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**ARIA CURRICULARĂ „LIMBĂ ȘI
COMUNICARE“ - CONCEPTE, POLITICI,
EXPERIENȚE DIDACTICE**

LES POLITIQUES LINGUISTIQUES EN ROUMANIE

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Résumé

Les politiques linguistiques en Roumanie. Cet article reproduit la communication réalisée par M. académicien Marius Sala à l'occasion du Séminaire de Vilnius sur le thème des politiques linguistiques dans l'Europe. L'auteur met en évidence les politiques linguistiques dans l'espace roumain. Le droit pour les minorités ethniques à exprimer leur identité, notamment linguistique, ainsi que la reconnaissance d'un droit à un enseignement dans la langue minoritaire, sont reconnus par la Constitution roumaine de 1991. L'apprentissage des langues étrangères figure parmi les droits linguistiques de l'homme. Mais la promotion des langues étrangères et le principe du respect de la diversité culturelle et linguistique doivent être corrélés. Dans l'enseignement supérieur, même philologique, il n'y a plus de place pour les «petites» langues, par suite à la mise en oeuvre des recommandations inscrites dans la Convention de Bologne. Le cas est aussi pour le roumain qui, bien qu'il occupe la 7^e place parmi les langues de l'Union européenne du point de vue du nombre des locuteurs, la langue n'est pas enseignée dans les universités de Belgique, par exemple.

Mots-clés: politiques linguistiques - droit pour les minorités ethniques – corrélation dans la diversité culturelle et linguistique – problèmes pour les «petites» langues.

ASPECTE CONCEPTUALE

FALANGA JUNIMISTĂ ÎN ÎNVĂȚĂMÂNT

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Abstract

The Phalanx Junimea in Education

In the cultural and educational field Junimea appears as a new direction acting as a consistent group. Alongside the profession of a writer are the didactic professions of Titu Maiorescu, Ioan Slavici and Ion Creanga, their initiatives in education and concerning the elaboration of school textbooks or the activities of (school) inspectors Mihai Eminescu and Ion Luca Caragiale. The didactic component, the playful perspective and the critical, realistic evaluation are to be met in the themes of the works of Junimea classical writers, as well as in their literary conceptions. This permanent concern is reinforced by their journalistic activity and by their educational writings. Present for more than eighty years in school, the five Junimea classical writers know it and want to change it. In its turn, school influences their work. Today, the exemplary character of their work comes also from this intimate connection with school and with the realities of the time. In the mentality of the Junimea members, school training, in accordance with the European developments and solutions, takes into account tradition and the socio-economic necessities. The desire of Junimea leaders of passing cultural and educational laws and of acting unitarily is correlated, in the temporal context, with the initiatives of the Liberals and of other cultural groups

aiming at harmonizing form and content (*viable idea*). The importance of Junimea initiatives in the educational and cultural field derives, among other things, from the use of criteria specific to this domain, from asserting the role elites have, from implementing modern principles and regulations in the functioning of state institutions, from the standard and the mechanisms of the achievements, with visible results in the 20th century and today.

Keywords: *The Junimea phalanx, - didactic occupations - the tenor of educational process - forms and substances – criteria and benchmarking - modernism.*

LA QUALITÀ DELLA DIDATTICA^(*)

^(*) Convegno nazionale CO.IN.FO-MIUR, Qualità e Valutazione nell'Università, Roma, 27/28 Gennaio 2005.

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Resumé

La qualité de la didactique. *La qualité de la didactique est liée à la compétition de la connaissance et à l'apprentissage tout au long de la vie, elle est garantie, sous l'aspect formatif, au processus de Bologna. La réussite du modèle formatif CRUI de la région de Toscane consiste dans les dimensions: d'organisation du système, d'identification des exigences, et des objectifs des parties intéressées des ressources, d'évaluation du processus formatif. L'apprentissage à distance occupe une place importante, la gestion et le document normatif Regolamento didattico del Corso di studio préconisent un contrat basé sur la qualité entre l'université et les étudiants. La construction et la dynamique de la connaissance personnelle ont à la base l'ordre et le plaisir, la production de la connaissance et la participation des étudiants. – tous conduisent vers une nouvelle modalité de traitement des contenus didactiques. Le milieu technologique devient une ambiance d'apprentissage par l'exploration participative dans le réseau.*

