



ROMANIAN ACADEMY - IAȘI Branch
Institute of Economic and Social Research „Gh. Zane”

International Scientific Conference

The X -th Edition

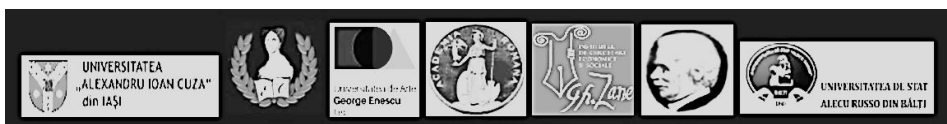
SELF-REALIZATION

FROM THE PERSPECTIVE OF EDUCATION AND CREATIVITY

The relationship between personality and the ideal of life



31 May, 2019



**International Scientific Conference
The Xth Edition**

**SELF-REALIZATION FROM THE PERSPECTIVE
OF EDUCATION AND CREATIVITY -
*The relationship between personality and the ideal of life***



**ROMANIAN ACADEMY – Branch of Iași
“Gh. Zane” Institute of Economic and Social Research**



PROGRAMME

- 9³⁰ - 10⁰⁰ - Registration - AULA - Romanian Academy, Iași Branch. Bdul Carol I, nr. 8, Iași.**
- 10⁰⁰ - 11³⁰ - Official opening, AULA - Romanian Academy, Iași Branch.**
- 11³⁰ - 12⁰⁰ - Musical recital - *Duo Dolcissime*:
Cristina Simionescu-soprano
Brîndușa Tudor - piano.**
- 12⁰⁰ - 12³⁰ - Coffee break**
- 12³⁰ - 14³⁰ - PAPER PRESENTATION. PART I:
Section I: AULA - Romanian Academy, Iași Branch.
Section II: The Small Hall - Academy, Iași Branch.**
- 14³⁰ - 15⁰⁰ - Lunch break**
- 15⁰⁰ - 19⁰⁰ - PAPER PRESENTATION. PART II:
Section I: AULA - Romanian Academy, Iași Branch**
- 19⁰⁰ - 19³⁰ - Official closure.**



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ROMANIAN ACADEMY – Branch of Iași
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- **13th Elementary School of Ilion, Athens, Greece.**
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CONSIDERATIONS

The event addresses the complex process of *self-realization* from the psychological, educational and creative perspective. *The ideal of life* is integrated into the analysis of this process as an essential, defining element of personality. We propose the analysis of this *complex psycho-emotional process* from the perspective of *education* as a means of modeling the personality, wanting to discover the abilities and talents, and from the perspective of *creativity*, which involves the development and actualization of these abilities.

The concept of *self-realization (individuation)* belongs to the psychologist and psychiatrist Carl Gustav Jung and refers to the development of personality so that his / her own ideals and aspirations are attained through a sustained and conscientiously oriented effort. A similar concept is the *self-actualization* described by psychologist Abraham Maslow as a corollary of the individual's development. The conference aims to a broadly presentation and gradual analysis of these concepts, being integrated among the demands of our modern society.

The topic of the conference reflects the concern for *the role of education* in the development of individual skills and talents, in cultivating the interest for individual development. The direct link between *creativity* and self-realization will be analyzed, highlighting the need for educational development of *individual creativity*.

We propose the presentation of some *philosophical interpretations* of self-realization, as the culmination of personal fulfillment, as a way of actualizing the special / unique personality traits, the individual talents. The conditions that *contemporary society* offers to facilitate the self-realization process of the individual through economic and informational means will be analyzed.

From a psychological point of view, we want to analyze and accentuate *the personality traits* specific to those who record success: profound specialist knowledge, perseverance, boldness, empathy, renunciation, efficiency in work and the ability to capitalize on the results obtained.



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OFFICIAL OPENING

10⁰⁰ - 11³⁰ - AULA of Romanian Academy, Iași Branch.

Chairperson: PhD. Marinela Rusu

Eugen Huzum - *Opening speech*

Ionuț Isac, *A role-model of self-achievement via creative thinking: Ludwig Wittgenstein – 130.*

Margarita Bakracheva, *Factors underlying flourishing and how it can be promoted.*

Christian Tămaș, *A road-opener: Jabra Ibrahim Jabra.*

Marinela Rusu, *The ideal of life in adolescence - personality, family, society.*

11³⁰ - 12⁰⁰ - Musical recital: *Duo Dolcissime*

1. Chamber concert vocal - instrumental *DUO DOLCISIME*

Soprano - Conf. univ. dr. **CRISTINA SIMIONESCU**

Piano - Lect. univ. dr. **BRÎNDUȘA TUDOR**

Lieds by Wolfgang Amadeus Mozart.

