through semantic transformations, and thus would have nothing to do with thinking[12]. Even within cognitive linguistics Lakoff and Johnson have changed their model for defining subjacent conceptual metaphors[13] and identifying metaphors in language has become a controversial problem[14].

However, recent research into metaphor shows that metaphor is still closely connected with thought. Dr. Wendy Anderson, from the School of Critical Studies at Glasgow University coordinated for three years a research project called *Online Metaphor Map* containing over 14.000 metaphorical expressions extracted from four million lexical data from various texts dating from 700 AD to the present. Conclusions of the study show that metaphor is present everywhere in language and is one of the main mechanisms for the change of lexical meaning in time. "This helps us to see how our language shapes our understanding – the connections we make between different areas of meaning in English show, to some extent, how we mentally structure our world" declared dr. Anderson at the closing of the study in 2014. The result was an online map that contains "all the knowledge in English – every word in every sense in the English for over a millennium"[15], and matches every important keyword with all the metaphorically connected element. For example, *travel* is strongly connected metaphorically with *life*, *animals*, *action*, *mental capacity*, *authority*, or *food and drink*. Thus, these "connections show metaphorical links in language and thought between different areas of meaning"[16].

The potential of using this kind of modelling when making educational materials is huge. Actually, from April 2015 to June 2016 the university ran a follow-on project, *Metaphor in the Curriculum*, working with educators to create materials for schools based around metaphor.

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[12] Murphy 1996, 1997; Glucksberg 2001; Jackendoff 2002; McGlone 2007, apud Gerard J. Steen, Aletta G. Dorst, J. Berenike Herrmann, Anna A. Kaal, Tina Krennmayr and Trijntje Pasma, *A Method for Linguistic Metaphor identification – from MIP to MIPVU*, Amsterdam, John Benjamins Publishing Company, 2010, p. 15.

[13] Lakoff & Johnson 1999; Grady 1997, 1998, 2005, apud Steen, 2010.

[14] *Steen, J. Gerard, Finding Metaphor in Grammar and Usage. A methodological analysis of theory and research, Amsterdam, John Benjamins,* 2007.

[15] https://mappingmetaphor.arts.gla.ac.uk/, accessed on March 24th 2019.

[16] Ibidem

Practical aspects

From the teaching activity in the field of Japanese studies I have derived two instances in which we can use idiomatic expressions with good results:

(1) to teach cultural aspects, highlight certain identity elements hidden in these metaphoric expressions;

(2) to teach linguistic aspects, that help the students boost their vocabulary absorption, such as the difference between free associations of words, collocations and idiomatic expressions.

The types of materials developed in the project of Glasgow University mentioned above, include exercises for creative writing, metaphor quizzes[17]. Topics of such quizzes include Colour, Emotions, Nature, Society, War, Horror and the Supernatural, and Science and Health. Applications for Android and iOS make exercises available to students on their mobile phones, which makes them all the more desirable. Thus, we move toward the innumerable practical applications that stem from a theoretical research conducted on metaphor.

An example of how useful these applications can be in language teaching can be taken from the colour metaphor quiz developed by the Glasgow University project. Colours are metaphorically linked with emotions, such as *sadness is blue*, *anger is red*, *permission is a green light*, *interesting is colourful/boring is a lack of colour*, etc., and students are given English sentences where they need to identify what kind of metaphorical connection is made. When teaching Japanese vocabulary, one can borrow such techniques and construct associations between the colours and emotions that one introduces, and also add idiomatic expressions connected with those colours or emotions. It is well known that new vocabulary is best remembered not as single words, but in associations, especially when some emotional connection can be made between words. An interesting, rare association of words can trigger an emotional response in the student, who will remember more easily several associated words. For example, from *aka* (red), one can go to *akachan* (baby), *aka no tanin* (stranger), from *ao* (blue), to *aosameta* (pale), and have the students make sentences with the words, or give examples from famous animés etc.. Comparing the metaphorical associations of one's native language

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[17] they are accessible for reference at
https://mappingmetaphor.arts.gla.ac.uk/metaphoric/teaching-materials.html

and Japanese regarding important topics and making sentences with the respective expressions is also a good exercise for intermediate, even pre-intermediate students, for improving their vocabulary.

Enlarging one's vocabulary becomes the main challenge in language learning once the basic grammar has been understood, and a plateau in the learning of Japanese appears during the second year of university, when reading real life materials students encounter a lot of new words. How to help students boost their vocabulary in a pleasant way? Learning lists of words by heart is not an answer, as neurological studies proved that we remember more easily words in chunks, in associations, that isolated words. Thus, trying to remember collocations, idiomatic expressions is a more realistic and intellectually stimulating way of learning. Students will remember not only words, but also learn something new about the character of the Japanese, or about linguistics.

Understanding collocations is very important in learning foreign languages. the difference between freely occurring words, collocations and idiomatic expressions has been defined, redefined and tested in various ways since the 1950-ies. Matsuno Kazuko gives a synthesis of this research in her article on the processing of collocations[18]. If the continuum of a language vocabulary is "distributed across three major categories: free combinations, restricted collocations, and idioms", "collocations lie between freely combining word combinations and frozen idioms"[19]. Understanding and learning how to combine words correctly in a second language that we learn is important, but even in one's native language placing words correctly in their proper context is a sign of education. As D. Singleton put it "we need to know about collocational patterns in order to function smoothly in lexical terms in either our mother tongue or any other language we may know"[20], and it has been found that even advanced learners made mistakes when producing collocations, and transfer from their native language was observed in their errors.

Thus, when teaching new the vocabulary it is of paramount importance to teach correct collocations, for example, verbs together with their preferred objects and case particles. According to recent research on Japanese and

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[18] Matsuno, K., "Processing collocations: Do native speakers and second language learners simultaneously access prefabricated patterns and each single word?" in *Journal of the European Second Language Association*, 2017, 1/1 (61–72).

[19] Matsuno, *op.cit.*, p. 61.

[20] Singleton, D., *Language and the Lexicon: An Introduction*. London, Arnold, 2000, quoted by Matsuno, *op.cit.*, p. 62.

Korean collocations, "The single most important kind are verb + noun collocations which represent the standard, first-choice way of expressing certain concepts"[21]. Other studies[22] show the frequency of most common Noun+particle+Verb collocations in Japanese and these lists can be very useful in preparing materials for new vocabulary practice. For example, we have *kōdō wo toru*, "to take an action/behaviour" with 696 occurrences, *kōdō wo okosu*, "to initiate an action/behavior" with 524 occurrences and *kōdō wo suru*, "to do an action/to behave" with 392 occurrences; *chūmoku wo atsumeru*, "to collect attention" with 860 occurrences, *chumoku wo hiku*, "to draw attention" with 18 occurrences, which gives us a hint how to teach these verbs, and how to draw the students' attention on the differences between Japanese and English collocations, so that they do not contaminate their L2 with influences from L1.

That collocations are being recognized as very important in teaching language efficiently is proved by such materials like *The Oxford Collocations Dictionary for Students of English* (2nd edition, 2009), which presents words with their most frequent collocations, for example the noun *influence* frequently co-occurs with the verbs: *have, gain, exercise, exert, retain, lose, expand, extend, increase, spread.* Following such a model, I have incorporated in my language teaching materials for pre-intermediate learners of Japanese, namely an anthology of easy texts in Japanese with grammatical explanations, a list of collocations that appear in those stories as well as other related collocations, with examples and translations in Romanian. Students also have exercises based on translations from Romanian to Japanese where they need to include the appropriate collocations previously learned.

Conclusion

Beside other teaching materials, I am currently working on a Japanese - Romanian dictionary of idiomatic expressions based not so much on other Japanese - Japanese idiomatic, *shijijukugo*, and *kotowaza* dictionaries made by Japanese authors, but rather on the expressions extracted through my own readings and audio-video materials. Although it has started from the necessity to systematize a number of expressions that

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[21] Ibidem, p. 66.

[22] Jong-Seung Park, Tōru Seraku & Jieun Kiaer, "Issues in defining/extracting collocations in Japanese and Korean: Empirical implications for building a collocation database", in *Heliyon*, Vol.2, (11), 2016, available at

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5133676/#bib0170

appeared in the texts taught to first and second-year students a few years ago, it also helped me realize the importance of collocations, and of other distinctions that we need to make in language usage when we teach students to produce correct Japanese sentences. This kind of contrastive approach is also accounting for the communicative possibilities that exist among all the languages in the world and and working with these idiomatic expressions becomes also an endeavour in comparing cultures and an intellectually stimulating activity, worth introducing in the curricula.

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AN OBSERVATION STUDY OF 2030 VISION IN PRIMARY AND SECONDARY SCHOOLS IN SAUDI ARABIA

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ABSTRACT: "*Vision 2030 implemented by Kingdom of Saudi Arabia (KSA) aims to provide education that builds children's fundamental characteristics and establishes empowering health and social care systems. Furthermore, the engagement of the best educational institutions is one of the main principles of success. By 2020, KSA aims to engage 80% of parents in the school activities and learning processes of their children along with educational institutions. In line with this, observations were conducted in schools in three cities from three provinces in KSA. In this observational study, changes related to Vision 2030 were examined in multiple periods of 32 schools according to the type of instructions provided to students. More than 70% of all schools focused on providing knowledge to students. Alternative active learning methods, particularly those that were proven to be highly effective teaching and learning processes, were relatively ignored. Furthermore, few teachers were found to have undergone higher education and training. Nevertheless, some teachers were found to systematically attempt to address students' issues from either a social influence or career guidance perspective. These findings suggest that if the efficiency of institutions is improved in the future, administrators would have to essentially transform teaching approaches.*"

KEYWORDS: *Education, Vision 2030, Kingdom of Saudi Arabia, Administration, Schools, Teachers, Active Learning*

Kingdom of Saudi Arabia (KSA) has launched Vision 2030 in Action to advance itself by reducing its dependence on petrol and its products over a 10-year period starting from 2018.[1] The goal of Vision 2030 is to contribute to the economic growth of KSA by improving the education

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[1] Nurunnabi, M., *Transformation from an oil-based economy to a knowledge-based economy in Saudi Arabia: the direction of Saudi vision 2030.* Journal of the Knowledge Economy, 8(2), 2017, 536-564.

sector in order to provide better education.[2] The purpose of this initiative aimed at school students and administrators is to study their efforts made under Vision 2030 in order to enable them to participate fully in economic and social activities. With respect to Vision 2030, the Ministry of Education (MoE) has started conducting a range of activities in schools to increase students' enthusiasm, provide access to appropriate learning and teaching resources, and improve and introduce necessary learning and teaching methods.[3] This study monitored, evaluated, and assessed the extent to which Vision 2030 manages to achieve its goal with respect to the education sector. The findings of this study can help compare and determine the changes that have occurred. This study can provide insights into the current state of Vision 2030 with respect to the education sector, with a specific focus on the following points:

- Learn regarding the current situation related to schools.
- Inform outputs and activities for each school's learning and teaching activity
- Provide a reason against which the outputs and activities of Vision 2030 with respect to education can be subsequently evaluated.

KSA will continue to invest in education and training so that their young men and women are equipped for the jobs of the future. [4] KSA wants Saudi children, wherever they live, to enjoy high-quality, multi-faceted education. KSA will particularly invest in developing early childhood education, refining the national curriculum, and training teachers and educational leaders.

Overview of the Education Sector in KSA: Private and Government Schools

The priority of KSA is to increase the share of nonoil exports in nonoil GDP from 16% to 50%.[56789] KSA government's Vision 2030 plan

[2] Dirani, K.M., Hamie, C.S., & Tlaiss, H., *Leadership in Saudi Arabia: a multifaceted phenomenon.* In Leadership Development in Emerging Market Economies (pp. 245-260). Palgrave Macmillan, New York, 2017.

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emphasizes the requirement of enhanced educational prospects to generate skilled professionals.[10] Since the implementation of Vision 2030, KSA has emphasized attaining education as its primary goal to meet the market demand. Therefore, this plan starts from schools, including both primary and secondary schools. More than 95% of all schools in KSA are controlled by the government, with the principal being the administrator.[11] Because these schools come under the MoE, they receive significant support from KSA. Few international schools exist in KSA. These schools are often for expatriates' children and are financed by private sectors. The academic calendar or schedules of all these schools are the same and regulated by the MoE. Teachers in KSA-governed local schools or nonprivate schools are well qualified and recruited by the KSA government. However, private schools, particularly expatriate schools, do not have well-qualified teachers. Although classrooms in government schools are crowded and have the best infrastructure, private schools are believed to have more students and poorer infrastructure. The student to teacher ratio and teachers' qualification in government schools are according to the national education quality framework. However, private schools do not have adequate space for classrooms and the required furniture; in addition, their classrooms are small and cannot accommodate all students. Because of these advantages, government schools are better than private schools. Therefore, this study focuses on government schools rather than private schools.

Rationale for this Study

Awareness is a crucial topic for all stakeholders who are often the first people to bring about changes in the system. Under Vision 2030, the education sector has been considered important so that students can gain

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[10] Maroun, N., Samman, H., Moujaes, C.N., Abouchakra, R., & Insight, I.C., *How to succeed at education reform: The case for Saudi Arabia and the broader GCC region.* Abu Dhabi, Ideation Center, Booz & Company, 2008, 109, 113.

[11] Rugh, W.A., *Education in Saudi Arabia: choices and constraints. Middle East Policy,* 9(2), 2002, 40-55.

more knowledge and realize that substantial efforts can be made to yield the best talent. As a college administrator with more than 5 years of experience, I accept the fact that the awareness of Vision 2030 is a vital part of a school's function and curriculum. This is because the administrators of educational institutions can reach the public easily and conduct various workshops to make the public aware of the goals of Vision 2030. Moreover, education provides a motive for optimism and has the potential to excel further to meet challenges and provide solutions. This research is based on the view that the introduction and effective implementation of syllabus and other relevant activities of education at primary and secondary schools can be effective in meeting the goals of Vision 2030.

This research focuses on the challenge undertaken by the MoE to reshape the education sector under Vision 2030 in order to produce talent to serve the nation independently. Table 1 lists pointers provided by the ministry to improve the education system.

Table 1. Pointers provided by the ministry for the 2030 vision

Items	Questionnaire
Redefine school	Syllabus changed?
	Course Plan distributed in the beginning
	Teaching methodology?
	Visualization, technology tools
	Active learning: Peer instruction, discussion groups, and collaborative problem solving.
Assuring discipline	A student handbook
	A faculty handbook
	Forms to be used in the program
	Devise a sequence of consequences
	Feedback/Reformulation group
Restructuring education sector	Engage in an awareness/training program
	Appreciation Programs for students and teachers alike
	Student welfare and school infrastructure.

Research methods

A suitable quantitative method was used to record classroom activities. During a classroom session, a time sampling technique was used to record the type of activity that was conducted in the class at that time. Furthermore, information regarding the classroom environment and

class teacher was recorded. Collected data were aggregated to encrypt the data. Then, data were analyzed to identify responses within the major groups (male and female students) of primary and secondary schools. A content analysis was performed to obtain additional details of the recorded quantitative data.

Table2. Distribution of the Sample According to the Variables

| Gender | Stage | Job and qualification | | | | | | | | | All |
| | | Higher studies | | | Bachelor of Education | | | Not bachelor of education | | | |
		leader	Vice	guide	leader	Vice	guide	leader	Vice	guide	
Men	Primary	2	0	0	0	4	4	0	3	3	15
	Intermediate	0	0	0	1	2	2	0	2	0	7
	Secondary	1	0	0	0	1	1	0	0	1	4
Total		2	0	0	1	7	7	0	5	4	26
Women	Primary	0	0	0	1	0	1	0	1	0	3
	Intermediate	0	0	0	1	1	0	0	0	0	2
	Secondary	1	0	0	0	0	0	0	0	0	1
Total		1	0	0	2	1	1	0	1	0	6
All		3	0	0	3	8	8	0	6	4	32

Study Population and Sample

The targets of Vision 2030 in Action are schools, teachers, and leaders (principals). A randomly stratified sample was obtained from three regions in KSA: Riyadh, Qassim, and Al-Jof. In each of these regions, one city was selected randomly: Wadi Addawassir in Riyadh, Eniza in Qassim, and Grayet in Al-Jof. A total of eight primary schools, four intermediate schools, and two secondary schools were selected. Thirty-two leaders (principals and administrators) in these schools participated in this study. Table 2 presents the distribution of the study sample according to its variables.

Data Collection

The stratified sampling strategy was used for all locations and types of schools. Sample data were collected from 32 schools, and observations were made for two lessons of different subjects and grades in each school. This provided a total of 64 records.

Data Processing and Analysis

The form contained both quantitative and qualitative items, and findings were entered and analyzed using methods from both study types. Close-ended questions were coded first. Subsequently, codes were entered in a data layout with correct data labels. Quantitative data were entered along with comments. Gathered data were fed to the system under supervision. Then, data were analyzed using descriptive frequency counts and percentages. Qualitative inputs were captured and analyzed by a qualitative researcher by using the "content analysis" approach. To ensure the quality of entered data in terms of errors, a two-fold entry method was used. Moreover, in this situation, two data entry operators fed data from all forms. Later, the data were verified. If any inconsistency was found between entered data, then questionnaires were cross verified to select the one that is correct; accordingly, the database was rectified. Statistical Package for Social Sciences is most commonly used for statistical analysis, with data management and documentation being its most promising features.

Findings
i) Redefine school

This section discusses the school atmosphere and circumstances for learning and teaching processes. In addition, some data are provided in this section to show that most of the schools have a favourable classroom environment for teaching and learning. Evidence for schools wherein annotations were performed is shown in Table 3.

Most of the schools and their respective classrooms were clean and well maintained. These classrooms were equipped with teaching and learning resources, such as blackboards, smartboards, and podiums. In addition, these classrooms had adequate furniture to accommodate students. Most of the students from all locations were carrying books and notebooks prescribed by their schools.

Table 3. Redefinition of schools with respect to 2030 vision

All Schools		MALE			FEMALE		
		Primary	Intermediate	Secondary	Primary	intermediate	Secondary
Syllabus changed?							
Agree	100%	100%	100%	100%	100%	100%	100%
Disagree	0%	0%	0%	0%	0%	0%	0%
Course Plan distributed in the beginning							
Agree	84%	88%	90%	80%	71%	90%	83%
Disagree	16%	12%	10%	20%	29%	10%	17%
Teaching methodology?							
Agree	65%	65%	55%	85%	45%	85%	55%
Disagree	35%	35%	45%	15%	55%	15%	45%
Visualization, technology tools							
Agree	56%	78%	45%	55%	35%	55%	65%
Disagree	44%	22%	55%	45%	65%	45%	35%
Active learning: Peer instruction, discussion groups, and collaborative problem solving.							
Agree	36%	25%	40%	65%	20%	29%	39%
Disagree	74%	75%	60%	35%	80%	71%	61%

Approximately 100% of schools had changed their syllabus, and more than 84% of teachers had distributed their respective subject's course plan and learning outcomes. Little evidence was obtained regarding the induction of a new teaching plan and methodology. However, new teaching and learning equipment were available.

Active learning is proven to be the most effective tool in an educational setting. In KSA schools, a low percentage (36%) of teachers were found to employ the active learning technique in their regular classes. With respect to quality education, most of the schools are not yet ready to adopt the national quality framework, and the majority of school administrators still do not have adequate guidelines to conduct quality audits and start implementing them in their school curriculum.

We also obtained data regarding the efforts made by schools to restructure and improve the education provided to students. More than 95% of schools have their own buildings and have many sophisticated educational tools, such as projectors, a digital podium, a digital library, facilities for disabled students, a campus library, a teacher guidance cell, and latest curricula. Moreover, 75% of administrators were found to make efforts to develop students' skills by conducting within-school competitions and using active learning and teaching methodologies with

respect to the updated curricula. In addition, 95% of schools had an adequate number of school teachers, whereas less than 2% of schools had an inadequate number of subject teachers.

Teachers should be aware what is anticipated of them in their first 60 days. These expectations should be genuine and encourage advances in all aspects of education within and outside schools. In 90% of schools, administrators were ready with their plans for new teachers; for example, teachers are explained the competencies and skills required and expected from them. Finally, only 25% of administrators discussed with teachers the goals for the first semester; however, handing over of initial assignments to employees is widely known and practiced.

ii) Assuring Discipline

Table 4 shows the results for all disciplines in all enrolled institutions obtained from our sample data. Schools have started to implement behavioural management systems, and this will lead to the development of a dutiful and foreseeable school environment. If pupils remain absent, they cannot learn. However, if they are troublemakers or violent, their violent behaviour can affect other students. Discipline policies have been applied to students demonstrating such behaviour and to those carrying a cell phone and other harmful devices. The zero-tolerance approach to discipline, once reserved for the most serious of offenses, has prompted suspensions and expulsions of students found to possess unwanted materials that may harm people.