Mots-clés: *modèle formatif CRUI – apprentissage à distance – connaissance personnelle – milieu technologique – exploration participative.*

ELEMENTE DE CONSTRUCȚIE PENTRU UN PROGRAM TRANSVERSAL DE LECTURĂ

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Abstract

Constructing elements to the cross program of lecture. *Our work is based on the European stakes concerning the lecture needs (the Education and Training 2010 Work Programme, the Frame of key competences for lifelong learning, the international reports PIRLS, PISA) and it improves proposals to construct the cross program of lecture. Its components are the human resources functions and skills' description, lecture's behaviours to be formed, the possible models of lecture as bottom-up models, top-down models and interactive models. We add also the possible thematic axes for lecturing and a short description of approaches to modelling lecture within the specific didactics.*

Keywords: *cross program of lecture - human resources functions - lecture's behaviours - thematic axes - approaches to modelling.*

POLITICI

INTENSIUNE ȘI EXTENSIUNE ÎN PREDAREA, ÎNVĂȚAREA ȘI EVALUAREA LIMBILOR STRĂINE

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Abstract

Intensive and extensive approaches to teaching, learning and assessing foreign languages. The extensive approach to teaching and learning languages becomes a priority, as it proves to be more important and benefactive than the intensive study. Extension focuses in this case not only upon the development of linguistic competences in the long run, by self-instruction and information transfer between languages, but also upon the development of extra-linguistic competences (sociolinguistic, pragmatic and intercultural) that are so necessary to the individual in order to better understand his interlocutor, through language and beyond it.

Keywords: intensive approach - extensive approach – interaction - mediation.

LIMBA ȘI LITERATURA ROMÂNĂ – ALEGERI POSIBILE ȘI CONTEXTUALIZĂRI NECESARE

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Abstract

The Romanian Language and Literature – possible choices and necessary connections. The paper brings into the spotlight the possible choices in conceptualizing and practicing the subject Romanian Language and Literature, pleading for the need of coherence both within the subject and beyond the subject at the level of written and effective curriculum. The author reveals some weak points of the state of art and makes suggestions for possible choices and decisions for curriculum designers and teachers. The two priorities emphasized in the paper are a more contextualized perspective of teaching and learning the subject and a better understanding of its possible approaches.

Keywords: finalities of education - finalities of the subject – didactic paradigms of mother tongue - integrated approaches - curricular design - evaluation.

DEZVOLTĂRI CURRICULARE

MODELE CURRICULARE ALE LIMBII MATERNE ȘI ALE LITERATURII NAȚIONALE ÎNTR-O EUROPĂ MULTICULTURALĂ

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Abstract

Curriculum designs on mother tongue education and national literature education in a multicultural Europe. The relation between “mother tongue” and “national literature” enjoys different approaches in every national curriculum adopted by the European countries; their curriculum models are built according with the tradition of each country. This presentation focuses on finding the best curriculum model in order to make possible the existence of a European Common Frame in teaching language and literature. The presentation contains: a synthetic perspective upon the curricular models existing today in Europe (concerning the matter); a description of the benefits “language and literature” Romanian curriculum could offer; a discussion upon the problems a European common frame could raise. The concluding idea is the fact that the Romanian curriculum on mother tongue education and national literature education could stand as a possible solution for the European frame because it is revised from the key – competences’ perspectives.

Keywords: curriculum design - European Common Frame - multicultural Europe - mother tongue education.

APLICAREA TEORIEI INTELIGENȚELOR MULTIPLE ÎN ORELE DE LIMBA ȘI LITERATURA ROMÂNĂ

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Abstract

Applying the theory of multiple intelligences within the lessons of Romanian Language and Literature. Howard Gardner’s theory of the multiple intelligences found in Romanian didactic space – especially in primary school – a fertile base, opened to modern approaches and co-operation of educational agents (schoolteacher, teacher, pupil, scholar counsellor, and parent). One can say that in applying the theory of the multiple intelligences in Romanian school has been developed almost simultaneously with Gardner’s theory in American education, but in the same time, it has to be noticed the interest manifested in translation into Romanian of the last editorial apparitions (The Disciplined Mind, in 2005, to Sigma Publishing House and Multiple Intelligences. New Horizons, in 2006, in short time after the American edition). The research

offers the results of investigation which proposes to demonstrate that pupils' differential investigation, individualized, allows the development of the potential of every pupil. There are also underlined the results of a questionnaire applied to the schoolteachers and institutors in order to establish teachers' manner in approaching the issue of the differential education by applying the theory of the multiple intelligences in didactic process.