Presents Prof. PhD. **EUGENIA MARIA PAȘCA**

1. *Als Luise die Briefe ihres ungetreuen Liebhabers verbrannte* (When Luisa burned the letters of her unfaithful beloved)

2. *An Chloë* (For Chloe)

3. *Oiseaux, si tous les ans* (Birds, every year)

4. *Der Zauberer* (The Magician)

5. *Das Kinderspiel* (Children Play)

6. *Lied zur Gesellenreise* (Song of journey)

7. *Warnung* (Warning)

2. Painting exhibition "*Aspirations*" :

Prof. Univ. PhD. **CRISTIAN UNGUREANU** and PhD. **MARINELA RUSU**.



12⁰⁰ - 12³⁰ - Coffee break

PAPER PRESENTATION – PART I

12³⁰ – 14³⁰ SECTION I

**AULA - Romanian Academy, Iași Branch
THE PROCESS OF SELF REALIZATION
A PSYCHOLOGICAL PERSPECTIVE**

Chairpersons: PhD. Aurora Hrițuleac and PhD. Liliana Stan

Manol Nikolov Manolov, *Influence of categories of modernity in the consciousness of young people between 20 and 25 years.*

Rossella Marisi, *Scriabin's Fourth Piano Sonata: a model for educators.*

Anna Giannopoulos, *The concept of self-realization from the perspective of humanistic psychology.*

Elena Tonikidi, *The role of art in the self-realization process.*

Eirini Tseliou, *The ideal of life the case of roma children integration.*

Christina Gatsakou, *Personality development in the case of dyslexic students.*

Aurora Hrituleac, *Rethinking Personal Development: A Neuroscientific Perspective / Regândind dezvoltarea personală: o perspectivă neuroștiințifică.*

Liliana Stan, *Current Capitalisation of Constantin Narly's Standpoint on Pedagogic Ideal.*

Georgeta Diac, *Self-realization through personal and professional development in the teaching career / Realizarea de sine prin dezvoltare personală și profesională în cariera didactică.*

Constantin Nechifor & Viorel Robu, *Personal growth initiative: a literature review / Orientarea spre creșterea personală: o trecere în revistă a literaturii.*

Măgurianu Liviu Adrian, *From existential intelligence to self-accomplishment / De la inteligența existențială la realizarea de sine.*

Georgiana Corcaci, *Analysis of the relationship between personality factors, stress and performance at the labor / Analiza relației dintre factorii de personalitate, stres și performanță la locul de muncă.*

Oana Jitaru & Ona Anghel, *Can active learning stimulate the fulfillment of self-realization? / Învățarea activă poate să stimuleze satisfacerea trebuinței de realizare de sine?*

Liviu Marius Bejenaru & Alina Ilinca, *Profile of the Securitate officer, a false model of self-realization in communist Romania / Profilul ofițerului de Securitate, un fals model de realizare de sine în România comunistă.*



Norina Forna, Doriana Agop Forna, Alice Murariu, Claudiu Topoliceanu, *Psychological counselling of the students in the choice of the career path / Consilierea psihologică a studenților în alegerea traiectoriei carierei.*

Marilena Doncean & Gheorghe Doncean, *The theory of resolution of creative problems in the socio-economic research/ Teoria rezolvării problemelor creative sub aspectul cercetării socio-economice.*

Alina - Petronela Haller, *Is It Possible to Promote European Culture and Economic Growth through Tourism?*

Doina Mihaela Popa, *Individual filters versus socio-cultural filters in interpersonal communication / Filtre individuale versus filtre socio-culturale în comunicarea interpersonală.*

Mariana Mantu, *The identity crisis of the Romanian characters in the movies of the New World /*

Criza identitară a personajelor din filmele românești ale Noului Val.

Elena Negoită, *The book and the human being – a multisecular symbiosis / Cartea și ființa umană – o simbioză multiseculară.*

Floroaia Mihai, *The role of education in realizing the self/ Rolul educației în realizarea sinelui.*

Esperanza Caro Perdigon, *Creativity - an important dimension of personality.*

Yisha Chen, *Self-realization and the development of personality / Realizarea de sine și dezvoltarea personalității.*

Florentina Popa, *The Influencer - model of success in public relations / Influencer - model de succes în relațiile publice.*

Nicuser Bondar, *Possibilities of rendering information in computer-based training / Posibilități de redare a informației în instruirea asistată de calculator.*

Emanuel-Alexandru Vasiliu, *Art as protest: Lucian Pintilie's creative personality in the context of the Bucharest city centre systematisation / Arta ca protest: Personalitatea creativă a lui Lucian Pintilie în contextul sistematizării centrului vechi din București.*

Emanuel-Alexandru Vasiliu, *Lucian Pintilie and censorship / Lucian Pintilie și cenzura.*

Ioana-Iulia Olaru, *Features of the small sculpture of the Early Hallstatt complex with incised and engraved ceramics on the territory of Romania / Particularități ale plasticii mici a complexului Hallstattian Timpuriu cu ceramică incizată și imprimată pe teritoriul României.*

Maria Morar, *Returning home / Întoarcerea acasă.*

Cristina Georgina Eftimie, *Art and its benefits / Arta și binefacerile ei.*

Eugenia Maria Pasca, *Pierre-Augustin Caron de Beaumarchais - from fail to*



glory / Pierre-Augustin Caron de Beaumarchais - de la eșec la glorie.