These disciplinary policies eradicate the non-suitable actions of students. Most of the schools performed substantially well in terms of assuring discipline because the ministry has developed a system and booklets are handed over to students and faculty once they start their duties. These booklets cover period activities within the school and forms for various steps to be taken to conduct activities for students. All these activities are performed using a web portal, and this portal is provided by the ministry. The ministry continuously works on the web portal to maintain student records throughout Saudi Arabia. Overall, schools have created communities of parents and students to maintain a progressive and caring environment that promotes teaching and learning. Before the implementation of Vision 2030, schools never had booklets with respect to behavioural information for students and faculty, although the web portal dedicated to the students has been existing much before the implementation of Vision 2030. This web portal is used regularly to

monitor the results and progress of any child from anywhere. In line with this, online forms are also a part of this web portal. Forms can be used in various ways, allowing parents or guardians to request or reply to the query raised by schools and obtain the information they need to receive or send a form that can be used for a particular act.

Overall, most teachers and students in the majority of schools had received handbooks. In many schools, teachers (45%) clarified that they never had an induction program for fresh students. However, irrespective of whether the induction program was conducted, 100% of teachers handed over a handbook of code of conduct to students and explained what the forms will cover (45%).

A total of 99% of class teachers reported that the school discipline cycle and rules worked the same as indicated in the printed handbook and remained the same from one class to the next. We observed that in 100% of schools, disciplinary rules were not posted on a school's wall.

The career guidance forum is an important cell that provides learning or training and guidance related to career and social development to students in order to prepare them to meet the future market demand. This forum helps pupils in recognizing their interests and skills and developing appropriate future skills to justify the professional needs of the future market. The performance of schools in this area was below 50%. Thus, in this area, administrators can provide awareness regarding future requirements and available higher education to meet the market demand.

Table 4. Assuring Discipline with respect to 2030 vision

All Schools		MALE			FEMALE		
		Primary	Intermediate	Secondary	Primary	intermediate	Secondary
A student handbook							
Agree	100%	100%	100%	100%	100%	100%	100%
Disagree	0%	0%	0%	0%	0%	0%	0%
A faculty handbook							
Agree	100%	100%	100%	100%	100%	100%	100%
Disagree	0%	0%	0%	0%	0%	0%	0%
Career Guidance Cell							
Agree	65%	65%	55%	85%	45%	85%	55%
Disagree	35%	35%	45%	15%	55%	15%	45%
Induction program							
Agree	55%	78%	45%	55%	35%	55%	65%

Disagree	45%	22%	55%	45%	65%	45%	35%
Feedback/Reformulation group							
Agree	99%	95%	100%	99%	100%	100%	100%
Disagree	1%	5%	0%	1%	0%	0%	0%

iii) Restructuring the education sector

As shown in Table 5, we observed that few school teachers (less than 50%) had undergone training and higher education. Thus, this area needs a major impetus from the MoE. If this area improves, then one can expect better education and awareness for the growth of KSA's education system.

Table 5. Restructuring education sector with respect to 2030 vision

All Schools		MALE			FEMALE		
		Primary	Intermediate	Secondary	Primary	intermediate	Secondary
Engage in Awareness program or training							
Agree	50%	48%	51%	49%	45%	51%	40%
Disagree	50%	52%	49%	51%	55%	49%	60%
Appreciation Program							
Agree	84%	88%	90%	80%	71%	90%	83%
Disagree	16%	12%	10%	20%	29%	10%	17%
Student Welfare and infrastructure							
Agree	65%	65%	55%	85%	45%	85%	55%
Disagree	35%	35%	45%	15%	55%	15%	45%

The system of appreciation was not in place; however, after the implementation of Vision 2030, it is now a common task for school administrators to select the best teacher and best outgoing students. Most of the schools had a planning committee to look after such events and recognitions in the near future.

Education centers boost students' confidence, helping them understand the importance of team work and socialization. Hence, because students spend their maximum time in schools, they become their homes. Students are sent to schools so that experienced teachers can guide them and also because it is a safe environment for endorsing growth. Hence, KSA's Vision 2030 accepts the fact that organization and infrastructure play a crucial role in providing a promising setting for a child's growth. In this direction, schools have renewed their infrastructure and student welfare units, and 65% of schools have their own buildings and less than 35% of schools are rented-out properties. However, in either

conditions, schools have the required infrastructure, and student welfare committees have been formed.

Discussion

The economy of KSA is providing opportunities for Saudis of all ages and gender so they may contribute to the best of their capabilities. The MoE places importance on enduring education and aims to make the utmost of Saudi's workforce by inspiring a culture of high performance. Education plays a dynamic part in shaping successful people. It provides us the opportunity to be a creative member of an educated society by obtaining all essential skills. Students learn how to face challenges and overcome obstacles. Students also learn how to be an integrated character and uphold the society. Students learn elementary norms, instructions, rules, and values of society through education. Furthermore, quality education empowers us to lead a successful life; improves our intellectual thinking, services, and knowledge; and brings positive changes in our life.

In 2016, the National Transformation Program 2020 listed challenges faced by the education sector. These challenges were compiled, and performance indicators were also marked for obtaining favorable results. These challenges are as follows; however, they remain unanswered in the present setting as well.

- Lack of education services and programs among some student categories;
- A weak educational environment acts as an hindrance in innovation and creativity;
- Dependence of curriculum quality on classical methodologies and lack of teachers' assessment skills;
- Students do not have adequate personal and critical thinking skills;
- Lack of compatibility in education and training outputs according to labor market requirements;
- Negative stereotyping against an educated professional;
- Lack of investment in private education and absence of support services for flourishing the education industry.

Conclusion

The intended objective of Vision 2030 with respect to the education sector is to encourage the generation of classrooms that teach values and

appropriate basic skills of distinct specializations. In the beginning of 2016, KSA implemented the National Transformation Program 2020 with the help of the MoE and then compiled challenges faced by the education system, developed objectives for improving the education system, and determined performance measurement indicators. Furthermore, initiatives to improve the education system were developed based on the challenges identified and implemented. However, KSA has outlined Vision 2030 vision considering the experience of the National Transformation Program 2020; Vision 2030 is more well designed to achieve maximum benefits for the society so as to contribute to the nation's dream to have nonoil business sectors. In this article, we have gathered information on the current administrative efforts made to achieve the objectives of Vision 2030. In the coming years, teachers must be clear about their course plans and related methodologies before going to a class. Administrators should be more like leaders to guide students in their success and produce the best talent in order to fulfil the nation's dream of achieving the goals of Vision 2030.

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WHY JUVENILE LAW IS A PEDAGOGICAL ISSUE

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ABSTRACT: *This contribution intends to highlight the educational mission of the Italian juvenile process which, both in civil and criminal matters, performs a proactive as well as reparative function aimed at reactivating the processes of recovery of a juvenile's own existential path through changes in the relational and communicative dynamics of its core of reference.*

KEYWORDS: *Pedagogy, Juvenile Law, Promotion, Education*

1. Educational change through juvenile law

What is change? It is both a result and a process. It is a new way of dealing with a situation, and it is also the path that the situation has taken to transform itself into something different.

This is true for people, for family systems and for social systems involved in developmental processes. Change often occurs through *crisis*, pedagogically understood as an interruption of the process of growth and development of a person towards the achievement of one's own existential equilibrium; or the questioning of a consolidated balance, perhaps dysfunctional, but still consolidated[1].

Whoever starts to change through a crisis, without succumbing to it, manifests the intimate desire to move towards growth and that human and existential maturation typical of the educational process[2].

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[1] W. Brezinka, *Obiettivi e limiti dell'educazione - Objectives and limits of education*, Armando Editori, Rome 2005.

[2] F. Cambi, *La pedagogia generale oggi: problemi di identità - General pedagogy today: problems of identity*, in F.Cambi, E.Colicchi, M.Muzi, G.Spatafora, *Pedagogia generale.Identità, modelli, problemi - General pedagogy. Identity, models, problems*, La Nuova Italia, Florence 200.

[2] C. Scurati, *Fra presente e futuro.Analisi e riflessioni di pedagogia - Between present and future. Analysis and reflections of pedagogy,* La Scuola, Brescia 2001.

In this regard it was effectively written: "... the educational process can manifest itself as growth, maturation, development, anticipation, awareness, acquisition of knowledge, skills and abilities, but always involves reports, relationships, comparisons, mediations, interventions, choices, objectives, responsibilities, presences, commitment, possibilities, feelings, thought, play, work, suffering, joy, solitude, sociability, convergence and conflict, a positive sense of existence and a yearning desire to vanish, need for clarity, rationality and the impulse to fall back into the unconscious and into the irrational, in the penumbra of indecision, the strong call of an affective cohesion and a tendency to build a fence between self and others, the intense stimulation of spiritual projections and the choice of a crystalline secularity, the acquisition of systematic specialization and the quest, sometimes desperate, to prevent the loss of one's identity, a projection into the future and a need to overcome the difficulties of daily life, an aspiration to produce culture and a dramatic sense of the limit of one's abilities"[3].

The educational process is therefore both crisis and desire to become, two sides of the same coin of change, pedagogically understood as personal and social maturation of the subject[4].

But the change thus understood is not always realized spontaneously. There are cases in which a subject is able to activate his own internal resources to move towards an autonomous and gradual maturation through coping with a crisis[5], but there are also opposite situations that require external intervention to support people who might not be able, or might not be able at a certain particular moment of their existence, to understand the need for initiating transformation and change in order to overcome their own discomfort and crisis[6]. These subjects need someone to take care of them - in the pedagogical sense of having their destiny at

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[3] R Fornaca, *Società e cultura complesse, educazione nuova e pedagogia - Complex society and culture, new education and pedagogy*, in F.Cambi, G. Cives, R. Fornaca, *Complessità, pedagogia critica, educazione democratica - Complexity, critical pedagogy, democratic education*, La Nuova Italia, Florence 1991.

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heart - through the implementation of actions, projects, relationships that enable them to desire their own change[7].

If this type of educational approach is necessary for supporting adults, it is even more so in order to support children in educational distress - and above all those who are facing a moment of existential crisis due to contact with civil or criminal juvenile justice. These are minors who, due to lack of education, disadvantaged or deviant family and social conditions, suffer or perpetrate psychological, physical or material damage upon themselves or others, which leads them to have to face the Juvenile Court (™) in order to be protected and placed under surveillance or in some way "sanctioned".

Faced with the stories and faces of these minors, the TM takes a pedagogical approach aimed at combining the need to provide a response to the discomfort experienced by the minor (both when he is a victim and when he is the author of transgressive acts), with the need of safeguarding his evolutionary processes, thus protecting him from the effect of a traumatic contact with the judicial system. In this case the *crisis* of the minor lies not so much in the motivation that led him to meet justice, but in the encounter itself, that encounter-confrontation that forces him somehow to become aware of his own experience of hardship and deviance, and to take action with respect to it[8].

In order to do this the juvenile judge (both nominated and honorary[9]) uses the courtroom and the time of the investigation to give life to a

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[7] L. Mortari, *La pratica dell'aver cura - The practice of taking care*, Mondadori, Milan 2006.

[8] A. Muschitiello, *Ragazzi contro o contro i ragazzi. Dal bullismo alla criminalità - Boys against or against boys. From bullying to criminality*. Laterza, Bari 2008.

[9] The juvenile honorary judge entered our system at the same time as the Juvenile Court, with RDL no. 1404 of 1934; and since then has represented a very particular figure in the Italian judicial context. Psychologists, educators, psychiatrists, doctors, criminologists, social workers and professionals with educational experience in services for minors and their families can in fact be appointed to fill the role of honorary juvenile judge. He does not perform technical consultancy or scientific assistance functions to professional judges, but constitutes an integral and necessary part of the judging panel, where the interaction between the juridical competences of the judges and the multidisciplinary humanistic knowledge of the honorary judges characterize the Juvenile Court as a specialized judicial body instituted to protect the minor. In fact, from the point of view of the superior interest of the minor, the procedure must always constitute an area in which processing the facts of the case is carried out in a prognostic dimension where decisions to be taken are corroborated by an understanding of the psychological, pedagogical, medical and social factors at play. To the honorary juvenile judges,

pedagogical setting in which to start listening and an accompanying the minors in a process of understanding the value and meaning of the actions they carried out, or of the situations and events they suffered; and of sharing a plan for their future with a view to growth and improvement. The judge in a subsequent provision will then stigmatize this planning without however appearing to impose "participation" upon the minors. To achieve this goal the juvenile judge must, on the one hand, become an "educator" of the minor, listening to him and accompanying him, while on the other hand never giving up his role as authoritative decision-maker, because it is precisely this role that produces, in the minor, the educational effect of assumption of responsibility with respect to himself and his future[10].

2. Time as an educational dimension of the juvenile process

The question whether change in a minor undergoing a trial before the TM is a result or a process has another equally demanding inquiry behind it, which is whether the fragile families the court is dealing with should be

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appointed for three-year calls and selected by the Superior Council of the Magistracy, it is therefore essential to continue to carry out their profession in order to reinforce the introduction of live, current, multidisciplinary verified knowledge into operations that can interact effectively with legal knowledge in the expression of a highly efficient capacity of judgment. The honorary judge carries out almost all juvenile investigations and always supports the nominated judge in those that the latter carries out in person. Furthermore, the honorary judge collaborates and compares himself with the juridical competences of the nominated judge in order (without prejudice to the role of decision-maker of the nominated judge) to elaborate a provision, provisional or definitive, which takes into account all the aspects of the problem. From now on, whenever the author speaks of "juvenile judge" he will refer to that *unicuum* constituted by the figures of the nominated and honorary judge who together, reconciling their professionalism, are concerned with protecting the juveniles.

The author is an honorary judge at the Juvenile Court of Bari since 2015 and it is on the basis of this experience that she elaborated the present intervention.

[10] C. Silva, *Mediare nella società multiculturale: il punto di vista della pedagogia interculturale sulle pratiche di MGF - To mediate in the multicultural society: the point of view of intercultural pedagogy on the practices of FGM*, in E. Urso (ed.), *Mediazione e famiglia tra conflitto e dialogo. Una prospettiva comparatistica ed interdisciplinare - Mediation and family between conflict and dialogue. A comparative and interdisciplinary perspective*, FUP - Firenze University Press, 2013; C. Silva, *Gli adolescenti, la multiculturalità e il bisogno di un'appartenenza al plurale - Adolescents, multiculturalism and the need for belonging to the plural*, in C. Betti, C. Benelli (ed.), *Gli adolescenti tra reale e virtuale.Scuola, famiglia e relazioni sociali - Adolescents between real and virtual. School, family and social relations*, Milan, Education Unicopli, 2012.

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treated as a film or as still images. No answer is all-encompassing and it is necessary to make distinctions, but if we tend to think that we are dealing with photographs, the task of the TM will be "to classify them" in the right category - with decisions such as "not to provide" or "entrustment to social services", etc. - and as soon as the case is closed, switch to another. In the other case it may seem necessary to maintain for a time a perspective on the vicissitudes of a family that is probably in transformation, if it is true that a report reveals and sometimes accelerates a crisis that has already occurred or is latent[11].

The difference between the two orientations is therefore *time*; and in the juvenile sphere the latter tends to prevail over the former (unlike what generally happens in trials before the Ordinary Court). When dealing with minors and especially families, in fact, haste is a bad counselor: "while all the judges must decide, sometimes as quickly as possible, when intervening in personal relationships one must first work to understand and then to decide. We must equip ourselves with a series of instruments suitable for giving back their role to the parents, supporting and integrating it"[3]. In juvenile trials the first objective is therefore to reach the agreement, the consensus, the least traumatic solution. With respect to this, the intervention of the judge takes place in the second instance, or in the third, or in the fourth, or in the fifth, not in the first[12]. All cases have, in fact, a more or less hidden key to understanding that particular situation, which can become a suggestion, a request for clarification, an address for further study, in other words a "non decision"; and which requires further study or time to verify if spontaneous changes occur[13]. The decision is reached only after the node has been represented, examined, understood from all points of view[14].

In this perspective, the non-decision or the suspension of the judgment is a way of giving, in a pedagogical sense; time to listen and to understand the protagonists and situations, each of them different. A time that is not only linked to the length of the procedure and to the number of auditing and updating hearings required with respect to a case, but also

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[11] L. Mortari, *Apprendere dall'esperienza. Il pensare riflessivo nella formazione - Learning from experience. Reflective thinking in education*, Carocci, Rome 2003.

[12] F. Blezza (ed.), *Pedagogia della prevenzione - Pedagogy of prevention,* Centro Scientifico Editore, Turin 2009.

[13] M. Corsi, *Il coraggio di educare - The courage to educate,* Vita e Pensiero 2003.

[14] The therapeutic path of a parent neglected because he is a heroin addict will not give results in a few months, just as an example.

the time of individual listening, which must be the right time; useful for calmly facing all questions and aspects; useful for bringing out the experiences and emotions, the desires and expectations of those present; but also a respectful time, which is not intrusive and which does not abuse the fragility of minors or subjects involved in the affair, because this could create further damage[15]. At the moment of listening something happens, it is more than simple verification and has to do with taking care of the change [16]

But if all this is true it is natural to ask oneself: but is the process not made for judging and deciding? What does the minor's education have to do with the process? Does the judge, when he takes measures and makes decisions that affect his life, hurt like a surgeon or a murderer? And he, the judge, how can he orientate himself before acting? To what extent must the judge let the need to educate prevail upon the need to decide and intervene?

These are questions that at first sight seem difficult to answer. Traditionally[17] decision and re-education concern two distinct, if not opposed areas and are defined in particular by the irreconcilability between the decision or sanction imposed by the court and the voluntary adhesion that must motivate the subject towards any formative project concerning him. But this is exactly the TM's offer. Here lies the nerve center of its philosophy, openly oriented towards dealing with the pedagogical profile that concerns the education of the juvenile, next to the juridical one of decision on his fate.[18]

The juvenile legislator has seen in the process in which the minor is called to respond to a specific behaviour a possible occasion to also (or in the first place) deal with his educational and training path. In this

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[15] The delicacy of listening in civil and criminal juvenile hearings requires specific humanistic competences, which are those that motivate the figure of the honorary judge as a figure that professionally supports the nominated judge in his contacts with the subjects involved in legal proceedings, assisting him in the delicate task of listening and understanding the underlying pedagogical and psychological dynamics.

[16] C. Mozzanica C., *Pedagogia della/e fragilità - Pedagogy of/and fragility,* La Scuola, Brescia 2005. Fabbri L., *Comunità di pratiche e apprendimento riflessivo.Per una formazione situata - Community of practices and reflective learning. For a training course*, Carocci, Rome 2007.

[17] G. Chiosso (edited by), *Luoghi e pratiche dell'educazione - Educational sites and practices*, Mondadori, Milan 2009.

[18] L. Rossi, *La criminalità minorile. Elementi di criminologia e psicologia forense - Juvenile crime. Elements of criminology and forensic psychology*, CLITT, Rome 2005.

perspective, in some cases (especially in a civil trial) the procedural process is protracted over time to make room for change before the final decision; while in others (especially in the context of criminal proceedings) it is interrupted (with the institution of judicial pardon or irrelevance of the fact) or suspended (with the legal institution of probation) pending the outcome of a trial that gives less space, time and opportunity for starting a change. In all these cases, in short, the juvenile trial is a trial that denies itself in order to allow a procedural (as well as substantial) conclusion from meanings and contents very different from those of decisions and sanctions that may be taxing, but nevertheless of great educational value[19].

3. The importance of listening to emotions in pedagogy

Motivating, reinforcing, clarifying the consequences of repeated behavior, limiting, comparing and, above all, listening and understanding are inherent acts of the dozens of hearings that take place every day in juvenile courts, acts that the juvenile judge must know how to perform with care and patience. If a parent or a teenager leaves the judge's office with an awareness, a purpose, an idea more or less different from his previous ones, this will probably produce effects and educational developments in the future of that juvenile or that family. The juvenile judge who realizes this type of listening therefore can never consider himself outside or above the reality which he approaches. The hearing that he carries out becomes a stage in the evolutionary path of the minor and those subjects involved with his life path, a moment in which the involved subjects acquire awareness of their own *hic et nunc* and, where possible, start a process of restructuring and promotion of their own existence[20].

Italian pedagogical studies of the last decade have significantly emphasized the role of emotions, empathy and listening. For example in the category of Italian pedagogy, in recent decades, contributions to the

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[19] This is the position of some sections for minors of appellate courts. The controversial issue is still open. P. Sceusa, *Il processo civile minorile: la volontaria giurisdizione non esiste- non solo a Trieste - The juvenile civil trial: the voluntary jurisdiction does not exist - not only in Trieste*, in Minori e Giustizia - Minors and the law 4/2011, Franco Angeli, Milan.

[20] S. Ulivieri, *Nascita del sentimento dell'infanzia attraverso tracce,indizi, memorie,immagini di bambini - Birth of the feeling of childhood through traces, clues, memories, images of children,* in G. Minichiello, L. Clarizia, M. Attinà, P. Martino, *La persona come discontinuità ontologica e l'educazione come ultima narrazione. Saggi in onore di Giuseppe Acone - The person as an ontological discontinuity and education as the last narrative. Essays in honor of Giuseppe Acone*, Pensa Multimedia, Lecce 2014.

field of the study of emotions have grown significantly. From Cambi's philosophical contributions (2015) and Contini's existential ones (1992-2011) passing through those of Riva (2004) who considers listening to emotions as a pillar of pedagogical work, this significant portion of human experience has fully entered the interest field of pedagogy. The study of emotions in an educational way crosses that of empathy (Mortari 2006; Boffo 2005), of feelings, of emotional life in a more general sense (Iori, 2009) as a function of self-care and the pedagogy of family relationships (Corsi, Stramaglia, 2009).