Keywords: *multiple intelligences - differential investigation - critical thinking - attitude - motivation.*

DEMERSURI DIDACTICE

PREDAREA ȘI EXERSAREA HĂRȚII CONCEPTUALE ÎN CLASĂ CA MIJLOC DE DOBÂNDIRE ȘI DE COMUNICARE A ÎNȚELEGERII: BENEFICIILE, FUNDAMENTĂRI ȘI REPERE METODOLOGICE

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Abstract

Teaching and practicing the concept mapping in the classroom as a tool of acquiring and communicating the understandings: benefits, rationales and methodological guidelines. This article deals with the issue of teaching and practicing the concept mapping in the classroom, as a way of extending the teachers' methodological repertory. It looks first at the aspects such as the necessity and benefits of acquiring the technique of concept mapping by students, as resulted from theoretical papers and empirical researches, and then it goes on providing and discussing the options that teachers could follow in order to enhance the students' meaningful learning and competences of becoming autonomus learners, by using concept-mapping to cope with diverse situations, be they academic or professional.

Keywords: *concept map - meaningful learning - teaching-learning methodologies - collaborative learning.*

LA SIMULATION GLOBALE UNE PRATIQUE DIDACTIQUE EFFICACE DANS L'ENSEIGNEMENT – L'APPRENTISSAGE DES LANGUES ETRANGERES

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Résumé

La simulation globale - une pratique didactique efficace dans l'enseignement / l'apprentissage des langues étrangères. *Entre le jeu «ce qui n'est pas sérieux» et l'éducation formelle, trop sérieuse pour permettre au participant à la formation d'intervenir d'une manière créative afin d'accomplir sa propre formation, il existe la simulation globale. Pour un public adulte aussi bien que pour un public captif (l'élève) la simulation globale est une méthode idéale d'apprentissage permettant aux adultes à jouer et aux adolescents à travailler sérieusement. Les adultes peuvent conduire le jeu jusqu'à la limite supérieur, bien caché derrière un masque convenable. L'adolescent peut trouver la meilleure manifestation de son potentiel par le biais des personnages qui l'aide à rencontrer ses choix de type professionnel. Cet étude représente un défi pour ceux qui veulent à exploiter la simulation globale dans d'autres domaines que celui juridique, aussi bien qu'un guide pour ceux qui veulent développer des compétences transversales pour les participants à la formation tout en utilisant une méthode moderne, active - participative, et, en même temps, sollicitant particulièrement le formateur.*

Mots-clés: *la simulation globale - public adulte - public captif - formateur.*

METODE DE MODERNIZARE A PREDĂRII LIMBII ROMÂNĂ

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Abstract

Modern methods of teaching and learning the Romanian Language. *The mother tongue curriculum adopted after 1995 was designed taking into account a functional-communicative model, which ensures coherence to the three studied domains: literature, communication and language. So, the stress in language teaching is focused on the contextual study, needing active didactic strategies and communication skills development. Modern methodology is rarely included in the practices of studying the language. Some subsequent curriculum variations produced teaching dysfunctions especially related with foreign languages teaching and with the present level of the specialty papers. The author draws attention on the fact that the inordinate content reduction and the incorrect handling of problems with a simplification purpose leads to the incorrect language use in current communication. In order to modernize the Romanian language teaching, the article recommends the contextualization of the taught notions through the offer of oral or written communication situations. The texts corpus should also call for nonliterary texts and for*

contemporary literature. It is suggested that active methods should be used in language lessons, methods that are more attractive to pupils, such as warm-up or ice-breaker exercises, oral communication exercises, games. Attention is drawn on the fact that teaching mother tongue must help the pupils understand the communication process as a whole, a process that includes literature, too. The article shows the requirement of achieving reflection moments during the language lesson through which pupils realize the need of mother tongue study. It is also recommended that language knowledge evaluation to take into account typical error correction exercises and production of linguistically correct texts.

