| 1. | **The relation between the communication problems and the emotional-behavioral disorders** *(in Romanian)* |
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| | Asist.PhD. Ioana Dârjan<br>West University of Timisoara, Faculty of Sociology and Psychology, Educational Sciences Department |
| | **Abstract:** The relationship between maladaptive social behavior and academic underachievement has been well established in multiple recent studies (Coutihno 1986; Fessler Rosenberg, Rosenberg, 1991; Hinshaw, 1992, Rock, Fessler, Church, 1997, apud. Wehby, 2005). Even if we do not know the direction of this determination, is evident that this two conditions lead to poor outcomes in school and in social settings: academic failure, school dropped, and feelings of inadequacy, deviant social behaviors. It is important that we prevent and treat this situation not only by addressing to the social deficiency of this population (emotional and behavioral disorders), but also to their academic needs (communication problems). This paper presents the different ways in which emotional and behavioral disorders (EBD) may relate with communication problems, and why the specialists should intervene to help children overcome those difficulties. |
| | **Key words:** communication problems, emotional-behavioral disorders, early intervention |
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| 2. | **Reform ways for the special education** *(in Romanian)* |
| | Lector.PhD. Mihai Florin Predescu<br>West University of Timisoara, Faculty of Sociology and Psychology, Educational Sciences Department |
| | **Abstract:** This paper analyses some important topics regarding the special education reform and transition to a more inclusive schools. First it describes the opportunities of Romanian special schools to remain the key player in educating students with special needs. But, in order to accomplish this goal, the special schools has to respond to a new set of social, legislative and professional demands and pressures. In the second part of the paper we analyze the education of students with special needs from a postmodern point of view and strongly recommend the adoption of a new set of values, including the ideal of inclusive education and empowerment. |
| | **Key words:** integration, reform, educational strategies |
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| 3. | **The aspiration level of the mental impaired** *(in Romanian)* |
| | Asist.PhD. Anca Văcărescu<br>West University of Timisoara, Faculty of Sociology and Psychology, Educational Sciences Department |
| | **Abstract:** The mental impaired children have a low aspirational level, fear for insuccess, low self-esteem, plus a constantly unadapted attitude towards school activities.This study tries to highlight the aspirational structure specificity in mental retarded children integrated in mainstream schools, as a method of school adaptation assessment. In this study 33 mental retarded children from special school and 33 mental retarded integrated children were assessed with a test of problem solving. The results point out the similitude of the aspirational structures in both of the cases rising questions about the quality of the integrative process. |
| | **Key words:** mental retardation, aspirational level, school integration |

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| 4. | **Psychological aspects in interpersonal orientation** *(in Romanian)* |
| | Lector.PhD. Irina Macsinga<br>West University of Timisoara, Faculty of Sociology and Psychology, Psychology Department |
| | **Abstract:** The pattern of interpersonal relationships is one of the most important aspects in personality development and dynamic. The major aim of this study consist in psychological investigation of interpersonal orientation and aspects of personality (social desirability, traits, emotional intelligence) relations, on one hand, and identification of differences male-female at level of this aspects, on the other hand. The results demonstrated significant correlations between neuroticism and orientation in terms of control, emotional intelligence and social desirability. No significant differences male- female at the level of emotional intelligence, extraversion, neuroticism and social desirability. |
| | **Key-words:** interpersonal orientation, emotional intelligence, social desirability. |
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| 5. | **The relation between neurotocism, intelligence and school performance at adolescens** *(in Romanian)* |
| | Reader.PhD. Sava Nuţ<br>Tibiscus University from Timisoara |
| | **Abstract:** The present study establishes a relation between NILEAT factor, extracted from the variables which we have investigated (nervousness, inhibition, emotional lability and trait-anxiety) and the intelligence level and school performance. Our research emphasises that at the students whose personality is characterised by a high level of the NILEAT factor, the performance at Mathematics does not depend any larger on their intelligence level, but on the level on which this factor rises. |
| | **Key words:** emotional lability, school performance, inhibition, trait anxiety, nervousness. |
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| 6. | **The psychological basis of open distance education and their relation with the learning technologies — part II —** *(in Romanian)* |
| | Lect. PhD. Dieter D. Penteliuc-Cotoşman<br>West University of Timisoara |
| | **Abstract:** The incredible development of Open and Distance Learning (ODL), as an alternative instructional system, which global education witnessed during the last decades, was not caused only by the technological innovations made in Telematics — means of mass-communication at the distance — and pedagogical research, but also by the newly developed theories of Psychology of Learning. There was and still is, even today, a very close connection between the technologies for learning and the psychological aspects of their use in education. The aim of this article is to offer one from the many possible approaches to identify the sources and ways of adjustments of educational technologies to the psychological premises. The starting point of our approach was the most general definitions of education, instruction and learning specifically placed in an ODL context, while trying to identify which are the most important factors for this particular kind of education — the concept of medium, instructional media, instructional methods etc.— all integrated and sequenced within the confines of the educational communication process. This sequence is presented in order to justify the compulsory functions of the educational communication and how these |