Among various researches on the subject, a significant contribution is that of Maurizio Fabbri, inspired by the well-known work of Contini, an authentic pacesetter of the pedagogy of emotions which, in the perspective of Bertin's pedagogical problematics, focuses on an analysis of emotional experience in relation to behavioral determinants both internal and external to the individual. The author moves from a consideration of the current social crisis and the need for a pedagogy of emotions towards favoring change and growth of the young generations. He emphasizes the importance of considering knowledge and cognition on the one hand, and emotion on the other, as two inseparable aspects of the human mind; and refers to the contribution of recent fields of neuroscience that have highlighted neuronal plasticity.

From this perspective, the author also implicitly recalls the contribution of psychoanalysis and attachment theory, which strongly emphasize the role of emotional experiences and early educational exchanges between child and parents in the development of the mind and growth of personality. Fabbri emphasizes in particular the function of listening to the child's emotions, so that he can grow up expressing himself. This is connected, in its assumed perspective, to the role of empathy and the so-called mirror neurons (Rizzolati, Sinigaglia), postulating the potential of *caregivers* to "put themselves in the child's shoes, for the purpose of really rich listening, worthy of the name".

Fabbri, like Gordon, enhances active listening. A listening placed in the perspective of a true understanding to favor the emergence of characters of authenticity in the educator's personality. Vanno Boffo (2005) in his contribution on empathic communication reports the theme of listening to emotions as its primary and most natural matrix: the family. In stressing the value of family communication, the author focuses on the function of dialogue in the relationship between parents and children, which fulfills its educational and training function through

communication endowed with humanity. Cultivating humanity in this light constitutes, for the scholar, one of the main aims of education and also of communication within which listening becomes particularly important. It is in this that one of the foundations of educational care also takes shape.

But if, from a scientific, theoretical and abstract point of view the importance of emotions in care relationships is now established, I wonder why this dimension is not adequately deepened in the contexts of university education of these professional figures? It would be necessary to focus much more on developing the emotional management skills of future educators, to provide them with useful tools so that they are able to confront the moments of disorientation that characterize this work, allowing them to use moments of crisis as occasions from which new resources and capacities emerge as sometimes essential stages for achieving more mature balances.

From this perspective it can be said that the action of listening constitutes an activity of action-pedagogical research[21] in which the judge, with his observation, intervention and presence is not indifferent to the reality he is dealing with. By *being there,* he changes its orientation. His presence has a value that goes beyond the interpretations of which he is capable, and is validated both by himself and by the relationship he establishes with the minor and with the subjects revolving around him[22]. Thus, the intervention of the juvenile judge realizes an action that relies on the relationship and takes account of it, rather than being overwhelmed by becoming educational action research[23].

In order to adopt this pedagogical approach, the juvenile judge must be moved by the intimate propensity to never stop believing in possible change, thus constantly seeking, among his own instruments, those most

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[21] JP Portouis, *La ricerca azione in pedagogia - Action research in pedagogy*, in E.Becchi, B. Vertecchi, (edited by), Manulae critico della sperimentazione e della ricerca educativa - Critical manual of experimentation and educational research, Franco Angeli, Milan, 1995; J.Elliot, A.Giordan, C. Scurati, The Research Action, Bollati Borringhieri, Turin 1993.

[22] L. Mortari, *Cultura della ricerca e pedagogia. Prospettive epistemologiche - Culture of research and pedagogy. Epistemological perspectives*, Carocci, Rome 2007.

[23] FM Sirignano, *Pedagogia della decrescita. L'educazione sfida la globalizzazione - Pedagogy of degrowth. Education challenges globalization*, Franco Angeli, Milan 2012; Pati L., *La politica familiare nella prospettiva dell'educazione - Family policy in the perspective of education,* La Scuola, Brescia *1995 .; B.* Rossi, *Pedagogia degli affetti.Orizzonti culturali e percorsi formativi Pedagogy of the affections.Cultural horizons and training paths*, Laterza, Rome-Bari 2002.

suitable for facing every situation and orienting it in the sense of promoting the human[24].

4. The proactive function of the Juvenile Court

In the light of considerations highlighted so far, it emerges that the true core of specialization required for each juvenile judge is that of having to decide only if it is necessary, and to the extent strictly necessary for change.

At this point, however, one must ask whether change, as the aspiration of the TM, legitimizes the right of the latter to impose on the subjects that revolve around the minor a change of their behavior where deemed necessary for his protection and care.

That is, if a parent is a drug addict, is it permissible to include him in a provisional decree to follow a therapeutic path? Is it permissible to impose upon him a change, with a view to protecting the rights of his child?

For some judges, yes, certainly, in a hypothesis of change that makes a balanced relationship between parent and child possible again. For others, no; because the task is to decide, at present, to secure the child - perhaps far from the parent - and then evaluate what to do, only after the parent detoxifies himself. Of the two positions, the second wants to act soon and does not see far. The first strives to look in perspective. The judge who calls for treatment considers drug addiction as an obstacle to the practice of parenthood and, by focusing on the minor's rights, demands that the parent freely choose whether to give priority to substances or to the bond with the minor. In this framework what the parent cannot do is avoid choosing (or choosing both, which is the same).

In this sense it is clear that the TM acts as an enforcing factor, in that it places the parent before a decision that he would perhaps have avoided carrying out if left undisturbed: choosing to act responsibly, striving to

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[24] To do this, the juvenile judge must maintain a close relationship with services in the territory, know the experiments and their results, sometimes suggest their application. The judge cannot think of himself as separated from other social structures, he must involve himself - at least a little - with the paths of mediation, with taking charge of the perpetrators of violence, with supporting the victims, with overcoming trauma. Raising his head from his files, he should be working for change, detecting social needs that many families make tangible and present to those who can take charge of them, as in fact often happens in the relationship between juvenile judicial authorities and territorial authorities, because in a court of law for minors a variety of emergencies are concentrated, that fortunately do not exhaust reality but identify trends that are not otherwise noticeable, variations relative to this most fragile and suffering part of society.

limit his personal freedom to protect his child. A judge who does this, perhaps unknowingly, in the perspective of pedagogical ethics is assuming the right and duty to go beyond even the constitutional principle of freedom of care, in favor of the protection of minors who cannot ask their parents to change, or change parents, and sometimes not even ask for help because they are very small or in difficulty[25].

What happens when parents do not respect the indications and prescriptions of care and support proposed by the TM?

Given that that parent remains free not to undertake any change, assuming all actual consequences in his relationship with his child, the juvenile judge, having experimented with all possible solutions, must protect the child by limiting or declaring the forfeiture of parental responsibility, moving him away to the most appropriate place in consideration of his age, his schooling and his social ties that must be safeguarded as much as possible to avoid further trauma[26].

In this sense, an intervention by Zagrebelsky is fitting: "One point I care about is that *mild law* does not mean a permissive right, rather it should be that right that calls for a sense of responsibility and freedom, but must decide when this assumption of responsibility is not possible."[27]

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[27] P. Pazé, *La mitezza del diritto e delle istituzioni negli interventi e nei procedimenti per le persone, la famiglia e i minori di età - The mildness of law and institutions in interventions and procedures for persons, families and minors Interview with Gustavo Zagrebelsky,* in "Cittadini in crescita - Citizens in Growth", No. 1. 2010; P. Martinelli, *Per una giurisdizione minorile mite (la giurisdizione della non decisione) - For a mild juvenile jurisdiction (the jurisdiction of the non-decision),* in "Minori giustìzia - Minors and justice", n.2. 2008

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EDUCATION AND CONFLICTS IN THE NONVIOLENT TRADITION. AN INTRODUCTION

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ABSTRACT: *With this brief contribution, I wish to outline some fundamental features of nonviolent relations, with particular reference to conflicts. The first question is: How can nonviolence deal with conflict? And then: Is the nonviolent hypothesis closer to a peaceful relational status in which conflicts diminish and, in perspective, stop altering human relations?*

KEYWORDS: *nonviolence, education, conflicts, peace.*

Nonviolence, in its tradition, is anything but the absence of conflict, whether we consider ancient spirituality (from Jainism to St. Francis, for example) or we consider contemporary movements from Gandhi onwards. The conflict is in the present and is in the distant future, in that "hopeful tomorrow" that so at heart to Aldo Capitini, father of the Italian and European nonviolent tradition. On the contrary, nonviolence intends to inaugurate a relationality based on authentic contact with the world, a contact founded on the recognition without veils of the limit of reality, its inadequacy and the wounds that inhabit it and, therefore, on the revolt of those who are suffering and intolerant towards that limit. A virtuous circle enlivens those who welcome this contact: the struggle begins, the awareness of evil is deepened. The dissatisfaction is fed in the face of injustice which becomes more and more visible; the fight intensifies:

"Nonviolence is not the antithesis and symmetric of war: everything is broken here, all intact there. Nonviolence is also a war, or, more correctly, a struggle, a continuous struggle against the surrounding situations, the existing laws, the habits of others and our own, against our own soul and subconscious, against our own dreams, which are full, together, of fear and desperate violence. Nonviolence means being prepared to see the

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chaos around us, the social disorder, the arrogance of the evil. It means to expect a tormenting situation"[1].

In the nonviolent tradition, therefore, there is no serene and a bit trump "peace" of those who feel to have a clear conscience, of those who deceive themselves not to act evil and go to sleep peacefully after having done their own small administrative duty. No. In nonviolence, peace understood in this way does not exist at all. There is an impulse to realize a liberated reality, in the tragic awareness of the immense distance between a present nullified by limits and a future of celebration, a future that we will not see in its fullness. There is also, however, the equally profound awareness that the celebration begins today, in every act of openness to the "you" of everyone.

Authentic reality is not the one spatially and temporally detached from it or merged with it but the one opening in itself, a value that is stated here. It changes everything, space, time, and the usual dimensions, which lose their value, and are simple matter, an occasion, a form, an intervention, a revelation in progress. It is the suspension of the so-called nature and habits, the price paid to see everything from another point of view[2].

Two aspects clearly mark the position of friends of nonviolence with respect to conflicts:

1. Conflicts do not decrease or weaken, but increase both quantitatively and in terms of intensity. To see the chaos around, the social disorder, the arrogance of the evil, and moreover discerning chaos with greater clarity even within one's interiority, involves a movement towards the world and against the limits of the world that leads to engaging in a perpetual and never tame struggle. If there could be a glimpse of (fake) peace before, now peace ceases altogether. Capitini's human being is shaken by the torment of his conscience and carries a tragedy that will have no solution. But his feeling is opposed to resignation, becomes dissatisfaction and revolt, tireless action to bring the world to the height of liberation.

2. Conflicts change quality, losing in destructiveness. The tireless action is in fact qualified by nonviolence. Central to this action is the

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[1] Aldo Capitini, *Le ragioni della nonviolenza. Antologia degli scritti*, M. Martini (ed.), ETS, Pisa, 2004, p. 52.

[2] Ibidem, p. 62.

persuasion highlighted by Michelstaedter[3], the intimate conviction - which has a religious connotation - that the structure of reality can be intimately modified by every single act having a nonviolent characterization. Nonviolent action changes reality, and it changes it so profoundly that Aldo Capitini, of all words meaning "change", chose "transmutation". While at a socio-political level, he had no hesitation stating that "we certainly call ourselves revolutionaries", since "nonviolence is the point of the deepest tension of the subversion of an inadequate society"[4].

It is not a matter of simple epidermal transformations of reality, it is instead a question of being able to modify the DNA of the world, its laws considered to be immutable, its "ontology", through "the atomic act of nonviolence"[5]. So the question is: does Capitini demand an omnipotent act to the human being, so powerful as to believe it can undermine the laws of Nature, capable of overturning existence? No, not at all. Indeed, Capitini is very clear in pointing out that the persuasion of the effectiveness of nonviolent action is based on its religious core. It is not the work of the "homo faber", but of the "homo religious". We are now explaining the intimate link between nonviolence as *aimsha* and as *satyagraha*. Gandhi, as a Hindu, had come into contact, through his spiritual, mostly maternal, education, with the concept of *aimsha*, nonviolent attitude, nonviolent disposition, the cornerstone of the interior life, the cornerstone of spiritual *metanoia*. In reality Gandhi thought to deepen this more interior way especially when he returned to India. While in South Africa, during the struggles for the rights of the Asian communities, he had already started nonviolent action campaigns that generally led to the concepts expressed in English of passive resistance and civil disobedience. On December 28, 1907, on the Indian Opinion, Gandhi publishes a contest notice for children and young people to invent a word that captures the essence of the struggle that was taking place in an attempt to give a translation to these two concepts.

Fulvio Cesare Manara[6] clearly points out that Gandhi himself had not yet elaborated a doctrine, a theory on the subject. It is a question of giving

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[3] C. Michelstaedter, *La persuasione e la rettorica*, S. Campailla (ed.), Adelphi, Milano, 1995.

[4] Aldo Capitini, *Le ragioni della nonviolenza. Antologia degli scritti*, M. Martini (ed.), ETS, Pisa, 2004, p. 55.

[5] Ibidem, p. 61.

[6] F.C. Manara, "Johannesburg, 11 settembre 1906: il problema delle origini del satyagraha", 2007, in *L'11 settembre di Gandhi. La luce sconfigge la tenebra*, R. Altieri (ed.),

an Indian name (in Indi, Urdu or Gujarati) to a still-developing method of struggle the spirit of which is clear and which is distinguished from passive resistance as elaborated in English (which remains, however, the language of the colonizers). The heart of this method lies in the precise choice not to generate suffering in the adversary, but in consciously opting for one's own suffering (accepting prison, for example) in order to conduct a just struggle. A few days later, Gandhi already shares the received proposals and focuses on the word *sadagraha*, suggested by his nephew Maganlal: *sadagraha* stands for "firmness in/adherence to a good cause". Starting from *sadagraha*, Gandhi perfected what would later become the historical word of nonviolent action, satyagraha, habitually translated "the power of truth". In the nonviolent action there is the force of truth, but from a Capitini perspective its tireless character shows itself in a more faithful translation: "persist in truth". Persist. A very "oriental" concept (please forgive the coarseness of the adjective) of action, which rejects the Promethean activism moved by blind faith in progressive human destiny and believes instead in the power of an action rooted in the interiority, in persuasion.

The recipient of this action is not reality, understood in an impersonal sense, as a "thing". Recipients are the you-s, all of the you-s, the you-everyone. The transformation of reality, its journey towards liberation, takes place not acting on one item, but through the relationship with the you-s. Conflict relations are also part of a renewed fervour of relationships, if lived and conducted in the sign of openness to you and openness to coexistence. In this regard, one cannot disregard this more than synthetic treatment from mentioning, albeit minimally, to co-presence. It is not theory, it is not a concept but a "life to be experienced", an eschatological horizon that recalls the fulfilment of times (the Kingdom of the Christian God, the rediscovered Eden). It is also reality as fully achievable today in every single act, since "the act of nonviolence is singularly suitable to immediately shift from the usual natural and social dimensions. It is fit to put at the root of this reality another reality, immediately and without the expectations tied to utopia"[7].

Quaderni Satyagraha, n. 12, pp. 29-46; Idem, "Un concorso per inventare la parola giusta per definire il movimento. La 'nascita' del Satyagraha", IV, gennaio 1908", in *Azione Nonviolenta*, n. 1/2, pp. 14-16, 2008.

[7] A. Capitini, *Le ragioni della nonviolenza. Antologia degli scritti*, M. Martini (ed.), ETS, Pisa, 2004, p. 62.

The relationship that emerges in the nonviolent framework, therefore, introduces the distinction between "adversary" and "enemy" within the conflict. The struggle is established as non-violent because it declines both in the goal and in the means the basic principle of minimizing the suffering of everyone, including the adversary. In other words, the struggle is inspired by the principle that it is right to fight for the reduction and the end of suffering of all those who suffer violence at various levels and carry out the struggle through methods not qualitatively dissimilar from the goal, i.e. nonviolent in their process. In this context, the enemy no longer exists: nobody is an enemy. At most I will be able to speak of "adversary" and towards them, I will not act any form of destructive action, neither physical nor psychical, neither total nor partial. I will approach them, indeed, disarmed, from every point of view. I will respect their religious holidays; I will not disturb the tranquillity of their family; I will repay their willingness and I will cooperate when they will act in my favour or in favour of the group for which I fight. I will recognize their value inasmuch as they have been brought to life as my peer and above all, I will believe (this is one of the most evident religious qualities of nonviolence) in their possibility to become aware of what is good, in their potential morality.

This is the reason for the determined and radical choice of never carrying weapons of any kind: to be defenceless is anything but an act of cowardice (we do not know what to do with cowardly nonviolence - Gandhi said - the daring violence of the brave would be better). It is not a refusal to use weapons for fear, but a clear desire to offer myself to the adversary with pure intentions, thus communicating my confidence in their ethical ability to overcome themselves: "I believe in you, I believe in the possibility that you will not hurt me, will not respond with violence to my defencelessness". These are the essential foundations of a relationship that aspires to be nonviolent, between the torment of the tragic awareness of the limit and the "morning light" that glances at the beauty of the blossoming of a new world.

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EMOTION MANAGEMENT DURING PUBERTY

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ABSTRACT: *The aim of this study is to grasp the differences that exist in the management of specific emotions, as well as the gender differences during puberty. The result analysis of the study reveals that inhibition related to anger has the highest score, while sadness – related inhibition has the lowest score. At the same time, dysregulation related to anger is the highest and it has equal scores for sadness and worry, while coping has the highest score with regard to sadness. There are no statistically significant gender differences in the management of specific emotions during puberty. Limits and recommendations have been presented.*

KEYWORDS*: emotion management, inhibition, dysregulation, coping, puberty.*

Introduction

Emotion management is the ability to cope with one's emotional reactions[1]. Emotion Management Skills are: showing emotion, verbal expression of emotions, controlling negative physical reactions, coping, and anger management[2]. Are identifing three emotion management categories: (a) emotion encoding and decoding, which involves „the ability to recognize emotional expressions of others and to produce clear, appropriate emotional displays"; (b) emotional understanding, which involves „understanding the causes and consequences of emotional expression as well as appropriate responses to emotional displays of others"; and (c) emotion regulation, which involves „the ability to regulate

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emotional expression and emotional experience"[3]. Examining the development of emotion management in normative populations is critical to understanding children who exhibit atypical emotional development[4]. The inability to identify emotional states, the inhibition of anger, the dysregulation of anger and sadness, and the constructive coping with anger predicted internalizing symptoms but the dysregulated expression of sadness and constructive coping with anger predicted externalizing symptoms. Either method of emotional dysregulation (i.e., under- and over control) is likely to result in poor quality relationships with the social environment that, in turn, exacerbate feelings of distress and anxiety[5].

The findings showed the significance of educating teen females about physical and psychological changes during puberty, help young females cope with puberty through training proper coping strategies. Parents should also be educated to be supportive and should be able to consider puberty as a stressful situation[6]. To expected differences in pubertal development between genders, a significant negative correlation between pubertal stage and emotion regulation is expected for both gender groups. No significant difference in emotion regulation between genders is anticipated[7]. Examining pubertal status and timing as predictors of the development of emotion regulation styles (rumination and emotional clarity) and depressive and anxiety symptoms and disorders results indicated that early pubertal timing predicted increased rumination in adolescent girls and the rumination mediated the association between

[3] Shipman, Kimberly, Zeman, Janice, Penza, Susan, & Champion, Kelly, *Emotion management skills in sexually maltreated and nonmaltreated girls: A developmental psychopathology perspective.* Development and psychopathology, Volume 12, Issue 1, 2000, pp. 47-62.

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early pubertal timing and increased depressive symptoms and disorder on set among adolescent girls[8].

Perceived maternal non-response to sadness was related to classroom popularity and loneliness through the effect on children's self-perception of social competence but perceived maternal active discouragement of sadness was related to children's classroom popularity through the effect on children's sadness inhibition[9]. Younger children expressed more sadness than older children, and maternal attention refocusing was less successful among older children than younger ones[10]. The sadness inhibition can distinguish somewhat between regulation of specific negative emotions rather than being a general indicator of negative emotional control. Children who express sadness in culturally inappropriate ways (i.e., whining, moping, crying) may isolate themselves from potential sources of support[11].

Anger is an emotional reaction to our perceived needs not being met – and this is potentially a very positive aspect of anger[12]. Anger is a negative affective state that may include increased physiological arousal, thoughts of blame, and an increased predisposition toward aggressive behavior[13].

By examining connections between cognitive development, worry elaboration and distress in a group of normal children aged 3–14 years, the results indicated that positive connections were found among cognitive development, worry elaboration, and the presence of a personal worry.