Key words: mother tongue – the functional – communicative model – context – active methods – correction and production of texts

COMUNICARE ȘI ABILITĂȚI SOCIALE: POLITETEȚA VERBALĂ

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Resumé

Communication et habiletés sociales: la politesse verbale. Le cadre général de la politesse relève un domaine du comportement social que les individus mettent en œuvre pour réguler la distance interpersonnelle, à l'aide des formes de comportement verbal ou non verbal. Les stratégies de politesse positive ou négative se manifestent par des moyens d'expression verbale très variés dont on peut exprimer la considération que l'on veut accorder à son interlocuteur, accompagnés toujours d'autres sémiologies et distribués tout au long de l'interaction verbale. Dans la classe, l'apprentissage de la politesse valorise et développe, au même temps, les compétences communicatives (linguistiques, socioculturelles, pragmatiques) des participants.

Mots-clés: communication – habiletés sociales – comportements verbaux et non verbaux – compétences communicatives – interlocuteur.

PROIECTAREA STUDIULUI DE CAZ

DINAMICA UNOR SPECII: JURNALUL ȘI MEMORIILE DE DETENȚIE - APARIȚII EDITORIALE DUPĂ 1990 (STUDIU DE CAZ)

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Resumé

La dynamique de certaines espèces: les journaux et les mémoires de détention – parutions éditoriales après 1990 (étude de cas). Dans le contexte d'une didactique moderne de la langue et de la littérature roumaine, l'étude de cas devient un instrument nécessaire, intégré à d'autres stratégies, tout en déplaçant l'accent du rôle traditionnel du professeur vers l'activité indépendante et les groupes des élèves. L'étude de cas suppose une investigation des sources multiples, des preuves, et puis part de la formulation de certaines hypothèses afin de rédiger

une documentation, un recueil d'informations, et, en même temps, l'analyse et l'interprétation des données. L'application de l'étude de cas en classe de langue et littérature roumaine a des conséquences, telles que: le déplacement de l'accent de la simple acquisition des connaissances vers les compétences et les attitudes, la diversification des stratégies d'enseigner – d'apprendre – d'évaluer, l'adoption d'une perspective essentiellement communicative, l'ouverture vers le traitement inter- et transdisciplinaire. On a choisi d'illustrer la cinquième étude de cas de la programme scolaire de la terminale: La dynamique de certaines espèces: les journaux et les mémoires de détention – parutions éditoriales après 1990. Les élèves ont la possibilité de s'habituer à un nouveau type de littérature, située à la limite entre la réalité et la fiction, entre le littéraire et le nonlittéraire. Les documents dévoilent un monde sombre et leur offrent quelques pages historiques et littéraires importantes. La projection didactique contient une partie méthodologique concernant les compétences visées et le parcours didactique de l'étude de cas, qui traite quelques étapes essentielles: l'étape de préparation (la présentation du thème, la conception du plan ou du „design” d'étude, l'instruction et la préparation de l'étude de cas, l'élaboration d'une théorie sur le thème traité), l'élaboration de l'étude cas (l'étape opérationnelle), la présentation générale du thème, (l'étape informative, synthétique et instrumentale), l'évaluation / l'autoévaluation du groupe.

Mots-clés: les journaux et les mémoires de détention – étude de cas – compétences et les attitudes – traitement inter- et transdisciplinaire – projection didactique.

STUDIUL DE CAZ: DE LA PROGRAMĂ LA REALITATEA ȘCOLARĂ - O ABORDARE CRITICĂ DIN PERSPECTIVA EXPERIENȚEI DIDACTICE

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Résumé

L'étude de cas: du curriculum à la réalité scolaire - approche critique du point de vue de la pratique courante en classe. Dans son article, l'auteur essaie une esquisse théorique suivie d'une description de ses propres expériences didactiques concernant les méthodes modernes d'évaluation des compétences des élèves de lycée en langue maternelle. Il s'agit notamment de l'étude de cas. L'auteur donne des exemples et des suggestions tant pour les parcours/démarches/produits réalisés par les élèves que pour l'évaluation de leur travail.

Mots-clés: étude de cas – didactique – équipe – compétences – valeurs et attitudes – évaluation de parcours – évaluation du produit.

RECENZII

Matei CĂLINESCU. **A CITI, A RECITI. CĂTRE O POETICĂ A (RE)LECTURII.**
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