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| | functions are implemented in the ODL systems. The most important psychological aspects involved by the particular ODL learning process are reviewed, emphasizing how they participated during the transformation process of ODL in a robust and viable educational system, as we know it today. Particularly, we invoque and bring into debate the behaviourist, cognitivist and constructivist psychological perspectives (Skinner, Piaget etc.). The article ends with a brief presentation of the attributes and characteristics of Technologies for Learning and how they are used in ODL programmes, based on the ideea that these technical opportunities are influenced and are reflecting the new vision and perspectives brought by the latest psychological theories of education. |
| | **Key words:** open and distance learning, telematics, psychology of learning, medium, instructional media, instructional methods, the educational communication process, theories related to psychology of learning, technologies for learning. |
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| 7. | **School abandon and the education system in Romania — solutions and challenges** *(in Romanian)* |
| | Researcher Daiana Pană<br>Romanian Institute for Adult Education |
| | **Abstract:** In European Union education is the new "buzz-word": all legislative and institutional support is provided for, with good results — decreasing in school drop-out and increasing lifelong learning participation. In Romania lifelong learning has bean supported by a number of governmental strategies. But school abandonment is still a not resolved issue, all dough interesting initiatives arrows from both public and private sector. In Romania the youth situation is still worrying in respect to attitudes toward school and work opportunities, social security and social exclusion. |
| | **Key words:** school drop-out, educational reform, European goals on education, current situation in Romania, legislative initiatives, public opinion, youth situation, social security, social exclusion. |
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| 8. | **Education for sexual health in the stage of adolescence** *(in Romanian)* |
| | Assistent Liliana-Luminiţa Todorescu<br>Politechinca University from Timisoara |
| | **Abstract:** Starting with the idea of sexuality seen as a natural component in the circle of each individual's life and stopping on adolescence, as the studied age regarding sexuality, this paper draws attention on the following aspects:<br><br>• The necessity and importance of sexual health education at the adolescent age;<br>• The increase in factors which imperiously denounce the sexual health education in adolescence;<br>• The importance of normal sexual development in the formation of the individual's harmonious personality;<br>• The essential role which the family and the school has in the process of sexual instruction and education of adolescent teenagers. |
| | **Key words:** sexual health education, adolescence, the necessity of sexual health education at adolescence, the role of the family in the sexual education of the adolescents, the school's role in the sexual health education of the adolescents. |

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| **9.** | **Aspects regarding learning failure of primary school pupils (4th grade)** *(in Romanian)* |
| | Prep. Otilia Sanda Boşorogan<br>West University of Timisoara |
| | **Abstract:** The pupil's failure in learning has complex causes. The purpose of this article is to emphasize the role which a proper support it may have on a pupil in order to obtain good results in a specific domain. |
| | **Key words:** success/failure in learning, rehabilitation, preferences for a specific type of discipline. |
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| **10.** | **„Wooden language" in the educational communication** *(in Romanian)* |
| | Assistent PhD. Magda Ilie, Asistent univ.drd.Narcisa Nadolu<br>West University of Timisoara |
| | **Abstract:** Unlike the natural language, with the help of which the speech illustrates very well the ideas, the wooden language does not describe the facts, neither the opinions, it strives to express what it wants to express, not necessary the reality. F. Thom correlates the factors of linguistic communication, which allow the definition of the language functions, with the wooden language speech. The wooden language became a way of annihilation of thinking through which the human individual can become passive because someone else thinks instead of him. The communication action, by using words in an abusive way embezzles the communication by changing the known signification of some words, in order to hide the reality manipulating people until forcing them to be receiver against its will or intention. The words can serve to fast transmission of information, in order to create and maintain the social and educational contact, but unfortunately, the words can also be used as ways of manipulating through changing the usual meanings of words, launching clichés which have no precise meaning and undertaking false dialogues. |
| | **Key words:** communication, wooden language, metalanguage, natural language, educational mesage |
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| **11.** | **Roles and competencies profile of adult trainers** *(in Romanian)* |
| | Researcher Gabriela Buţă<br>Romanian Institute for Adult Education |
| | **Abstract:** Nowadays the roles of adult educators have changed dramatically, their tasks and responsibilities becoming more and more important in the context of the knowledge society. In this respect, a special attention should be paid for identifying, anticipating and defining the competencies and qualifications that adult educators should have in order to fulfil their multiple and changing roles. |
| | **Key words:** knowledge society, adult educator, roles, (framework of) competencies and qualifications. |
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| **12.** | **The Construction of a Danish Strategy for Lifelong Learning** *(in English)* |
| | Søren Ehlers<br>The Danish University of Education |
| | **Abstract:** The concept of lifelong education was introduced on the UNESCO-conference in Montreal 1960, and all Nordic countries developed strategies for lifelong education. The concept of education is in the Nordic countries linked to nationbuilding (Telhaug 2004), and this heritage can explain some of the |

difficulties related to the implementation of LLL. Another explanation is the close relation between mass-education (the collective approach) and industrial economy. LLL is an integrated element in knowledge economy. The key questions from economists are: What is the return of investments in the production of formal learning? Can relevant competences be achieved outside schools? Are there any cheaper solutions? The political interest of today is directed to the fact, that learning also takes place in settings outside the institutions of education and training. The job and the media are strong instruments.

**Key words:** lifelong education, industrial economy, formal learning