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[8] Alloy, Lauren B., Hamilton, Jessica L., Hamlat, Elissa J., & Abramson, Lyn Y., (2016). *Pubertal development, emotion regulatory styles, and the emergence of sex differences in internalizing disorders and symptoms in adolescence.* Clinical Psychological Science, Volume 4, Issue 5, pp. 867-881, https://doi.org/10.1177/2167702616643008

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Furthermore, statistical analyses pointed in the direction of a model in which cognitive elaboration can be posited as a mediator between age/cognitive development and personal worry[14]. Almost 70% of the children reported that they had worries from time to time. The content of these worries predominantly pertained to school performance, dying and health and social contacts. An examination of the characteristics of children's main intense worries revealed that these worries occurred on average 2 to 3 days per week, were accompanied by modest levels of interference and anxiety, elicited relatively high levels of resistance and were rather difficult to control. Thus, worry seems to be a common phenomenon in normal children aged between 8 and 13 years[15].

Puberty is a time when fronto-striatal-limbic systems supporting the processing and regulation of emotion and reward undergo important neuromaturational changes[16]. Pubertal matu-ration, indexed by testosterone levels, shifted neural regulation of emotional actions from the pulvinar nucleus of the thalamus and the amygdala to the anterior prefrontal cortex[17]. Adaptive emotion processing is critical for nearly all aspects of social and emotional functioning.There are distinct developmental trajectories associated with improved emotion processing, with a protracteddevelopmental course for negative or complex emotions[18].

The purpose of the article

Identifying particularities in the management of specific emotions (inhibition, dysregulation, coping).

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Objectives
• Identifying differences in the management of specific emotions during puberty
• Identifying gender differences concerning emotional management during puberty
• Identifying gender differences in the management of emotions during puberty.

Research hypotheses:
H1. It is expected that emotion management, inhibition, dysregulation and coping will evolve in the same way.
H2. It is expected that there will be gender differences in the management of emotions during puberty, in the sense that boys are more likely to inhibit sadness, anger and worry than girls.

METHODS
Participants
This study was conducted on a group of 327 pupils aged 12 to 14 years, of which 125 were boys and 202 were girls. Students were randomly chosen from several general schools in Bucharest.

Instruments
For this research, the Children's Emotion Management Scale (CEMS) was used, which consists of 3 scales: Children's Sadness Management Scale with 12 items (Zeman, Shipman and Penza-Clyve, 2001), Children's Anger Management Scale (Shipman and Penza-Clyve, 2001), with 11 items and Children's Worry Management Scale (Zeman, Cassano, Suveg and Shipman, 2010), with 10 items. Each of these scales is divided into three factors: inhibition, disruption and coping. Children have to choose between three values on the Likert scale: very rarely, sometimes and often.

Procedures
After obtaining the consent from parents and schools to carry out this research, the students responded to the questionnaires under supervision, there were offered explanations where necessary and the students were assisted to answer all the questions.

RESULTS

The SPSS statistical program was used to analyze the data. Firstly, the reliability and validity test was applied and the internal consistency coefficients from .60 to .72 had resulted, as it can be seen in the table below:

Table 1 Internal consistency of scales CEMS (N=327)

Scale	Subscale	No. items	Alpha Cronbach
CSMS	Inhibition_sadness	4	.68
	Dysregulation of sadness expression	3	.60
	Coping with sadness regulation	5	.63
CAMS	Inhibition_anger	4	.60
	Dysregulation of anger display	4	.62
	Coping with anger regulation	4	.72
CWMS	Inhibition_worry	3	.64
	Dysregulation_worry	3	.60
	Adaptive Coping_worry	4	.60

The results obtained for the management of sadness show that the students have the highest scores in coping with sadness regulation (M=2.15, DS=.56) and the lowest ones in the dysregulation of sadness expression (M=1.63, DS =.41). For anger management, the results indicate the highest score for the regulation of anger expression (M=2.17, DS=.51) and the lowest one in the management of anger (M=1.79; DS=.52), while for worry management, students have very close scores between the three variables (Table 2).

To test the H1 hypothesis we are taking into account the following results: inhibition has the highest score when it is related to anger (M=2.10, SD=.55) and the lowest score for sadness (M=1.82, SD=.48); the dysregulation of expressions is the highest when it is related to anger (M=2.17; DS=.51) and it has equal scores when sadness and worry are concerned (M=1.63; DS=.41/SD=.50); while the coping with regulation is the highest with reference to sadness (M=2.15; DS=.56) and the lowest with regard to worry (M=1.75, SD=.31). Therefore, the first hypothesis of this study is supported.

Table 2. Descriptive statistics of scales CEMS (N=327)

	Minimum	Maximum	Mean	Std. Deviation
Inhibition_sadness	4	12	1.82	.48
Dysregulation of sadness expression	3	9	1.63	.41
Coping with sadness regulation	4	12	2.15	.56
Inhibition_anger	4	12	2.10	.55
Dysregulation of anger expression	5	15	2.17	.51
Coping with anger regulation	3	9	1.79	.52
Inhibition_worry	3	9	1.91	.55
Dysregulation_worry	3	9	1.63	.50
Adaptive Coping _worry	5	12	1.75	.31

In order to test gender differences in the management of sadness, anger and worry, for students during their puberty, the one-way ANOVA analysis was applied and, as it can be seen in the following table, the differences are not statistically significant for this period:

Table 3. Anova analysis for gender differences related to emotion management during puberty

		Sum of Squares	df	Mean Square	F	Sig.
Anger management through inhibition/ suppression - CAMS	Between Groups	.04	1	.04	.01	.975
	Within Groups	1241.02	325	3.81		
	Total	1241.02	326			
Anger management through emotional display - CAMS	Between Groups	.75	1	.75	.27	.601
	Within Groups	894.49	325	2.75		
	Total	895.24	326			
Anger management through constructive coping - CAMS	Between Groups	.00	1	.00	.00	.994
	Within Groups	1652.97	325	5.08		
	Total	1652.97	326			
Sadness management through inhibition/ suppression - CSMS	Between Groups	7.49	1	7.49	1.50	.221
	Within Groups	1619.02	325	4.98		
	Total	1626.52	326			
Sadness management through emotional display - CSMS	Between Groups	3.08	1	3.08	.46	.494
	Within Groups	2141.72	325	6.59		
	Total	2144.80	326			
Sadness management through constructive coping - CSMS	Between Groups	5.71	1	5.71	2.28	.131
	Within Groups	811.73	325	2.49		
	Total	817.45	326			
Worry management	Between Groups	10.96	1	10.96	3.92	.048

through inhibition/ suppression - CWMS	Within Groups	907.35	325	2.79		
	Total	918.31	326			
Worry management through emotional display - CWMS	Between Groups	.03	1	.03	.01	.901
	Within Groups	739.21	325	2.27		
	Total	739.24	326			
Worry management through constructive coping - CWMS	Between Groups	.33	1	.33	.13	.716
	Within Groups	814.09	325	2.50		
	Total	814.42	326			

In view of these findings, the gender differences in the management of sadness, anger and worry cannot be supported.

Conclusions

By resuming the analysis of the results of this study, the first conclusion that can be drawn is that anger management is the highest and worry management is the lowest during puberty. The second conclusion is that students can manifest constructive coping strategies the most when experiencing sadness and the third conclusion is that there are no statistically significant differences in the management of specific emotions during puberty. Limits that we could mention again for this study are: the unrepresentative group of subjects and the absence of a qualitative measurement. We recommend expanding these types of analysis for other periods of development.

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A STUDY ON THE EFFECTIVENESS OF PSYCHOTHERAPY IN THE RECOVERY OF PERSONALITY DISORDERS

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ABSTRACT: *The purpose of this study is to present the efficacy of psychotherapy in the treatment and recovery of personality disorders. Personality disorders are considered a result of the combination of biological, psychological and social factors.*

An effective treatment of personality disorders should include: solid theoretical background; multidimensional planning; individualized needs assessment; precise approach to problem behavior; the use of active and structured behavioral and active learning techniques; modeling prosocial attitudes; learning cognitive abilities (cognitive-behavioral accent); emphasis on the development of a functional therapeutic relationship.

The results have shown that cognitive-behavioral treatments are effective in personality disorders. Through the psycho-educational approach, the patient gained better control capacity and better crisis management.

In conclusion, the issues for which A.V. appeared in therapy were improved cognitive and behavioral long-term.

KEYWORDS: *psychotherapy, diagnosis, personality disorders, cognitive-behavioral treatment strategies*

1. Introduction. Conceptual and practical considerations

Personality disorders count among the most controversial and problematic disruptions in the diagnostic handbook, given that they have a high prevalence; however, they are not effectively treated[1].

Traditionally, psychodinamic approaches and long-term psychotherapy were considered the most appropriate treatment in personality disorders. The goal was to change the peculiarities and the structure of the patient's lifestyle. Nevertheless, the results of treatment

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[1] Druțu. I., *Psycho-pedagogy of the Mentally Disadvantaged*, Babeş-Bolyai University, Cluj-Napoca, 1995, p. 162.

were different even in people with a strong motivation for change. In the past, personality disorders were explained exclusively from a psychodynamic angle, as being a fixation at a certain stage. Paradigmatic changes have lately had a considerable impact on these explanations, so that personality disorders are now considered to be a result of the combination of biological, psychological and social factors. Current treatments differ from those used in the past through the fact that the approach is more focused and more structured, and the therapist has a more active role in the therapeutic process.

In terms of treatment efficacy, personality disorders follow the *DSM-IV-TR* (*APA*, 2000) diagnostic categories: cluster A (paranoid, schizoid and schizotypal), and the treatment-resistant category, which does not benefit from the effects of treatment, or does not accept change[2].

A set of personality disorders are ego-syntonic, i.e. individuals have no motivation for change. Starting from that aspect, there is a great deal of variability among personality disorders. Individuals with ego-syntonic personality disorders may be classified as resistant to treatment (paranoids, antisocial individuals, or schizophrenia patients), unlike those seeking treatment (e.g. borderline) (Tyrer et al., 2003a, apud Bateman, Tyrer, 2004). These aspects are important for assessing the motivation for change, an issue the effectiveness of a certain type of therapy largely depends on.

2. Manners of therapeutic approach. Difficulties in the psychotherapeutic approach

Empirical researches that study the effectiveness of psychotherapy in personality disorders are not very numerous today. There are several randomized controlled trials, and therefore empirical data are needed to demonstrate the effectiveness of psychotherapy in treating personality disorders[3]. There is ample evidence that psychotherapy is generally effective in the treatment of personality disorders, but

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[2] Kernberg, O.F., *A Psychoanalytic Theory of Personality Disorders*. In J.F. Clarkin, M.F. Lenzenweger (editors) *Major Theories of Personality Disorder*: Guilford Press: New York. 1996, pp. 106-140

[3] Martin, G., *Cognitive-behavioral psychotherapeutic intervention in a teenager with schizoid personality disorder. Case Study*. In *Studies and Researches in Socio-Human Sciences*, Romanian Academy – Cluj-Napoca division. "Argonaut" Publishers, Cluj-Napoca, 2008, p. 99-105.

existing studies indicate that the outcomes of the intervention differ between the various forms of psychotherapy and between the various personality disorders.

Meta-analyzes have studied the effectiveness of psychodinamic and cognitive-behavioral therapy in the treatment of personality disorders. The results have shown that cognitive-behavioral treatments are effective in Axis II disorders. Tyrer (2002a, apud Bateman, Tyrer, 2004)[4] presents the main forms of intervention in these disorders as well as their objectives (see Table 1).

Table 1. Forms of intervention (after Tyrer, 2002)

Type of treatment	The aim of the treatment
Psychodinamic therapy	Increased ability of reflection, interpersonal relationing, and emotional control
Cognitive-behavioral therapy	Changing dysfunctional beliefs
Behavioral-dialectic therapy	Initially, meant to reduce self-destructive behaviors, then emotional control
Cognitive-analytical therapy	A better understanding of the operation of one's own person
Behavioral therapy	Improvement of maladaptive behaviors

3. Cognitive-behavioral therapy

The literature in the field finds cognitive-behavioral therapy in personality disorders as having the same effectiveness as psychodinamic therapy. Moreover, the relapse rate has been shown to be higher for cognitive-behavioral therapy. However, its effects cannot be neglected.

From a cognitive perspective, the changes result from the collaborative alliance between the patient and the therapist, who are jointly trying to capture the "roots" of the various disadaptive schemes, and to develop coping mechanisms, while providing the patient with different skills development strategies. From a behavioral perspective,

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[4] Bateman, A.W., Tyrer, P., *Psychological Treatment for Personality Disorder*, in *Advances in Psychiatric Treatment*, 10, 2004, p. 378-388.

Millon and Davis (2000) identified progressive desensitization as a useful technique for situations where the patient has difficulties, and for the problems of interpersonal relationships the issue that desensitization develops tolerance was taken into account. Research on progressive cognitive-behavioral treatment strategies and skills development strategies.

Young, Klosko and Weishaar (2003)[5] showed that the development of social skills had a beneficial effect with patients who did not have those abilities, but the combination of these two procedures proved more effective than each technique used separately. Andrews et al. (1990), Hollin (1993), Antonowicz and Ross (1994), and Tennant et al. (1999) (apud Woods, Richards, 2003) suggest that effective treatment of personality disorders should include:

- a solid theoretical basis;
- multidimensional planning;
- individualized assessment of needs;
- accurate approach to problematic behavior;
- emphasis on the development of a functional therapeutic relationship.
- using behavioral techniques, as well as active and structured social learning techniques;
- shaping prosocial attitudes;
- learning cognitive skills and abilities (with cognitive-behavioral emphasis).

4.The case study

This study presents the case of an 18-year-old teenager, called A.V., who is in psychotherapy because he is troubled by chronic respiratory tics. The general condition of the subject is also affected by chronic acute gastroduodenitis.

The subject features schizoid personality traits, has no friends or concerns specific to boys of his age (except for housework, where he helps his parents and grandparents). Psychiatric counseling and monthly psychiatric control were recommended following a psychiatric assessment[6].

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[5] Young, J., Klosko, J., Weishaar, M., *Schema Therapy: A Practioner's Guide*, New York, U.S.A. Guilford Publishers., 2003, p. 176.

[6] Seligman, M.E.P., *Learned Optimism*. New York: Simon and Schuster, 1998, p. 152.

A.V. is the third child among his siblings, and was born with normal somatic and psycho-intellectual development. She lives in an Argeş village, along with her extended family. He commutes to Piteşti, being a student in a theoretical high school. He was hospitalized some time before at a Pediatric Clinic in Piteşti, and the reason was **persistent dry cough**.

His disorder started in 2015, subsequent to a cranio-cerebral trauma with the loss of consciousness (a few minutes), with temporary paralytic strabismus of the left eye, and the child presenting, ever since, a daily dry, irritating, day-time cough, more accentuated in the cold season, with a slight improvement during the summer. A psychiatric assessment was also made. He was discharged with a diagnosis of *chronic respiratory-type tics, chronic-acute gastroduodenitis*. He was advised to take psychological counseling and monthly psychiatric control.

A.V. initially came to the therapy with the frequency of two weekly sessions, and then, starting with the seventh session, one weekly session.

The psychotherapeutic approach was initially undertaken behaviorally, and subsequently by means of cognitive techniques. Through the psycho-educational approach, the patient gained better control capacity as well as better crisis management.

Difficulties: A. V. shows features of schizoid personality. Not having friends or preoccupations specific to boys of his age, it is difficult for him to learn to interrelate positively, since he does not have someone (his age) with whom to practice the skills he has acquired in therapy. He does not feel the need for emotionally accepted / socially requested according to his age / role and status.

During the eleven cognitive-behavioral therapy sessions, methods specific to cognitive-behavioral psychotherapy were applied, but also methods like: maieutics, role play, dialectics, therapeutic metaphor, guided imagery, progressive relaxation, hypnotherapy. By applying POMS, current emotional state was evaluated, at the beginning of each session, in order to assess progress and eventually identify the stagnation / regression of the intervention.[7]

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[7] Woods, P., Richards, D., *Effectiveness of nursing interventions in people with personality disorders*, in *Journal of Advanced Nursing* 44(2), 2003, pp. 154–172.

Semi-structured clinical interview (BATHE and SWOT) facilitated the identification of own and environmental resources that facilitate changes, and drawing the **patient's list of problems**:

- I am very annoyed and irritable, because I have been coughing for three years, and no treatment seems to work. (Cough appeared after a bicycle crash – with a cranio-cerebral trauma followed by loss of knowledge, for a few minutes, and temporary paralytic strabismus in the left eye)

- I am unhappy because I do not make more effort at school.

- I am worried about stomach problems.

Following the analysis of thoughts simultaneously expressed by A.V. (see Table 2), those were metaphorically compared to "the fight of two rams having equal forces". A. V. considered that they would fight until they got tired, i.e. until exhaustion. The condition for one to overcome is that the other gets weakened in the force of his blow. Following the maieutic conversation, A. V. considered that thoughts in the left column should be reduced in intensity. In a directly proportional manner, the thoughts in the right column need to be strengthened[8].

Now, the equal fight of dichotomic thoughts creates the vulnerability that causes the specific range of problem: irritation, chronic respiratory tics, chronic gastroduodenitis.

Table 2. Types of cognition identified

Irrational cognition	Rational cognition
I've had enough.	*I can still stand it.*
I'm good for nothing.	*I'm good at one thing at least.*
I feel that I deserved to be punished (I am guilty of not listening to Mother who did not allow me to ride the bicycle).	*(I am guilty of not listening to Mother who did not allow me to ride the bicycle).*

As expected, A. V. responded to learning relaxation through behavioral modeling in order to avoid excessive tenseness due to concentration in accomplishing the task (the Poppen method). The

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[8] American Psychiatric Association (*APA*), *Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR Fourth Edition (Text Revision),* 2000, p. 142.

relaxation exercise was followed by learning / practicing the abdominal breathing technique, and both methods were recommended as a home task/assignment (before falling asleep, in a lying position).

A.V. is compliant to therapy, being fully aware of the importance of working out his homework tasks, and completing, for the inter-session interval, the assessment scale: Situation/Thoughts (intensity 0-100) / Emotions (0-100) / Behavior (what I did / I did not do)[9]. Evaluating these scales identifies a low level of emotional intelligence. In order to develop it, a set of exercises for the development of emotional intelligence were conducted:

- Analyzing the benefits of pleasant emotions vs. unpleasant emotions.

- Identifying the different types of emotions by engaging in various activities, e.g. *versification* (this is one of for A.V.'s passions, as the boy manages to easily compose spontaneous lyrics, even to the "command" of his schoolmates).

Initially, A.V was unable to turn into verse / express negative moods and states of mind, then, during therapy, versification is also successful for negative emotions.

It was recommended to him to continue versification to facilitate emotional expression, and in the follow-up stage A. V. shows the psychotherapist seven stanzas in which the theme of the *Resurrection* is presented in one of the stanzas like this:

"Now is the right time!
Don't you think this has been enough?
Are you still hesitating even today?
Haven't you pondered enough?" – in the shape of a retrospective self-reflection.

5. Conclusions

Following therapy, the patient's progress was obvious: improvement on target issues (less coughing, improvement of psychosomatic conditions, and improvement of social relation – he started a friendly relationship with a girl – successful socialization).

The issues for which A.V. turned to therapy have been improved, in cognitive and behavioral terms, in the long run. The cough was eliminated without signs of relapse. Stomach problems are no longer

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[9] Millon, T., Davis, R., *Personality Disorders in Modern Life*. NY: Wile, 2000, p. 127.

noticed. School performance has improved significantly, in the sense that A. V. has obtained increased frequency of very good grades (10, 9) in his school activity. Now A. V. has a paid job: he is a mechanic in his spare time after classes. The cognitive-behavioral changes achieved during psychotherapy are stable and have been maintained over rather a long period of time.

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THE INTENSITY OF EMOTIONS DURING ADOLESCENCE - GENDER AND HIGH SCHOOL FIELD OF STUDY DIFFERENCES

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ABSTRACT: *The purpose of this study was to identify gender and high school field of study (philology and mathematics-computer science) differences in adolescent students. The study was attended by 373 high school students (119 male and 254 female) aged 15-18. The results of the present study show that scores obtained by adolescent students for the intensity of the positive emotions are higher than the scores obtained for the intensity of the negative emotions, that girls feel more intense than boys both positive and negative emotions and that there are no differences in the intensity level of the emotions between students from different fields of study.*

KEYWORDS: *intensity of positive emotions, intensity of negative emotions, high school profile, adolescence.*

Introduction

Over the last years it has been done little research on the intensity of emotions on teenagers as the topic was no longer of interest to researchers; consequently, we considered appropriate such an investigation.

Emotional intensity can be expressed in many different ways: as intensity of feeling: positive feelings, negative feelings, both positive and negative feelings together, extremes of emotion, complex emotions that apparently move from one feeling to another over a short time period, identification with the feelings of other people, laughing and crying

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together; in the body: the body mirrors the emotions and feelings are often expressed as bodily symptoms such as tense stomach, sinking heart, blushing, headache, nausea; inhibition: timidity and shyness; strong affective memory: emotionally intense children can remember the feelings that accompanied an incident and will often relive and „re-feel" them long afterward; fears and anxieties, feelings of guilt, feelings of being out of control; concerns with death, depressive moods; emotional ties and attachments to others, empathy and concern for others, sensitivity in relationships, attachment to animals, difficulty in adjusting to new environments, loneliness, conflicts with others over the depth of relationships; critical self-evaluation and self-judgment, feelings of inadequacy and inferiority.[1]

Mohammad and Bravo-Marquez use language to communicate not only the emotion we are feeling but also the intensity of the emotion. For example, utterances can communicate that we are very angry, slightly sad, absolutely elated, etc. Here, intensity refers to the degree or amount of an emotion such as anger or sadness.[2] Angry, disgusted, fearful, happy, and sad facial expressions of varying intensity were used for to examin age differences in emotion perception and the results show that older adults took longer to respond than younger adults only outmatched older adults for the lowest intensity disgust and fear expressions.[3] In a research for examining the influence of emotional intensity on use of a wide range of ER strategies, both putatively adaptive (acceptance, cognitive reappraisal, problem solving) and maladaptive (experiential avoidance, expressive suppression, self-criticism, rumination) was found that high intensity sadness prompted greater use of expressive suppression than other contexts.[4] People who scored higher on the positive emotional intensity had on average more positive emotional associations than those with

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[1] Sword, L.K., & Director, G., Emotional intensity in gifted children. *Retrived from www. sengifted.* 2005, *org (14–07–2011).*

[2] Mohammad, S.M., & Bravo-Marquez, F., Emotion intensities in tweets. *arXiv preprint arXiv:1708.03696*, 2017.

[3] Andrew Mienaltowski, Elizabeth A. Lemerise, Kaitlyn Greer & Lindsey Burke (2018): Age-related differences in emotion matching are limited to low intensity expressions, Aging, Neuropsychology, and Cognition.

[4] Dixon-Gordon, K.L., Aldao, A., & De Los Reyes, A., Emotion regulation in context: Examining the spontaneous use of strategies across emotional intensity and type of emotion. *Personality and Individual Differences*, *86*, 271-276, 2015.

lower scores on this personality trait, scores were in alignment with the intensity ratings for positive and negative emotion terms[5].

A factor analysis of the intensity questions and the diagram variables in a research about what are the dimensions of the intensity of emotion, yielded six factors: (1) duration of the emotion and delay of its onset and peak; (2) perceived bodily changes and strength of felt passivity; (3) recollection and re-experience of the emotion; (4) strength and drasticness of action tendency, and drasticnesso factual behaviour; (5) belief changesa nd influence upon long-term behaviour; and (6) overall felt intensity.[6]

Mddotuller-Bardorff et al. consider that the intensity of emotional expressions is crucial in order to estimate the strength of prevailing action tendencies and to adapt behavior in social situations. Their study was aimed at elucidating effects of emotional intensity of task irrelevant facial expressions in the context of varying attentional resources (participants performed a perceptual judgement on two horizontal bars, perceptual load was manipulated by the length difference between the bars). Intensity effects did not significantly differ across emotional categories[7].

The results of the Fujita, Diener and Sandvik research evidence that women experience emotion are more strongly than do men, that women differ from men in the intensity of their emotions—both positive and negative emotions. However, there is little evidence of affect balance differences between the genders, affect intensity is unitary across affect valence. This means that if a person experiences strong negative emotion, that person is more likely to experience strong positive emotions. The people who experience strong positive emotions are the same people who experience strong negative emotions. Gender accounted for less than 1% of the variance in happiness but over 13% in emotion intensity.[8]

According to the hypothesis that explicit evaluation may involve additional brain regions, several regions were correlated with emotional

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[5] Piqueras-Fiszman, B., & Jaeger, S.R., Emotions associated to mealtimes: Memorable meals and typical evening meals. *Food Research International*, *76*, 2015, 243-252.

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[8] Fujita, F., Diener, E., & Sandvik, E., Gender differences in negative affect and well-being: the case for emotional intensity. *Journal of personality and social psychology*, *61*(3), 1991, 427.

intensity ratings only when participants were making explicit good–bad judgments. For instance, additional regions of the right orbital frontal cortex and the temporal pole were associated with rated emotional intensity only during the explicit evaluative task[9].

The two features that are most often discussed for categorizing emotions are emotion type and emotion intensity. It is greatly believed that there are some basic emotion types (e.g., happiness, anger, and sadness), and each emotion belongs to one or more basic types; on the other hand, emotions may also differ in their intensity, for instance, scared is a stronger emotion than afraid although they both belong to the category of fear[10].

Three experiments suggest high self-awareness can diminish the intensity of emotional experience in the absence of this confound. In Study 1, participants were led to feel sad in the presence or absence of a mirror; a standard for emotionality was or was not induced. High self-awareness amplified sadness when there was a standard for emotionality; it dampened sadness when there was no standard. Additional experiments using a self-novelty writing task (Study 2) and a mirror (Study 3) showed that self-awareness can also dampen positive affect. A fourth study found that trait private self-consciousness did not affect emotional intensity after controlling for the effects of neuroticism[11].

The results of 6 experiments indicate that emotional intensity reduces perceived psychological distance. People who described events emotionally rather than neutrally perceived those events as less psychologically distant, including embarrassing autobiographical events, past and future dentist visits, positive and negative events, and a national tragedy. People also perceived an event (dancing in front of an audience) as less psychologically distant when they were in a more emotionally arousing social role (of performer) than in a less emotionally arousing social role (of observer;). Two findings bolster the causal role of emotional intensity in reducing perceived psychological distance. First, reported emotional intensity was negatively correlated with perceived

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psychological distance and statistically mediated the effect of being in an emotionally arousing social role on perceived psychological distance. Second, providing people with an alternative interpretation of their emotions (emotionally ambiguous whale songs) significantly reduced, even reversed, the negative correlation between self-reported emotional intensity and perceived psychological distance[12].

In two additional experiments, examined multiple memories of emotions of high intensity and positive or negative valence and of positive valence and high or low intensity. Intensity is a more consistent predictor of autobiographical memory properties than is valence or the age of the memory in these experiments as well. The general effects of emotion on autobiographical memory properties are due primarily to intensity differences in emotional experience, not to benefits or detriments associated with a specific valence.[13] In one study in which participants recollected positive and negative autobiographical memories and then generated better and worse episodic counterfactual events from those memories, the results suggest that the projected emotional intensity during the simulated remembered/imagined event is significantly higher than but typically positively related to the emotional intensity while remembering/imagining the event. Furthermore, repeatedly simulating counterfactual events heightened the emotional intensity felt while simulating the counterfactual event. Finally, for both the emotional intensity accompanying the experience of remembering/imagining and the projected emotional intensity during the simulated remembered/imagined event, the emotional intensity of negative memories was greater than the emotional intensity of upward counterfactuals generated from them but lower than the emotional intensity of downward counterfactuals generated from them[14].

Suveg and Zeman examined whether anxious children and adolescences (10-17 aged) suffer both negative emotional hyper-reactivity and deficits incognitive emotion regulation. Emotion ratings, content

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[12]Van Boven, L., Kane, J., McGraw, A.P., & Dale, J., Feeling close: emotional intensity reduces perceived psychological distance. *Journal of personality and social psychology*, *98*(6), 872, 2010.

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analysis of reappraisal responses, and reports of everyday use of reappraisal were used to assess negative emotional reactivity, reappraisal ability, efficacy and frequency. Relative to controls, children with anxiety disorders (1) experienced greater negative emotional responses to the images, (2) were less successful at applying reappraisals, but (3) showed intact ability to reduce their negative emotions following reappraisal. They also (4) reported less frequentuse of reappraisal in everyday life[15].

Sex and age differences in the quality and intensity of children's emotional attributions to affect-laden stories were explored. Seventy-two 7-, 9-, and ll-year-old children, with equal numbers of boys and girls of each age, were individually told 10 affect-laden stories. After each story, children were asked to indicate how they would feel as the story protagonist by pointing to angry, sad, happy, and scared faces, each of which had three degrees of intensity. The results revealed that boys attributed anger to themselves more frequently than did girls; girls attributed sadness and fear to themselves more frequently than did boys. Boys" first responses to the stories were more intensely angry and more intensely happy than were girls" first responses; and the intensity of both boys" and girls" emotional attributions decreased with age[16].

Because previous research demonstrates that younger and older adults prefer distraction over engagement (reappraisal) when regulating high-intensity negative emotion, Martins, Sheppes, Gross and Mather investigated whether emotion regulation choice preferences may differ as a function of stimulus valence with age. The effect of stimulus intensity on negative and positive emotion regulation strategy preferences was investigated in younger and older men. Participants indicated whether they favored distraction or reappraisal to attenuate emotional reactions to negative and positive images that varied in intensity. Men in both age-groups preferred distraction over reappraisal when regulating high-intensity emotion. As no age-related strategic differences were found in negative emotion regulation preferences, older men chose to distract less from high-intensity positive images than did younger men. Older men demonstrated greater engagement with highly positive emotional contexts than did younger men. Thus, age differences in emotion regulation goals

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[15]Suveg, C., & Zeman, J., Emotion regulation in children with anxiety disorders. *Journal of Clinical Child and Adolescent Psychology*, *33*(4), 2004, 750-759.

[16] Brody, L.R., Sex and age variations in the quality and intensity of children's emotional attributions to hypothetical situations. *Sex roles*, *11*(1-2), 1984, 51-59.

when faced with intense emotional stimuli depend on the valence of the emotional stimuli[17].

The purpose of the article: to identify differences in intensity for positive and negative emotions in relation to high school field of study and gender in adolescents.

Objectives:
• Identifying gender differences concerning the intensity of positive and negative emotions in adolescents.
• Identifying differences in the intensity of positive and negative emotions in relation to the high school field of study.

Research hypotheses:
H1. It is expected that gender may influence the intensity of positive and negative emotions, videlicet, boys will have lower scores than girls.
H2. It is expected that lyceum field of specialization may influence the intensity of positive and negative emotions, meaning that students of philology classes will have higher scores than mathematics-computer science students.

METHODS
Participants
The present study was attended by 373 high school students aged 15-18, of which 119 are male and 254 females. Of these, 239 are from philology and 134 are from mathematical-computer science specialisation.

In order to measure the proposed variables, it was used the Emotional Intensity Scale (EIS), rehabilitated and validated by Geuens and De Pelsmacker in 2002.[18] The scale contains 17 items divided into 2 subscales: positive emotion intensity (EIS-R POS) and negative emotion intensity (EIS-R NEG), each item with 5 variants of their emotional experiences, listed on the Likert scale from 1 to 5. Item 7 "The person with whom I have a relationship prepares me a romantic dinner with candles. I feel:" it was changed to "The person whom I have a relationship is preparing me a

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[17] Martins, B., Sheppes, G., Gross, J.J., & Mather, M., Age differences in emotion regulation choice: Older adults use distraction less than younger adults in high-intensity positive contexts. *The Journals of Gerontology: Series B, 73*(4), 2016, 603-611.

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surprise meeting in the city. I feel:" to better fit teenagers. After applying fidelity tests, the Cronbach Alpha coefficients are for the intensity of positive emotions =.71, and for the intensity of negative emotions =.77.

Procedures
Instruments

Data were collected in a high school of Bucharest, after obtaining the consent of the parents of the minor students. Participants were informed about the completion of the scale and supervised throughout the completion of the responses.

Results

Data analysis was done using the SPSS statistical program. Descriptive statistics showed a higher average level of positive emotional intensity (M = 32.11, DS = 4.60) than negative emotional intensity (M = 23.61, DS = 5.79), as can be seen in Table 1.

Table 1. Average values of positive and negative emotion intensity scores in high school students

	N	Minimum	Maximum	Mean	Standard Deviation
Positive emotional intensity	373	9.00	44.00	32.11	4.60
Negative emotional intensity	373	8.00	40.00	23.61	5.79

In order to test the H1 hypothesis regarding the gender difference, the T test for independent samples was used. As a result of differential analysis, male adolescents (M = 20.66, DS = 4.31) have lower scores than female adolescents (M = 24.99, DS = 5.89) on the intensity of negative emotions. Also, regarding the intensity of positive emotions, male adolescents have lower scores (M = 31.61, DS = 5.19) than female adolescents (M = 32.35, DS = 4.29) (Table 2).

Table 2. Gender differences in the intensity of positive and negative emotions (N=373)

	Gender	N	Mean	Standard deviation	Standard error
Positive emotional intensity	female	254	32.35	4.29	.26
	male	119	31.61	5.19	.47
Positive emotional intensity	female	254	24.99	5.89	.36
	male	119	20.66	4.31	.39

The difference is statistically significant as the test t (371) = 7.15, p <.001) for the negative emotion intensity scale, but the difference is not statistically significant, as we can see in the t test (371) = 1.44, p>. 05) on the intensity of positive emotions (Table 3).

Table 3. Comparison of scores obtained by girls and boys in terms of the intensity of positive and negative emotions (N=373)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Df	Std. Error Df	95% Confidence Interval of the Difference Lower	Upper
Positive emotional intensity	Equal variances assumed	3.80	.052	1.44	371	.150	.73	.51	-.26	1.74
	Equal variances not assumed			1.34	196.09	.180	.73	.54	-.34	1.81
Negative emotional intensity	Equal variances assumed	19.25	.000	7.15	371	.000	4.32	.60	3.13	5.51
	Equal variances not assumed			7.98	305.07	.000	4.32	.54	3.26	5.39

In summary the hypothesis that gender influences the intensity of positive and negative emotions, videlicet, boys will have lower scores than girls, is partially confirmed, with girls scores being higher only in the intensity of negative emotions.

In order to test the H2 hypothesis of the study, the differences concerning high school specialization, the results show that the average scores of students from philology (M = 32.25, DS = 4.42) are higher than those of mathematics-computer science students (M = 31.87, DS = 4.91) the scale of the intensity of positive emotions, and in terms of the intensity of negative emotions, the scores are very little different, so students in

philology (M = 23.90, DS = 5.83) have higher scores than mathematics-computer science students = 23.08; DS = 5.71) (Table 4).

Table 4. High school specialization differences concerning positive and negative emotional intensity (N=373)

	High school specialisation	N	Media	Deviația standard	Eroarea standard
Positive emotional intensity	philology	239	32.25	4.42	.28
	mathematics - computer science	134	31.87	4.91	.42
Negative emotional intensity	philology	239	23.90	5.83	.37
	mathematics - computer science	134	23.08	5.71	.49

As it can be shown in Table 5, the differences are not statistically significant according to test t (371) = .76, p> .05) for positive emotion intensity and t (371) = 1.32, p> .05) for negative emotion intensity.

Table 5

Comparison of the scores obtained by the students from philology specialization with the scores obtained by the students from mathematics - computer science specialization regarding intensity of positive and negative emotions

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Df	Std. Error Df	95% Confidence Interval of the Difference	
									Lower	Upper
Positive emotional intensity	Equal variances assumed	.40	.527	.76	371	.448	.37	.49	-.59	1.35
	Equal variances not assumed			.73	252.41	.461	.37	.51	-.63	1.38
Negative emotional intensity	Equal variances assumed	.00	.978	1.32	371	.187	.82	.62	-.40	2.05

Equal variances not assumed	1.32	280.16	.185	.82	.62	-.39	2.04

Hypothesis H2, which claimed that the lyceum field of specialization would influence the intensity of positive and negative emotions, is rejected.

Conclusion

The results of the present study show that scores obtained by adolescent students for positive emotion intensity are higher than those obtained for negative emotion intensity. Knowing that positive emotions are fewer than negative ones, we could take in consideration that these findings are related with the idea that the frequency of emotional experiences could influence the intensity of emotions, which would be a good recommendation for future studies. Also, data analysis revealed that girls feel more intense than boys both positive and negative emotions. This conclusion may have practical applications for school counsellors and psychotherapists as well as for teachers.

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SCHOOL EMOTIONAL LEARNING – BETWEEN NECESSITY AND COMPULSORINESS

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ABSTRACT: *Emotional learning starts from the first moments of life and it continues throughout life. The child learns about emotions and how they can be managed in the context of social interactions. He practices emotional learning anytime, anywhere. He learns not only within the organized school environment (which is lately also seeking the emotional development of the student with a view of developing appropriate relationships, preventing and resolving conflicts), but also in many other contexts and with the help of many people. He learns in school from the teachers, but also on the street, from colleagues, friends, mass-media and, in particular, at home. His experiences in the relationships with other people (children or adults) help him learn the rules of expressing emotions, recognize his personal emotions and those of others, to regulate his emotional behavior.*

The emotional exchanges between parents/adults and the child have an emotional meaning; if repeated, the child forms an emotional template which he shall also use in adulthood. Even though the family influence is manifested very early and it is very deep, the subsequent life experiences of the child, within the groups he interacts with and especially at school, can change or strengthen positively or negatively the emotional templates acquired within the family.

Our study offers ideas about the organization of an optimal emotional learning.

KEYWORDS: *Learning, emotional learning, school, empathy, brain neuroplasticity, social skills, emotional skills*

Introduction

Learning is a complex, dynamic-evolutionary phenomenon with a rich content and a broad scope, whose issue is approached by several disciplines: on one hand, biology and biochemistry, which are concerned with determining the neurophysiological mechanisms of learning and, on the other hand, psychology and pedagogy which are concerned with the

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individual and social dimension of learning, with the conditions of learning and its optimization.

The child learns not only within the organized school environment (school learning), but also in many other contexts and with the help of many people. Practically, he learns anytime, anywhere, anything and from anybody. He learns in school from the teachers, but also on the street, at home, from colleagues, friends, mass-media etc.

Through social learning, we learn how to behave in a group, how to interact with others, to adapt to new situations, overcome conflictual and tense situations, how to cooperate etc.

Emotions are as old as time. They are important because they ensure survival, decision making, setting limits and inter-human communication.

Through emotions we judge the world as being good or bad, pleasant or unpleasant, we judge the world according to our own system of values and we report optimistically or fearfully, assertively or negatively about life situations.

The child learns about emotions and how they can be managed. His experiences in the relationships with other people (children or adults) help him recognize his emotions (personal and of others), respect the rules of expressing emotions, regulate his emotional behavior and to consider another person's emotions.

In other words, emotional learning starts from the first moments of life and it continues throughout life. All the emotional exchanges between parents/adults and the child have an emotional meaning; if repeated, the child forms an emotional template which he shall also use in adulthood. Family and school are two major institutions which can influence the emotional development of the child.

 Even though the family influence is manifested very early and it is very deep, the subsequent life experiences of the child, within the groups he interacts with and especially at school, can change or strengthen positively or negatively the emotional templates acquired within the family.

By the age of five, the child's brain functions as a control panel, with many connections. Some connections may be deleted and other connections may be reinforced. This process continues for the rest of his life.

Neuroplasticity allows the brain to act as a computer that has the ability to change his own structure. The human brain has the ability to

functionally organize and reorganize itself permanently in accordance with his experience.

We believe that children should be educated from an early age in the sense of recognizing and accepting their own emotions, recognizing and considering other people's emotions, regulating their own emotional behaviors and expressing their emotions in a constructive manner.

Neurophysiology considers the limbic system as a center of the emotional life, especially the amygdaloid nucleus, which is even referred to as „store of the emotional memory"[1].

The rational brain developed from the visceral one. The earliest roots of the emotional life being located in the olfactory centers of the archaic or visceral brain. The visceral brain consists of a cluster of neurons, known as the brainstem, located at the base of the cranium, at the end of the spine.

Most schools do not provide a rich or flexible socio-emotional experience for their students. They compete from an early age for the teacher's attention, for grades, for different contests, thus simulating competition.

In recent years it is more and more acknowledged that our schools need a radical change, if we want to educate our children so that they can develop their ability to regulate emotional behaviors, as well as to solve conflicts constructively.

The theoretical approach

H. Gardner, introduced in his theory on multiple intelligences[2], the terms of intrapersonal and interpersonal intelligence.

Interpersonal intelligence designates the capacity and ability to understand people, to know what motivates them, to anticipate their possible reactions in given situations, to properly relate to them and together to find ways of cooperation. It relies on an in-depth personal knowledge. That is why many psychologists have thought that this ability to ensure success in everyday life is different from the academic intelligence; it implies a specific sensitivity to practice and inter-human relationships. This gave rise to the theory of emotional intelligence.

The second form, the intrapersonal intelligence, consists of the ability to look within your own person, your inner self, to make an objective

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[1] Goleman D., in *Emotional intelligence,* 2005.
[2] Gardner H., *The human mind,* 2007.

introspection of yourself. This intelligence is the prerequisite and the condition for forming a rigorous self of a suitable model of action in life.

D. Goleman's vision, the profound and convincing reflection upon the significance of emotional intelligence and its crucial role in life represents the key to success in life. The factors which make up this form of emotional intelligence are: *self-consciousness*[3] - self-confidence[4], *self-control* [5]- desire for truth, adaptability, innovation, *motivation*[6]- desire to conquer, initiative, dedication, optimism, *empathy*[7] - willingness to understand others, diversity, political capacity, *social attitudes*[8]- influence, communication, conflict management, leadership, establishment of relationships, collaboration, cooperation, teamwork ability.

In Goleman's opinion, any person can improve his/her emotional intelligence through education and exercises. However, some components of the emotional intelligence need to be "treated as personality traits and therefore they cannot change throughout the individual's life"[9].

One of the most significant dimensions of the emotional intelligence is empathy. It is manifested, in particular, in the form of a personality trait.

Stroe Marcus defines empathy as "a psychological phenomenon of reliving the states, thoughts and actions of the other, acquired through the psychological transposition of the ego into an objective model of human behavior, allowing the understanding of the way in which another person interprets the world".[10]

Interpreting various definitions of empathy, S Marcus considers that the nodal point of the concept of empathy is the conduct of reliving the states, thoughts, actions of another person by one's own, by means of a substitutive transposition process in the partner's psychology.

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[3] Goleman D, 2005, in *Emotional intelligence.*

[4] Ibidem.

[5] Ibidem.

[6] Ibidem.

[7] Ibidem.

[8] Ibidem.

[9] Roco M,2004, in *Creativity and emotional intelligence.*

[10] Marcus, S, 1997, in *Empathies and personalities.*

Methodology of research

Our investigative approaches have focused on the link between the emotional intelligence of school-aged children and the strategy used in conflict management.

We have noticed to what extent the emotional intelligence is involved in managing the conflicts for high school children (pre-adolescents and adolescents), as well as how they manage their emotions.

We used as **tools** the emotional intelligence test adapted by Mihaela Roco from the adult version of Reuven Bar On and Daniel Goleman and the questionnaire "Index of Peer Relationships" of W. W. Hudson (Relationship between peers[11]).

The sample was formed from a number of 60 students from the VIIIth, IXth and X[th] grade.

We developed a game-centered experimental intervention program.

The program was conducted over a period of one month and comprised several exercises and the group experimental activity.

Through this program we aimed to develop and optimize the socio-emotional skills/abilities essential for working and adapting to life, increasing the capacity to adapt to school requirements, increasing the cohesion of the student group, acquiring the ability to maintain and effectively manage the emotional relationships; development of the empathic and active listening capacity, development of inter-knowledge skills; development of conflict resolution skills in the group of peers, and acquiring emotional regulation strategies appropriate to specific situations.

Results

The students are aware of the importance of self-knowledge: identifying their own feelings, achieving emotional balance, developing emotional states in the sense of the positive growth with the aim of achieving inner well-being and well-being when interacting with others.

For the group of students participating in this program, the emotional management skills have increased by 66%. By stimulating the socio-emotional skills through group experimental exercises and techniques, the conflicts at the beginning of the program have diminished considerably.

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[11] Roco M,2004, in *Creativity and emotional intelligence.*

Only 17% (2 students) have the emotional openness and involvement in this program, achieved with difficulty in the first sessions, as they abandoned the group during the program.

Conclusions and suggestions for psycho-pedagogical intervention

Through the game, children put into actions specific life situations. This way, they can identify with certain social roles, communicate more easily their attitudes, feelings, affective feelings, and even the traumatic events in which they participated. The game makes the child gradually assimilate what it is difficult to integrate in real life.

At any stage of childhood, he has a critical need for an adult in his game, not so much an adult who imposes rules, but also a partner-adult with whom he can share games, share the rules and their compliance, share the good will and the joy.

Playing with the parent, by a reference adult, encourages the child (preschooler, middle-schooler, adolescent) to internalize these images, to inspect all the pleasant affective feelings about these experiences; all these will help him later on, in his adult life, to reproduce appropriate behaviors.

Through the game even the less pleasant experiences can be integrated, the disadaptive behaviors can be diminished. In addition, the game facilitates acceptance and self-acceptance, trust, authenticity, the development of creative potential, and increase the quality of communication among participants.

Yes, the emotional circuit can be reeducated through learning!

The child sometimes feels the need to relive the trauma, this is often seen in his games. This represents the need to turn the trauma into a strong memory.

Art, metaphor, the therapeutic story, often used in intervention programs, are methods used to get to the image of trauma in the amygdaloid nucleus.

The emotional brain can relearn the state of safety. The state of safety, psychological and emotional comfort leads to the calming of emotional neural circuits.

In trauma situations, we do not know how to calm down, sometimes we are not even aware of the defense mechanisms, and the stress continues to manifest throughout the entire body.

Aggression increases the stress level, stress causes an alarm signal which is propagated throughout the entire body, and the body reacts. The

synapses of self-control are not made, or they are forgotten or deleted, and at the same time the synapses of stress are strengthened, and the brain uses these synapses whenever a stressful situation occurs. This way, the synapses related to anxiety and hyperactivity and impulsivity are strengthened.

If stress is eliminated, the entire body relaxes.

The current research has come to the conclusion that **man, regardless of his age, has the ability to learn new patterns of thinking and behavior.**

If the pattern of thinking changes, the way of feeling is also changed and, therefore, the behavioral reaction becomes a desirable one.

These patterns of thinking and feeling, implicitly, of behavior and of action, can be learned very easily and with a certain rhythm, depending on our personality traits, through the game.

We strongly believe that any child can learn anything at any age, if the material to be taught is structured according to his level of understanding and development.

In other words, **the emotional set can be changed through experience**!

Yes, early experiences, emotional "lessons" from early childhood may have an impact on the modeling of neural pathways, but the over-excited amygdaloid nucleus can only be tainted by positive experiences. Positive experience can change neural pathways and remodel the brain.

Some areas of the brain, which are responsible for the emotional life, develop more slowly; thus, the peripheral system and the frontal lobes, responsible for emotional self-control, develop towards the age of 16-18 years.

We can say, **the positive experience is the ultimate chance in remodeling the brain architecture, in this case, emotional predispositions**.

Emotional education in school can help both the student and the teacher to focus on the emotional structure of psychological life.

Including socio-emotional development programs in school may have as objectives the increase of children's social and emotional skills, enhancing the school performance and the psychological well-being of the future adult.

In other words, we could educate the affections rather than using them to educate!

We believe that school can become the place where the student can also learn basic lessons about life, can shape his social and emotional skills, not just his cognitive skills.

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AN EXPERIMENT CONCERNING THE FORMATIVE ROLE OF THE PHYSICAL EDUCATION LESSON IN THE DEVELOPMENT OF MOTOR CAPACITIES IN PUPILS

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ABSTRACT: *The present experiment aims at highlighting the formative role of physical education in developing students' driving ability by using stamps and applied trails*

The purpose of physical education is to contribute to the strengthening of health, ensuring the harmonious physical development of students, the understanding of the skills and motor skills useful in everyday activity.

"Driving qualities are very important insufficiencies of the body, materialized in its ability to perform motor actions that claim to a greater or lesser degree, strength, strength, speed, skill" (Gh. Mitra, Al. Mogos).

Simple or complex motor action is the result of multiple forms of combining motor skills with technical elements. Indices of development of force, speed, skill, strength, suppleness do not only condition the performance of the movement skills, but also the valorisation of their maxims.

Pedagogical practice determines us to seek and find the means to contribute to the development of students' motor skills and we stop on the stages and applicative paths

The research methods used in this paper are: observation method; conversation method; experimental method; statistical method; method of graph representation.

The results of the experiments lead us to the conclusion that the level of motor capacity can be developed and refined faster and more efficiently by using the applications of the stables and the routes in the physical education lesson.

KEYWORDS: *applicative relays and race routes, physical education lesson, pupils, motor skills.*

1. Introduction

The main task of education in school is to equip the pupils not only with various knowledge and skills, but also with the capability of understanding the world in its entire complexity, and the ability to integrate into it.

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In the current context of tasks that school needs to solve, *physical education* is part and parcel of the program meant to promote human personality in full compliance with today's and tomorrow's demands of our society[1].

The specific purpose of physical education is to contribute to the strengthening of health, ensuring the harmonious physical development of students, as well as acquiring and understanding the abilities and motor skills useful in everyday activity.

The physical education lesson is effective in forming and developing students' motor skills and abilitites and in developing their personality, as reflected in today's and future work.

We started the present research based on the hypothesis that by using relay races and applicative race-routes in the physical education lesson, a significant improvement of the general motricity of the pupils will be achieved[2].

General, as well as our own, pedagogical practice prompted us to seek, and fiind, the means to contribute to the development of pupils' motor ability, and we have eventually chosen the applicative relay races and routes, which are part of the global activities where motor skills and utilities are applied, and which capitalize, in new qualitative conditions, the knowledge, skills and abilities the students acquired in previous lessons.

By introducing motion games, relay races and applicative race-routes in the physical education lesson, we aim to remove monotony, use time in as pleasant a manner as possible, in an attempt to awaken among students the taste for competition and emulation, the need to have a healthy and harmoniously developed body, to overcome themselves and their peers, and, last but not least, to increase the efficiency of the physical education lesson.

2. ORGANIZATION OF RESEARCH
2.1. Date, location and subjects of the research

No.	NAME AND FORENAME	AGE	HEIGHT
1	ARDELEAN FILIP	20	1.96 m
2	BORZOS MARIUS	25	1.93 m
3	BORZOS MIRELA	22	1.94 m
4	BORZOS OCTAVIA	20	1.98 m
5	CIMPOERIU EMIL	21	1.90 m
6	DRAGAN ESTERA	20	1.93 m
7	DRAGAN ROXANA	20	1.85 m
8	KORODI MANUELA	22	2.00 m

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[1] Carstea G., *Physical education – theoretical and methodological foundations*, Petru Maior Publishers, 1999, p. 173.

[2] Demeter A., *Physiological Bases of Physical Education in School*, Stadium Publishers, 1974, p. 131.

9	LINGURAR MARIA	22	1.91 m
10	PAVEL RAZVAN	35	1.90 m
11	VANCEA ANDREEA	22	1.92 m

2.2. Apparatuses, installations and materials

In addition to the traditional materials (paper, pencil, pencil, observation sheets, protocols), we also used video media (video cassettes and DVDs) in our research.

The electronic equipment used for the research consisted in: video cameras, digital cameras, DVD players, video recorders.

We can also mention the installations used in the volleyball game, even though we did not use them directly, as our research was merely constatative: the court, the net, the poles, the antennas, and the volleyballs.

2.3. The research methods used

The research methods used in this paper are:

- the observation method;
- the conversation method;
- the experimental method;
- the statistical method;
- the graph representation method.

These methods are further on described, in full detail.

Study and review of bibliographic material

All research lessons are based on the knowledge of the results obtained in the field over time, as well as capturing the main problems, the tendencies, the hypotheses and the doubts formulated by those who have studied the subject.

In order to achieve scientifically objective results, good documentation is needed, which leads to a real knowledge of the foundation and basic corpus of knowledge of the subject matter and scientific discipline that it is studying, as well as the most recent, fresh, continually dynamic data[3].

Anyone who proposes to undertake a study, or chooses research theme must master the current documentation techniques.

As far as the subject of this paper is concerned, the study of the bibliographic material consisted in collecting the necessary data from numerous papers published in textbooks, scientific volumes, specialized journals and periodicals, which treated the same topic as the present one.

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[3] Epuran V., *Movement Games,* IEFS Publishers, 1973, p. 97

The method of observation

Observation, as a mental process of active, intentional, planned, systematic knowledge, is based on a system of references, ideas, hypotheses and postulates provided by experience and science. Observation is considered by Paul Fraisse as the first moment of experimental research. It is actually the intentional contemplation of an object, document, phenomenon, or process.

Observation is a result of the relationship between the researcher and nature.

The purpose of any act of observation is to collect concrete data, whose scientific analysis allows for generalizations. Scientific observation involves both sensory processes and logical, intellectual processes.

Scientific observation is characterized by:

- its fundamentally theoretical and methodological character;
- precisely formulated goals;
- precisely defined tasks;
- systematic data recording;
- publishing and interpreting data;
- good training and expertise on the part of the observant.

In this paper, the observation was conducted thus:

In the preliminary stage, by observing:
 – the make-up of the class;
 – the homogeneity of the class;
 – the level of physical development;
 – the level of motor capacity;
 – the level of motor quality;
 – the frequency of individual participation;
 – the interest in lesson participation;
 – the quality of the physical education lesson.

During the research:
 – the manner of executing the commands;
 – student receptivity;
 – influence of the specific effort on the subjects;
 – the evolution of the control and experimental groups;
 – sensing the disturbing factors.

During the physical education class, the main aims are:

a. *the way the student approaches the situation with ease and trust;*

b. *how pupils establish human contact with other teachers, the colleagues, neutral personas: in an open, easy-going, or familiar manner;*

c. *how the action is organized: carefully, uncontrollably, requiring permanent urge;*

d. *how it is expressed – by words, mimicking, gestures;*

e. *the way the subject conducts their own motor organization;*

f. *how they react to the tasks proposed;*

g. *the subject's reactions to his / her own behavior, to his performance in the face of difficulties or success;*

h. *evolution of their relationship with the examiner;*

i. *concerns and opinions testified by the subject.*

The method of conversation

The conversation, or interview, consists in the thematic discussion between the researcher and the subject. It is conducted in line with a set of thematic questions, asked in a certain order, related to the class the subject is part of, or the respective class[4].

For better information, besides the investigated subjects, discussions were held with the class instructors, the teachers and the medical staff of the school.

The experimental method

This method is a complex system of knowledge of reality, characterized by the use of experimental reasoning. The experimental method verifies a hypothesis, and establishes causal relationships between phenomena and facts. Claude Bernard defines the experiment as "an observation caused in order to define a control".

In order to confirm or refute the hypothesis of the paper, we established two groups:

-experimental: – the 4th A mixed classes of the General School no. 2 in Piteşti.

- control: – the 5th B mixed classes of the same General School no. 2 in Piteşti.

The hypothesis is verified when the difference between the results of the groups is significant.

The statistical method

To overcome the descriptive phases, characterized by lots of subjective comparison terms, the mathematical calculations were introduced in the sports activity.

This method provides a more precise description of phenomena, allows the extraction of some general conclusions, according to certain well-defined rules, as well as the summation of the results of the research in a significant form.

Statistical data allow the researcher to determine the degree of homogeneity of the phenomenon or populations under study, the central trend and the

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[4] Carstea G., *Theory and Methodology of Physical Education and Sport,* Universe Publishers, 1993, p. 192.

deviations from it, the degree of correlation, the degree of correlation between the phenomena, as well as the degree of trustworthiness, or the significance of the research results[5].

Following the experiment and as a result of the data recorded, we calculated the following statistical indices, considered as being representative for the purpose of the research:

- *The parameters of the central trend* – especially the **arithmetic mean** – based on the total number of individual values and also help to calculate the standard deviation.

$$M = \frac{\sum x}{n}$$

Σ – sum

X –individual values obtained

n = number of cases

Standard deviation (S)
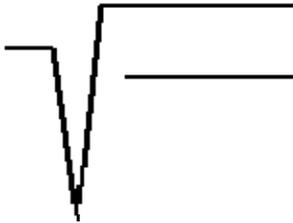
S=±   d²

            n-1

S = sum;

d = difference between the arithmetic mean and each individual value;

n = number of cases

S = ± d2

The higher the standard deviation, the more inaccurately the mean characterizes the selectivity chosen.

$$CV - \frac{S}{M}$$

- **Coefficient of variability** (CV):

M – arithmetic mean

S – standard deviation

[5] Turcu, I., *Methodology of Research in Physical Education and Sport*, Transilvania University Publishing House, Brasov, 2007, p. 147.

If CV is ±10%, it indicates a small variation, the class or the team is homogeneous.

If the CV is ± 20%, it indicates a very large dispersion, so the class or team is non-homogeneous.

The method of graphic representation

Viewing the data using the graphical method allows for an easier understanding of the dynamics of the phenomena pursued, as well as the relationship between them.

2.4. Conducting the experiment

The research was conducted at the General School no. 2 in Piteşti, for a whole school year, in the 5th A and B mixed classes. The physical education classes with these pupils were organized according to the class schedule, for 2 hours weekly, both in the gym and on the school sports grounds.

The experimental group consisted of the 5th A and B mixed classes. The control was composed of the 5th B mixed classes. Classes 5th A and B consist of 8 boys and 6 girls each.

Stages of the research

The experiment was conducted during the school year 2017-2018, and it included two tests.

1. We did the initial testing of the pupils in the control group and those in the experimental group at the beginning of the school year, i.e. at the end of September.

2. Applying the experiment – between September 2017 and May 2018.

3. The final test was conducted in May 2018 for the pupils in both the control group and the experimental group.

The research tasks:
- establishing the subjects of the two groups – the control and the experimental one
- establishing the control tests
- selecting the most effective means for developing motor capacity
- performing initial and final tests
- statistical and mathematical analysis of the data resulting from the experiment
- formulating conclusions and proposals

We managed to perform the first task of the research, i.e. establishing the subjects of the two groups participating in the experiment.

3. Presentation and interpretation of research data

3.1. Establishing and describing the control tests
The control processes assigned in the school curriculum for motor capacity testing are:
- Specific techniques specific to (European) handball
- Elements and events from acrobatic gymnastics and jumping

These elements were applied in the form of an initial test, at the beginning of the first semester, and a final test, at the end of the second semester[6].

Compulsory control tests devised for acquiring various sporting events:
- Making freely chosen acrobatic lines, with assessment at the end of the thematic cycle of the lesson;
- Jumping with support on the gymnastics apparatus, with assessment in the form of the grade given at the end of the lesson cycle;
- Applicative race-course with technical elements from handball.

Test 1: technical procedures isolated from sporting games
- the pupils perform the number of technical procedures provided in the evaluation system separately for each class
- the accuracy of the execution is assessed
- the maximum grade (rating grade) is 8.

Technical and tactical structure
- the pupils will perform a structure including the technical-tactical elements provided in the curriculum
- the accuracy and cursivity of the execution are assessed, as well as the number and the difficulty of the procedures
- the maximum rating grade is 9

Bilateral game
- it is organized on the sportsgrounds, with regulated team numbers
- it is carried out using the contents and the rules provided in the curriculum of the respective class
- the behavior in the game is assessed, therefore the maximum grade is 10

Test 2: isolated acrobatic element
- static and dynamic elements, as provided in the curriculum, are executed
- the accuracy of the execution is assessed
- the assessment is made from maximum rating grade 9

Connecting acrobatic elements
- a freely chosen exercise is performed, comprising the acrobatic and linking elements provided in the curriculum

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[6] Mitra G.; Mogos A., *Methodology of physical education in school*, Sports and Tourism Publishers, 1980, p. 69.

- the accuracy of the execution is assessed
- the assessment is made from maximum rating grade 10

Jumping with the help of a gym apparatus
- it is performed after running and stepping on the semi-rigid trampoline
- the landing place is equipped with gym mats
- one of the jumps provided in the curriculum of that class is performed
- the accuracy of execution is assessed.

3.2. The methods of action devised to develop the pupils' motor skills
RELAYS FOR THE DEVELOPMENT OF MOTOR CAPACITY
Relays for developing and improving spped
a. "Relay with stop"
Description: – the collective of pupils is divided into three teams, who perform races in the form of a relay, with a route that includes various exercises such as rollovers, jumps, climbing[7].

- at a certain point during the race, the teacher pronounces the word "stop"; at this signal, all the students who compete at that time halt, standing in the position where they were surprised when the command was given.

- at a new whistle signal, the race continues
- the teacher can command "stop" several times, and not every time at the same moment, which will increase the pupils' attention.
b. "Race with clubs"
Description: - The pupils are grouped into two teams, forming a column.

- the race route consists of several circles placed at 2 m distance from each other, and in each circle there are two clubs
- the first student runs and, with the help of his foot, knocks down the clubs from all circles, then returns to his/her place in the column
- the next student runs and places the clubs back in their initial position
- the team that finishes the race faster, with all the pupils, will be the winner.
c. "The double relay race"
Description: - the pupils are divided into four groups, placed in twos fronting one another at a distance of 15 m; in that space several objects are placed, which are arranged in zigzag

- at a signal, the first pupils in each group go through this sinuous route, without touching any object.

- the group whose members complete the route faster, and touch the objects placed along the way the fewest times, will win the race

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[7] XXX CURRICULUM NATIONAL *Methodological guide for application of the physical education and sports curriculum in secondary education*, Aramis Print Publishers, Inc., Bucharest, 2001.

d. "The relay with place shifting"

Description: - The pupils are placed in groups of 6-7, standing in a column, facing each other (two groups make up a team)

- the first pupils in either of the columns have one ball each

- at the signal, they start running while dribbling, bypassing their own group, and when they come in front of their teammates, they pass the ball to the first in the opposite group, and then move at their back

- the team that succeeds in being the first to make a complete shift of places wins the race.

Relays for developing adroitness

a. "Adroitness relay"

Description: - the students are divided into two teams, each team in its turn being divided into two groups: A = 12 pupils, and B = 4 pupils.

- the pupils in the A groups place themselves along a 20-30 meter-long route, 3 meters away from group B, four pupils standing 1 meter away from one another; after 4 meters, four other students crouch for the leapfrog scheme 2 meters from one another, another 4 pupils stand in zigzag, 1 meter from one another.

- at the teacher's signal, the first pupils in group B start out in the race, pass between their colleagues' feet, in squatting position, jumo over the vaulting table 4 times, and meander through the last four students.

- the B-group students start running in a continuous manner, after the pupil at the front passes the first obstacle; the group that finishes first wins the race.

– the groups' roles change when they resume the race.

b. "Combined Relay"

Description: – the pupils are divided into two equal number teams standing at either end of the "corridor".

- the first pupils in each team lie supporting their bodies while facing the ground, with two clubs in front of them, and a cord attached to their waist.

- on being ordered to start, the pupils rise, then run for 5 meters, place the clubs in zigzag along a 4-meter distance (the spots are marked), continue running for 5 meters, jump over a gym bench, undo the knot of the cord, turn round to their team and come back running, jumping over the cord up to the clubs, which they gather, and then run back to hand them to the next student[8].

- the next pupil first ties the cord round his/her waist, then they resume the race.

- the winner is the team that finishes first and performs the tasks the more correctly.

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[8] Firea E., *Methodology of Physical Education in School,* IEFS Publishers, 1984, p. 172.

c. "Combined Relay"

Description: - The pupils are divided into two teams, which in turn are divided into two groups, placed in parallel.

- the teams run for 6 meters, do two fron rolling moves on the mattress, starting from a squatting position, pick up a handball from the ground and dribble alternately, with their left and right hands, then they moving sideways, taking support with their hands on the gym bench, and their feet on the ground; then, they do a long rolling movement on the mattress, and end by handing over the relaz stick to the next student.

- the winner is the team that finishes first.

<u>Relays for developing strength and springing force</u>

a. "Leapfrog relay race"

Description: - the student group is divided into several subgroups

- the first pupil in each group runs to a mark, where there is a teammate who is squatting, then performs a leap over the vaulting table and remains in the place of the latter pupil; the pupil who previously crouched for the leapfrogging comes back to the end of the row.

- the winner is the team that finishes first.

<u>Realys for speed running</u>

a. "The *Who-Runs-Faster* Relay"

Description: - The class is divided into two equal groups, standing in two rows, behind the starting line.

- at the signal, the first pupils run for 10 meters, others knock down an obstacle with the palm of their hands, and then return running, touching their teammates on the shoulder; the latter go on to do the same actions.

- the winner is the team that finishes the more quickly.

b. "The Little Marathon"

Description: - the pupils are divided into two groups and placed behind a line, standing in rows; in front of each team three lines are marked, separated by 4 meters[9].

- at the signal, the pupils run up to the first line, touch it with their feet, then they go back to the starting line, run to the second line, which they touch, then they go back to the first line, run to the third line, then they come back to the starting line, and hand over the relay stick by touching their teammate.

- the winner is the team that finishes the route first.

<u>Relays for acrobatic gymnastics and jumps</u>

a. Relay 1.

Description: the group of pupils is divided in two teams, and the following actions are performed: moving by leaps on both legs along the gymnastics beam,

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[9] Branga D.; Mujicicov N., *Movement Games for Young Pioneers*, Youth Publishers, 1968, p. 201-202.

which is longitudinally placed, long forward rolling move on the mattress, sideway rolls over the length of one mattress, backward rolling from the squatting position on the mattress, running on the gym bench, and descending by jump accompanied by extension.

- the winner is the team that performs correctly and finishes first.

b. Relay 2.

Description: - the team is divided into two equal number teams

- the pupils perform the jump, squatting while taking support on the gym box; then the deep jump with extension, 10 m running, leaping over the gym vaulting table, forward rolling from squatting position, running to the end of the row, and transmitting the stick.

- the winner is the team that finishes first.

c. Relay 3.

Description: - the pupils are divided into two teams standing in a row, behind a line.

- starting from the squatting position, running for 5 metres, going across a circle, 2 pirouettes, leaping and rolling over the gym box, running over a set of low obstacles that are placed at 3-step intervals, rolling on the mattresses from one squatting position to the next one, then successive jumps on one leg and then on the other one, across 4 circles placed on the ground in zigzag, and finally running to the end of the row.

- the winner is the team that finishes first.

d. Relay 4.

Description: - the pupils are divided into two equal number teams, stading behind a line

- lateral leaps over the gym bench, which is placed longitudinally, then leap over the gym box, while resting in support on the arms, squatting through the arms and landing on the mat, then running, jumping on the trampoline and standing on the pommel horse placed transversally, then descending with a deep jump, passing through a box-case, and climbing on a small ladder, and finally running back to the end of the row[10].

- the winner is the team that finishes first.

<u>APPLICATIVE RACE-ROUTES MEANT TO DEVELOP MOTOR CAPABILITIES</u>

<u>Applicative race-routes meant to develop motor skills</u>

Applicative race-route 1

Description: - start from the squatting position; running for 5 meters, forward rolling, standing up by jumping in extension, balance walking on the

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[10] Atanasiu M; Atanasiu C., *Games for schoolchildren*, Didactics and Pedagogy Publishers, 1974, p. 155.

gym bench, 5 jumps on the left leg, 5 jumps forward on the right leg, running while jumping over the rope for 5 meters.

Applicative race-route 2

Description: - balance walking along the narrow side of the gym bench; running through 5 standing pins; crawling for 5 meters, zigzag running over a gym bench; climbing a gym apparatus; running 5 m to the finish line.

Applicative race-route 3

Description: - running round 5 standing pins; receiving a handball from a teammate, and passing it to the same pupil; crawling under a fence barrier; running while jumping over the rope for 5 m.

Applicative race-route 4

Description: - transporting two medical balls for 5 meters; moving in balance along the gym bench, with the handballs under their arms; passing under the fence barrier; climbing and descending the ladder; running to the finish line.

Applicative race-route 5

Description: - running along an inclined plane; jumping with extension; rolling forward from one squatting position to the next one; passing through a circle; jumping over the gym bench; balance walking along the narrow side of the gym bench; throwing two small balls at the target; running through the standing pins; running to the finish line[11].

Applicative race-route 6

Description: - 5-meter running; crawling along the gym bench by alternating traction; crossing over 4 obstacles placed horizontally; 5 jumps over the rope; running to the finish line.

Applicative race-route 7

Description: - 6-meter running, balance walking along the narrow side of the gym bench; jumping over three low obstacles; dribbling the handball with their clumsy hand round 5 standing pins; putting on and taking off a training blouse; running to the finish line.

Applicative race-route 8

Description: - running along the gym bench; running along the inclined gym bench; deep jump with extension, followed by one forward rolling-over; zigzag jumping in 4 circles placed on the ground; crawling on the ground for 6 meters; jumping on two legs over 3 low obstacles.

Parcurs aplicativ 9

Applicative race-route 9

Description: - stepping over the medical balls placed on the gym bench; lateral rolling on the mattress placed at one end of the bench; running over 3 low obstacles; climbing on the gym box; throwing 2 baseballs at the horizontal target; rope jumps to the finish line.

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[11] Bratu I., *Basic motor skills,* Sports and Tourism Publishers, 1985, p. 97.

Applicative race-route 10

Description: - meandering running round 5 standing pins; jumping over a low obstacle; running with the back-swing of the calf for 6 meters; running with legs stretched forward for 6 meters; jumping on one foot for 6 meters; throwing 3 baseballs at the target; running backwards to the finish line.

Applicative race-route 11

Description: - walking in a crouching position for 8 meters; back-swinging the calf for 10 meters; walking on all fours for 6 meters; going under an obstacle; dribbling up to the finish line.

Application course 12

Applicative race-route 12

Description: - running when hearing the signal, jumping over a sled placed crossways; se; receiving a snowball and passing it back; going back, and running to the sledge, which the pupil pushes to the finish line[12].

Applicative race-route 13

Description: - meandering running round and between three sledges; jumping over 3 obstacles; crawling over 2 sledge placed head to head (and fastened at the top with a string); running to the finish line.

Applicative race-route 14

Description: - running on the starting signal by meandering while pushing a sleigh through 6 flags set on the sleigh; followed by pushing it with the legs to the finish line.

Applicative race-route 15

Description: - running along a slope (for 15-20 meters); downhill meandering run round and between 5 standing pins; jumping from one leg to the other along 3 tree trunks; balance walking along a log; deep jump; running jump to reach two bells suspended from a string between two poles; throwing the baseball to the vertical target (6 meters); running with the swing of the calf back to the finish line.

Applicative race-route 16

Description: - meandering running round and between a number of trees; climbing over an obstacle 0.60-0.80 meters tall; passing through 3 circles; throwing the medical ball over a 1.5-meter high fence; running to the finish line.

Applicative race-route 17

Description: - stand-jumping over the rope (for 15 seconds); step-running in 4 circles placed vertically at 1.5 meters from each other, 5 push-ups with arms resting against an obstacle; moving along the horizontal bar of the handball goalpost while alternating hands; throwing the medical ball into a horizontal target; running to the finish line.

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[12] Carstea G., *Programming and Planning in Physical Education and School Sports*, Universe Publishers, 1993, p. 198.

Applicative race-route 18

Description: - running for 25 m, back-and-forth dribbling round and between 6 standing pins; throwing the ball to the goalpost, escalating a 1-meter tall object; running 20 meters and then long jumping at the sand-box; throwing the medical ball forward with two hands; bringing the ball back; 20-meter running, jumping over a trench marked on the ground; running and passing over 3 obstacles; return to the starting line[13].

Applicative race-route 19

Description: - 20-meter running, hanging on the fixed ladder, lifting knees to the chest 6 times; walking on all fours for 6 meters; running over three obstacles; running to the finish line.

Applicative race-route 20

Description: - rolling the medical ball for 10 meters (contact with the ball is maintained constantly); crawling along the broad side of the gym bench with alternating traction in the arms; running, followed by a jump so as to reach a ball suspended at 1.35–1.50 meters high; jumps on two legs; running to the finish line.

Applicative race-routes devised for motor skills training

Applicative race-route 1

Description: - signal start, 10-meter running, catching the handball thrown by the partner; dribbling round and between 6 standing pins, back and forth, using both the right hand and the left hand; throwing the ball to the partner; running backwards to the finish line.

Applicative race-route 2

Description: - start from crouching position, with the back turned to the direction of running, suqt-walking for 6 meters; running for 6 meters followed by a jump on the elastic trampoline; rolling on the mattress; crossing over 2 low obstacles with jumps on both legs; receiving a handball and passing it through 6 standing pins; passing the ball at the place where it was received; doing 10 standing jumps over the rope; rolling backwards to squatting position and running to the finish line.

Applicative race-route 3

Description: - running backwards for 5-7 meters, rolling forward in squatting position; step-running over two gymnastics benches placed crossways as to the direction of running (3 meters away from each other), bypassing an object (a medical ball) and returning to the starting line.

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[13] Albu C., *Physical education for the 5th-8th grades*, Sports and Tourism Publishers, 1977, p. 143.

Applicative race-route 4

Description: - running along two gymnastics benches placed at the end of the next; rolling forward in squatting position, and then rolling back in squatting position; running back to the starting line.

Applicative race-route 5

Description: - balance waling along the narrow side of the gym bench; jumping over the vaulting table with the legs apart; balance walking along the narrow side of the second gymnastics bench, which is tilted upwards at 30-40 degrees, supported at one end by the fixed ladder; hanging on the fixed ladder, grasping the topmost ladder rung, climbing on the respective rung to the left and right; balance walking while sloping down along the gym bench; running to the starting line at maximum speed.

Applicative race-route 6

Description: - balance walking along the narrow side of the gym bench; when reaching halfway – turn-about (360^0 turning), then descending with an extension; running on one foot along the broad side of the gym bench; running by jumping on one leg along the narrow side of the gym bench; bypassing an obstacle; running to the starting line.

Applicative race-route 7

Description: - 6-meter running; balance walking along the narrow side of the gym bench; when reaching halfway – catching a handball thrown by a pupil and handing it to the same pupil before ending the balance walking; running for 3-4 meters; picking up a baseball and throwing it to the target; running back for 3-4 meters; balance walking along the gym bench; catching and throwing the ball at the same spot; running to the starting line.

Applicative race-route 8

Description: - 6m running, carrying a baseball in one hand, and in the other a handball ball; jumping over a transversal gym bench; throwing the handball to a target (a suspended circle); rolling forward in squatting position; passing the baseball to a pupil and catching it back; running to the finish line[14].

Applicative race-route 9

Description: - 5-6 meter running; jumping over the gym vaulting table using the favourite procedure; rolling forward in squatting position; crawling one their knees for 3-5 meter, while taking support on their palms; running for 5-7 meters going over the gymnastics box placed transversely in the direction of moving; crawling from the lying position forward, with the alternate leg impulse and the arms pulling up to the finish line.

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[14] Carstea G., *Physical Education, Theory and Basis of Methodology,* ANEFS Publishers, 1997, p. 152.

Applicative race-route 10

Description: - crawling forward from the kneeling position, resting on the palm of the hands, on the broad side of the gym bench; climbing the fixed ladder with the help of hands and feet, descending with the help of arms only, crawling back from the lying position with the arms to the end of the bench.

Applicative race-route 11

Description: - running for 8 meters; crawling forward from the kneeling position, resting on the palm of the hands, on the broad side of the gym bench positioned legthwise; climbing on a 4-meter high rope with descent; slalom among 4 medical balls; climbing on the fixed ladder with the help of hands and feet, and then descending; speed-running to the finish line.

Applicative race-route 12

Description: - crawling on two mattresses arranged lengthwise, through the tunnel made by the partners, who are standing in a row, with parted legs; jump stepping on the trampoline and high jump, landing on a mattress; climbing the pommel horse, which is placed transversely; rolling forward on the mattress in squatting position, climbing to the fixed ladder and descending.

Applicative race-route 13

Description: - 5-6 meter running, carrying a one-kilogram dumbell in each hand; walking in balance on the broad side of the gym bench, placing the dumbells on the ground and picking up the medical ball, then transporting it on the head to the start line.

Applicative race-route 14

Description: - running for 8-10 m, carrying a colleague on the back; balance walking along a gym bench, getting off the bench, then reversing the roles and covering the same route.

Applicative race-route 15

Description: - lying face forward on the ground, with the tips of the feet taking support on the gym bench; moving sideways along the bench; rolling forward in squatting position on the mat; picking up and carrying a handball; dribbling with change of travel direction; walking on the cover of the gym box, and throwing the ball to the goalposts by jumping; recovering the ball; dribbling up to the middle of the route, passing the ball to the next student; rolling forward in squatting position on the mat; running to the finish line[15].

Applicative race-route 16

Description: - 10-meter running while carrying 2 handballs; jumping by stepping on the gym boxes (2-3 boxes); rolling forward, while dragging the balls in hands; standing up from crouching position with 180^0 turn, rolling back and then going back, crawling forward from lying position; running for 10 meters while rolling a handball on the ground, running in dribbling to the finish line.

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[15] Chirita G., *Educational through games of motion,* Youth Publishers, 1983, p. 76.

Applicative course 17

Description: - the "wheelbarrow", changing roles halfway; rolling forward in squatting position, 6-metter crouch-walking, catching the handball and throwing it to the goal while running, recovering the ball and throwing it to their partner.

Applicative race-route 18

Description: - fixed ladder climbing; jumping on both legs for 6 meters; passing over 5 benches; moving backwards while lying on back; bouncing over the vaulting table; dribbling and throwing the ball to the goal; recovering the ball, and throwing it to the next student.

### 3.3. Statistical and mathematical processing of experimental results

1. ACROBATIC GYMNASTICS
5TH GRADE

GRUPA MARTOR						GRUPA EXPERIMENT				
Nr	Initiale	Ti	Tf	Tf-Ti		Nr	Initiale	Ti	Tf	Tf-Ti
1.	D.S.	7	8	1		1.	C.V.	8	9	1
2.	N.C.	9	10	1		2.	I.P.	8	10	2
3.	C.A.	6	8	2		3.	C.S.	9	10	1
4.	S.C.	9	9	-		4.	H.S.	9	10	1
5.	S.I.	8	9	1		5.	T.R.	8	9	1
6.	T.G.	7	8	1		6.	S.M.	7	9	2
7.	E.R.	7	8	1		7.	C.C.	7	9	2
8.	M.A.	8	9	1		8.	T.G.	8	9	1
9.	N.C.	8	9	1		9.	I.B.	8	9	1
10.	M.R.	8	9	1		10.	L.I.	8	9	1
11.	B.A.	7	8	1		11.	R.M.	8	10	2
12.	M.A.	9	10	1		12.	A.M.	8	9	1
13	P.D.	6	8	2		13.	M.V.	7	9	2
14.	O.I.	7	9	2		14.	C.A.	8	10	2

5TH GRADE BOYS

GRUPA	TESTE INITIALE			TESTE FINALE			DIFERENTA		
	X	S	CV	X	S	CV	X	S	CV
Martor	7,88	0,74	9,39%	8,75	0,77	8,80%	0,87	0,03	0,59%
Eeperiment	7,87	0,77	9,78%	9,50	0,64	6,73%	1,63	0,13	3,05%
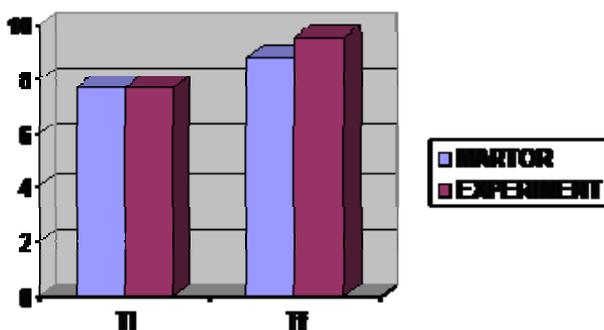
5TH GRADE GIRLS

GRUPA	TESTE INITIALE			TESTE FINALE			DIFERENTA		
	X	S	CV	X	S	CV	X	S	CV
Martor	7,71	0,83	10,76%	8,86	0,47	5,30%	1,15	0,36	5,46%
Eeperiment	7,71	0,93	12,06%	9,57	0,36	3,76%	1,86	0,57	8,30%
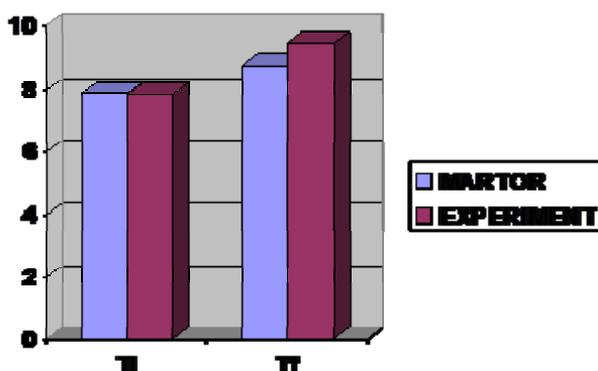
JUMPING OVER OR ON A GYMNASTICS APPARATUS
5TH GRADE

GRUPA MARTOR				
Nr	Initiale	Ti	Tf	Tf-Ti
1.	D.S.	7	8	1
2.	N.C.	9	10	1
3.	C.A.	6	8	2
4.	S.C.	9	9	-
5.	S.I.	8	9	1
6.	T.G.	7	8	1
7.	E.R.	7	8	1
8.	M.A.	8	9	1
9.	N.C.	8	9	1
10.	M.R.	8	9	1
11.	B.A.	7	8	1
12.	M.A.	9	10	1
13	P.D.	6	8	2
14.	O.I.	7	9	2

GRUPA EXPERIMENT				
Nr	Initiale	Ti	Tf	Tf-Ti
1.	C.V.	8	9	1
2.	I.P.	8	10	2
3.	C.S.	9	10	1
4.	H.S.	9	10	1
5.	T.R.	8	9	1
6.	S.M.	7	9	2
7.	C.C.	7	9	2
8.	T.G.	8	9	1
9.	I.B.	8	9	1
10.	L.I.	8	9	1
11.	R.M.	8	10	2
12.	A.M.	8	9	1
13.	M.V.	7	9	2
14.	C.A.	8	10	2

5ᵀᴴ GRADE BOYS

GRUPA	TESTE INITIALE			TESTE FINALE			DIFERENTA		
	X	S	CV	X	S	CV	X	S	CV
Martor	7,63	0,79	10,35%	8,62	0,52	6,03%	0,99	0,27	4,31%
Eeperiment	8,00	0,69	8,62%	9,38	0,38	4,05%	1,38	0,24	4,58%
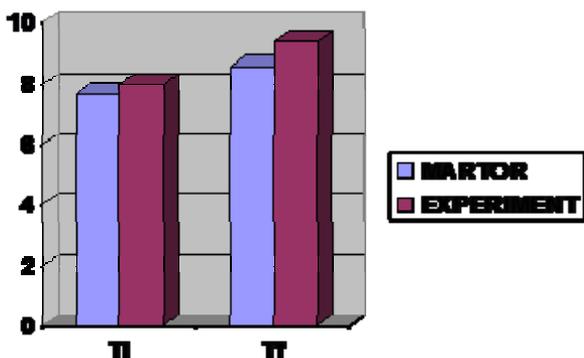
5ᵀᴴ GRADE GIRLS

GRUPA	TESTE INITIALE			TESTE FINALE			DIFERENTA		
	X	S	CV	X	S	CV	X	S	CV
Martor	7,50	0,71	9,46%	8,83	0,57	6,45%	1,33	0,14	3,01%
Eeperiment	7,83	0,68	8,68%	9,33	0,34	3,64%	1,50	0,33	5,04%
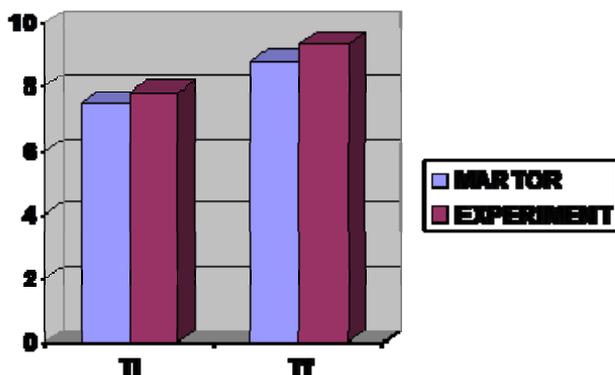
The results obtained by the experimental group in the initial testing were the following: 8 in boys and 7.83 in girls, and in final testing: 9.38 in boys and 9.33 in girls, as against the results of the control group, where the initial testing results were: 7.63 in boys and 7.50 in girls, and the final testing results only 8.62 in boys and 8.83 in girls. All the results obtained by the experimental group were superior, which confirms the fact that the means of action used in this experiment were effective[16]

4. Conclusions and proposals

The experiment was conducted over one school year, in which most of the physical education lessons had 2 or 3 themes concerning the development of motor skills, the formation and strengthening of the motor skills specific to the didactic curricula.

In full accord to the hypothesis, we used relays and applicative routes in all physical education classes in order to develop the motor capacity and skills, specifically in the experimental class.

We predominantly used relays in the section concerned with the development of motor skills, and we used the applicative routes and the relays in the segment devoted to the training and the strengthening of motor skills.

Due to the limit intensity imposed by the relays and applicative routes, the pupils' pulse reached the highest values in the entire dynamics of the classes, so that we can say that these two moments were the most representative of the functional density of the classes.

We would like to emphasize that, by using relays and applicative routes, the physical education lesson gained a lot in terms of attractiveness, with students expecting them and participating with a great motor-wise disposition.

The results of the experiment lead us to the conclusion that the level of motor capacity and skills can be developed and improved more quickly and more efficiently by using relays and applicative routes in the physical education classes.

Following the experiment and given the data obtained by the experimental group, we can asserted that the hypothesis of the present paper has been confirmed, i.e. motor capacity and skills can be improved by using relays and applicative routes in the physical education lesson, and so we propose using them more often in the physical education classes.

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CORRELATION BETWEEN THE MANAGERIAL STYLE AND COMMUNICATION STYLE IN EDUCATION UNITS

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ABSTRACT: *The different attitudes and experience of people, in general, and of the managers in particular, their qualities and weaknesses can have an impact on the style in which they communicate. The communication style of an efficient manager must develop in close connection with his / her skills and qualities, but, at the same time, the manager has to take into account the organizational culture of the team he / she manages. To achieve the goals of any organization, communication is an essential requirement. The exercise of management, the functions of this process is mainly based on communication. Only through effective communication can we put into practice planning and programming, coordination and control, motivation, consultation and active participation of the members of the organization in achieving the proposed objectives. I conducted a research among county high school managers investigating and shaping the situation of educational reality in Teleorman County as regards the management and communication skills of the managers.*

KEYWORDS: *manager, managerial style, managerial communication, communication style, leadership, educational reality*

In the context in which organizations are now growing in complexity and diversity, managers can no longer rely solely on empiricism and intuition, but tend to become true professionals not only in leadership science but also in other areas that enhance their skills management.

A manager also needs to know what and how to communicate, understand the messages sent and received, and to cooperate with others. Communication is a tool for the manager to transmit and receive information and decisions, accept or reject certain solutions, plan, organize, control, evaluate, prepare and implement change.

In educational organizations, the work being done by people is unimaginable without communication, and if this activity is to be effective then the communication among its members must be efficient. The

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functions of the organization must be in tandem with effective communication to maximize its activities.

In exercising daily activity, the manager has to make permanent decisions, and these decisions are made after a valuable, timely and complete analysis of the information. This information is obtained directly through the communication process, whether it is communication with subordinates, superiors or partners. As a result of the decisions taken - and they are communicated - they are acting to achieve the results, which are in line with the planned ones if the decisions are well reasoned.

The management style expresses the way in which managers exercise their responsibilities in planning, organizing, engaging and coordinating activity, being defined primarily by attitude towards subordinates. Management style reflects how a manager thinks and acts.

The management style results from the combination of two fundamental attitudes:

- the responsibility to the mission and objectives of the organization, reflected by the concern to implement the strategies and the fulfillment in the best conditions of their own attributes, by the interest in efficiency and the desire to achieve performance results;

- the manager-employee cooperation expressed through concern for the company's overall results, interest in human relations and the problems it faces, and the tendency to ensure collaboration between structured compartments.

Depending on the authority exercised by managers at the level of an educational organization, the style adopted by them may be:

- *democratic*, characterized by the ability to engage subordinates in the achievement of the organization's objectives in the distribution of tasks;

- *with an inclination towards affiliation*, emphasizing the importance of teamwork, creates a harmonious, peaceful environment by establishing a strong link between the group's individuals. As a particularity, the creation of an environment conducive to creativity and the establishment of a friendly relationship between individuals leads to the increase of team morale, communication improves;

- *director*, characterized by the fact that the manager draws out the objectives and the tasks to be performed, even if he consults with the employees;

- *authoritative*, proper to those managers who refuse to accept the participation of subordinates in the fulfillment of managerial duties.

One of the most important tasks of a manager is communication.

The managerial communication is not just the ability of the manager to have communication skills, but also the creation of a managerial communication system based on a continuous process of improving both internal and external communication.

„*The effective and efficiency managerial communication is a competitive factor, a strategic asset of the organization.*"[1]

The managerial communication is a special type of organizational communication, it is an essential part of it, and it helps both internally (that is to say everything that affects the employees of the company) and externally, which ultimately leads to the achievement of the objectives of the organization's management.[2]

In the literature of managerial communication there are a large number of definitions for the notion of managerial communication from which we were able to identify the essential characteristics of this concept:

- process between transmitter and receiver using specific channels;
- an exchange of messages at individual, group, functional level;
- management tool, means of coordination;
- programmed and permanent information activity;
- fundamental interaction process-based feedback process.

Concluding, we can define the managerial communication as a permanent process of exchange of information, at different levels, through appropriate channels, in order to better understand the messages for achieving the goals of the organization.

An important and fundamental component of management, the managerial communication can not be seen outside of it. Analyzing the literature of managerial communication we identified a relationship of interdependence between the managerial style and the communication style, finding that the communication process plays an essential role in the management system of any organization.

I believe that in the exercise of the managerial functions the communication process is obligatory present, the manager performing a multitude of activities that are realized through communication. Because

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[1] Dan Candea, Rodica Candea, *Managerial Communication, Concepts, Skills, Strategy*, Bucharest, Expert Publishing House, 1996, p.35.

[2] Emilian Dobrescu, *Managerial Communication. Methodology and Efficiency*, Bucharest, Wolters Kluwer, 2010, p.14.

of the complementarity and mutual interdependence of management functions, but also because of their interdependence and communication, the communication process occupies an essential place in the management system of any organization.

Different attitudes and experiences of people, in general, and of managers in particular, their qualities and weaknesses can affect the style in which they communicate. The communication style of an efficient manager must develop in close connection with his / her skills and qualities, but also with the organizational culture of the team he / she manages.[3]

In the books written in this field, many styles of managerial communication are highlighted.[4] In an educational organization the following styles of communication are predominant:
- intervention styles;
- control styles;
- investigation styles;
- influential styles

The managerial style put into practice by a manager - democratic, authoritarian, permissive - influences to a great extent also the way in which he communicates. The way the manager carries out his activity in relation to the subordinate staff influences significantly his style of communication.

There is no recipe or any style of communication to be considered the most effective. Adopting one style of communication or another is influenced by the competence and personality of the managers, the competence and the personality of the subordinate staff, and also by the organizational culture.[5]

The styles of communication practiced within educational organizations can be briefly characterized as follows:

a) *the style of intervention* - assumes knowing previously the interlocutor, the determination of what is to be achieved by the

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[3] Anca Tîrcă, *Educational Management*, in „Innovation and Performance in the Professional Development of Teaching Staff in the Urban Areas", Bucharest, 2011, pp. 22-45.

[4] Tudorel Niculae, Ion Gherghiță, Diana Gherghiță, *Organizational Communication and Crisis Management,* Bucharest, Ministry of Administration and Interior Publishing House, 2006, pp.99-102.

[5] Sorin Cristea, *General Pedagogy. Management of Education*, Bucharest, Didactics and Pedagogical Publishing House, 1996, pp. 24-38.

interlocutor through communication, the messages sent have to be clear by giving up unfounded accusations, giving support and attention to the interlocutor, verifying the understanding of the message through appropriate questions.

b) *the style of control* - assumes that the necessary information for a good quality activity is provided in due time, the tasks designed have to highlight the qualities of the subordinate personnel, giving up any accusations and forcing the interlocutor feel inferior, communicating clearly what is actually expected of to subordinate to do, providing concrete solutions to their problems.

c) *the style of investigation* – involves both offering and asking for information, the assessment of weaknesses and threats, the analysis of problems and the identification of resources.

d) *the style of influence* - emphasis on the quality of work, insists on coming up with solutions to improve the performance of the entire staff and especially of the pupils, supporting the opinions by offering strong arguments, and ate the end of the discussion all the issues dealt with should be mentioned again.

By the nature of his/her function, a manager must always focus on achieving performance for the organization he is leading. That is why an executive manager must also take into account the interests of the subordinate staff, because he will be appreciated and supported by his/her subordinates not only by the way the manager treats them, but also by the way he/she defends their interests.[6]

Management and leadership

The managerial and leadership concepts are often considered the same, although there are significant differences between them, representing two distinct and complementary action systems. Each of the two concepts has its own functions and implies characteristic activities. A good *management* ensures order and consistency within an organization and develops that ability to achieve the objectives planned through organization and coordination. The *leadership* is in direct relationship with the ability to influence people's behavior.

We can make a comparison between *manager* and *leader* with several criteria.

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[6] Diana Csorba, *Educational Management*, Bucharest, University Publishing House, 2012, p.16.

For example, regarding *the exercise of functions* is concerned, if the manager exerts it according to his authority, having the capacity to develop an efficient relationship system with subordinates and to fulfill the plans through control and problem solving, the leader guides people, creating a vision communicate it, inspire confidence and trust in himself, being aware of the mistakes on his way to success.

Regarding *change* is concerned, if *the manager* creates and implements organizational structures and systems, ensuring that plans are fulfilled, struggling with complexity, *the leader* is the agent of change, creates and implements a vision, captures people in the direction traced by his vision, in the face of change.

Regarding *employee relations* are concerned, if *the manager* communicates to them the plans, delegating responsibilities and setting up systems to monitor implementation, *the leader* communicates the new direction to those who understand the vision and want to translate it into reality.

For a successful activity in the organizational environment, which today is increasingly complex, both management and leadership, and especially the balance of the way in which they manifest themselves and act, is necessary.

The real challenge is to combine management and leadership skills so as to preserve their mutual equilibrium, as they are in fact two complementary ways of action.

A high quality management and leadership of the educational organization involves a significant number of people in the process of running and running: teachers, parents, students, community members.

Managerial styles in high schools

As a manager, the head of an education unit is generally aware that the entire activity and performance of the organization depends on his ability to coordinate the others. He must show intelligence, good observation, sharp memory, ability to concentrate, strong character, all at increased size. In addition to these native qualities, the director has to have knowledge fields like: economy, psychology, sociology, mathematics, law, statistics. He must also possess a good general culture as well as teamwork skills and self-refinement.

Being a successful manager does not mean focusing only on the control-evaluation function. The Director should not only confine tasks to didactic and non-teaching staff, or to students, but to ensure that the subordinates understand what they have to do, ensure that the

organization has a favorable climate to the development and performing the tasks. To achieve these performances, managers need to acquire essential features to effectively manage the organization.

A successful manager needs to corroborate two key features: professional knowledge acquired through continuing education in the field of management, in general, and in the field of education, in particular, and, of course, leadership skills. He must be able to form an efficient relationship system between his subordinates, adapt his behavior to that of his employees, but exercise the formal authority specific to the job, to show creativity. Being daily subjected to decisional stress, to responsibility and time pressure, the manager must know how to cope with the requests that may arise.

Responsibility is the most important feature of a manager before his subordinates, being a role model. As a leader, the manager has to demonstrate qualities such as; adaptability, teamwork, communication, respect, enthusiasm, ability to use available resources, education, initiative, organization, delegation, evaluation. Characteristic for a leader is the care and confidence for his subordinates. Communication is also an essential quality of a leader, who must also know how to listen to his subordinates, not only to delegate tasks. Motivation, as well as enthusiasm, is a *must* if you want to be a leader.[7]

In an attempt to see which of the two characteristics of a manager is predominant, we conducted a survey among county high school directors investigating and shaping the situation of educational reality in Teleorman County in terms of managers' management and communication skills.

The overall objective of the research was to identify the managerial styles prevailing in the 22 high school managers in Teleorman County by analyzing the answers to questions that reflect the existing situation in the educational units they lead.

The specific objectives targeted at the target group: diagnosis of the managerial style as high school managers perceive and practice; identifying how directors involve decision-making teams; identifying the communication styles used to achieve the objectives.

Synthetically, *the overall hypothesis* of research can be expressed by: there is correlation between the managerial style and the communication style. This general hypothesis allows its deciphering in secondary

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[7] Ioan Țoca, *Educational Management*, Bucharest, Didactics and Pedagogical Publishing House, 2002, p.14.

assumptions: an effective managerial style is related to managerial performance; a high level of trust among teachers in the school manager is associated with a higher level of work performance and vice versa.

From the point of view of the research methodology, the present study is a quantitative study, the subjects of the research being the 22 high school managers from the county (9 theoretical lyceums, 13 technological high schools).

We used a questionnaire with 15 items, with the answers being scored on a scale of 1 to 5 (1 - total disagreement, 2 - disagreement, 3 - uncertain, 4 - agreement, 5 - total agreement).

According to the answers received, the predominant managerial style was found to be democratic style (62.8%). The other exercises are: the style of inclination towards affiliation (22%), the style that imposes the working pace - directing (10.5%) and authoritarian style (4.7%).
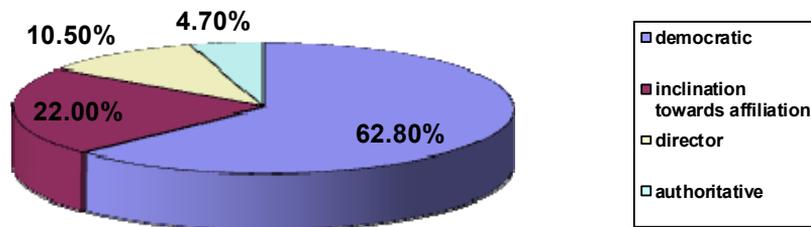
The diagram of managerial styles identified

To identify the democratic managerial style - questions 1 (Does the manager (director) decide what needs to be done and when to do it?) and question no.4 (does the manager (the director) avoid consulting the working teams on the decisions he / she has to make?) are key questions, where 74% say that the director does not decide alone on the activities and on the way these activities run, and 87% stated that the director does not avoid consulting the established teams (Directorate, Teaching Council, Methodical Commissions, Working Committees, School Board of Students) on the decisions to be taken.

1. Does the manager (director) decide what needs to be done and when to do it?

| Scale	1	2	3	4	5
Percentage of managers	11%	74%	6%	9%	0%
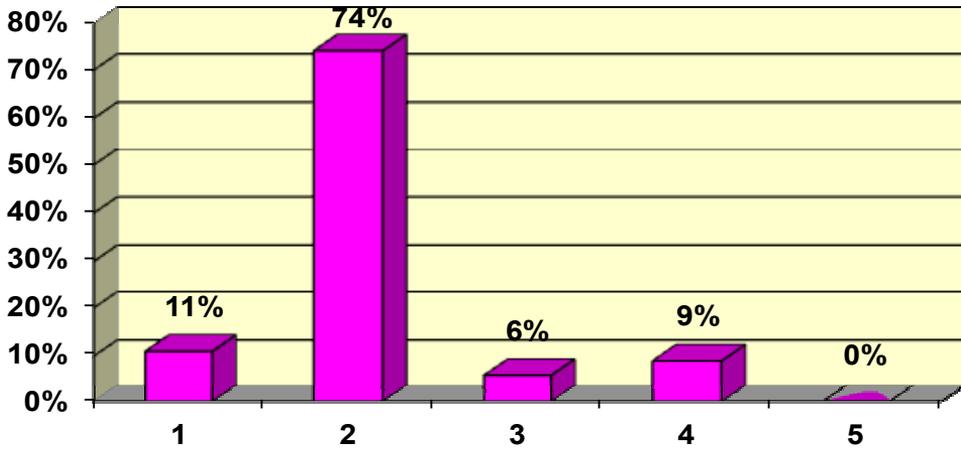
Diagram answers the question no.1

2. Does the manager (the director) avoid consulting the working teams on the decisions he / she has to make?

| Scale	1	2	3	4	5
Percentage of managers	9%	87%	3%	1%	0%
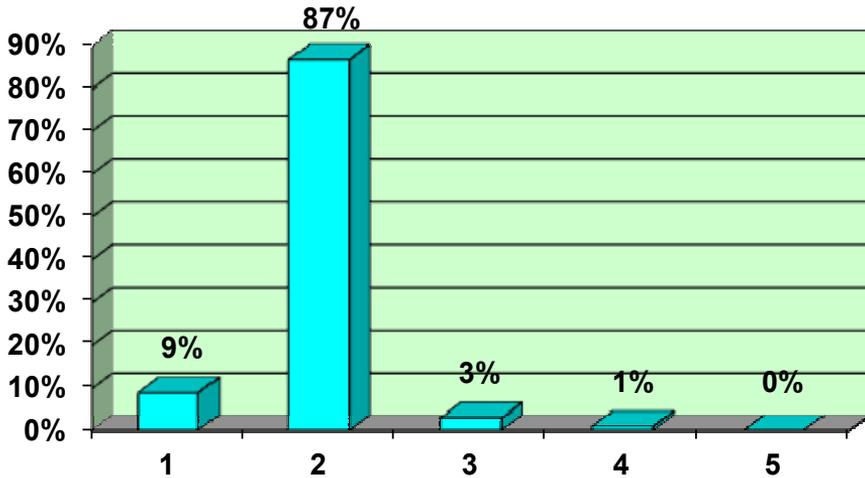
Diagram answers the question no.4

Through the democratic style, the manager can form an opinion about the activity of the subordinates, but also about his own activity. He does not give up the exercise of control, even if when talking to the others he uses communication in all ways. Eager to do researches and to always improve his knowledge, taking into consideration the abilities and skills of his subordinates, the Democratic manager creates all the premises to achieve the objectives of the educational organization.

Affiliated style, most often joined with the democratic style, is a leadership style in which teamwork is essential, and the fact that there is always good harmony at the workplace, without any conflicts (due to the strong relation between the staff), this style is conducive to the development of creativity at all levels. This style has a great influence on moral growth and improves communication.

The managerial style appears even in cases when the manager consults the subordinate staff in making decisions, the manager setting different goals and tasks in order to be achieved. This managerial style can easily alternate with the democratic one.

A small percentage of the respondents are inclined to use the authoritarian style, especially in crisis situations in some educational units, when quick decisions are demanded, with very well established means of action.

A first conclusion is that regardless of professional training, experience or seniority in the position of manager of an education unit, there are no unique leadership styles, the mastery of the school manager being primarily the ability to alternate or combine managerial styles, to communicate effectively for the unit that they lead to achieve their goals, to achieve performance, to satisfy all those involved in the activity of an educational institution.

This confirms the general hypothesis that there is a correlation between the managerial style and the communication style, given that to achieve the goals of any organization, communication is an essential requirement as well as specific assumptions demonstrating that effective managerial style is related to managerial performance a high level of trust among teachers in the school manager is associated with a higher level of work performance and vice versa.

To achieve the goals of any organization, communication is an essential requirement. The implementing of management, the functions of this process is based on communication. Only through an effective communication is planning and programming, coordination and control, motivation, consultation and active participation of the members of the organization possible in achieving the proposed objectives.

The following conclusions can be drawn from the interpretation of the questionnaire:

-     Organizational communication is met at all levels, is also carried out on all hierarchical levels and between them, both horizontally and vertically. The complexity of communication, its aims, objectives and implications have imposed the particularities of managerial communication in educational organizations (unlike other types of communication), which must adhere to a series of norms imposed by the requirements of the managerial process and the organizational culture;

-     Managerial communication is an essential part of communication with an immediate, direct and indirect impact on the members of the organization. Being at the heart of everything the educational organization does, being also present in all its activities, managerial communication greatly influences the results achieved. It is also an important tool for implementing changes and strategies, with major implications for the quality and efficiency of management.

-     Managerial communication is present in all aspects of the work of the high school managers, having the role of ensuring the operationalization of management functions, increasing the individual

and collective performance, establishing correct and effective relations between the members of the organization, both vertically and horizontally. It is essential in the manager's relations with the outside environment of the educational unit and in his access to the sources of information.

- To understand organizational communication, we must start from the idea that the structure of the organization overlaps with interpersonal communication. This overlap has important effects on the direction and content of communication and it also has an effect on the creation of communication networks and the emergence of specific communication roles.

And because in the educational organizations the human resource is the most important, whether we refer to pupils or to teaching staff and functional departments, it is necessary to give permanent importance to the analysis of how the internal organizational communication influences the manager's style and managerial functions of the managers from educational units.

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