Roxana Axinte, *Educational counseling of students - an active interaction between students and teachers.*

Mariana Bălan, *Education and problematics of the contemporary world / Educația și problematica lumii contemporane.*

Simona Maria Stănescu & Mariana Bălan, *Social protection measures for the continuation of professional career for persons confronting "burnout" / Măsuri de protecție socială în vederea continuării carierei profesionale pentru persoanele care se confruntă cu fenomenul „burnout”.*

Simona Maria Stănescu & Mariana Bălan, *The “new educations” in the knowledge-based society.*

Anca Iorga, *Performance in the dance world / Performanța în lumea dansului.*

Ovidiu Bocșa, *Some Problems of Adorian Ethics / Problematika eticii adorniene.*

Ovidiu Bocșa, *The passage of the acceptable / Parcursul Acceptabilului.*

Ana Maria Aprotosoaiu Iftimi, *Linking art and education to self-development / Îmbinarea artei și a educației în direcția autodezvoltării.*

12³⁰ -14³⁰ SECTION II

The Small Hall - Academy, Iași Branch.

EDUCATION AND THE IDEAL OF LIFE

PEDAGOGICAL SCHOOL OF REPUBLIC OF MOLDOVA

Chairpersons: PhD Larisa Sadovei, PhD. Margarita Tetelea
and PhD. Tatiana Bularga

Larisa Sadovei, *Cognitive consonance and dissonance in the communication of institutional image / Consonanța și disonanța cognitivă în comunicarea imaginii instituționale.*

Margarita Tetelea, *The creative dimension of the artistic personality training of the music teacher / Dimensiunea creativă a formării personalității artistice a profesorului de muzică.*

Eugenia Bogatu, *Subjective experience in the context of pragmatic philosophy / Experiența subiectivă în contextul filosofiei pragmatiste.*

Tatiana Bularga, *The opening of European artistic education to new social cultural contexts through implementation of innovative formative praxeology / Deschiderea educației artistice europene spre noi context socio-culturale prin implementarea praxiologiei formative inovative.*



Marina Cosumov, *The transdisciplinary dimension of arts education in personality development / Dimensiunea transdisciplinară a educației artistice în contextul formării personalității.*

Olimpiada Arbuz-Spatari & Daniela Roșca – Ceban, *Cucuteni-Tripolie culture - Source of inspiration for museum practice / Cultura Cucuteni Tripolie - Sursă de inspirație pentru practica muzeistică.*

Alina Suslenco, *Intellectual property – the sustainability element of a society / Proprietatea intelectuală – element al sustenabilității unei societăți.*

Frunză Elena, *Robotics - creativity, innovation and progress / Robotica – creativitate, inovare și progress.*

Iulia Postolachi, *The impact of teachers' artistic skills in the context of professional standards / Impactul competențelor artistice ale cadrelor didactice în contextul standardelor profesionale.*

Nadejda Ovcerenco, *Prenatal education - a priority direction for young teaching for conscious and responsible parentality / Educația prenatală - direcție prioritară a formării tinerilor pentru parentalitatea conștientă și responsabilă.*

Ecaterina Țărnă, *Research perspectives regarding student's personality and resolving interpersonal conflicts / Perspective de cercetare vizând personalitatea studentului și rezolvarea conflictelor interpersonale.*

Maia Cojocaru-Borozan, *Theoretical arguments on teacher's professional training in the spirit of pedagogical freedom / Trgumente teoretice privind formarea profesională a cadrelor didactice în spiritul libertății pedagogice.*

Lilia Țurcan-Balțat, *Developing students' culture of tolerance through sports activities / Formarea culturii toleranței la elevi în cadrul activităților sportive.*

Mariana Cebotari, *Radical interaction as a structure of self-knowledge / Interogația radicală ca structură a cunoașterii de sine.*

Andra-Mirabela Adăscăliței, *Modeling personality through persuasive communication / Modelarea personalității prin comunicare persuasivă.*

Cristian Adăscăliței, *Implications of vocational education in self-realization of adolescents / Implicații ale educației vocaționale în realizarea de sine a adolescenților.*

Daniel Roman, *Experimental evaluation of pedagogy students' autonomous learning / Evaluarea experimentală a pregătirii studenților la Facultatea de Pedagogie pentru învățarea autonomă.*

Daniel Roman, *Scientific arguments regarding the value of independent learning for the professional development of pedagogy students / Argumente științifice privind valoarea studiului individual în formarea profesională a studenților la facultatea de pedagogie.*



Dorina Banciu, *Educational partnership in development of emotional competences of preschool children / Parteneriatul educațional în dezvoltarea competențelor emoționale ale copiilor preșcolari.*

Valeria Buzenco, *The imperative of building self-confidence as a basis for social intelligence in novice teachers / Imperative ale explorării încrederii în sine la debutul carierei pedagogice în perspectiva afirmării inteligenței sociale.*

Hârțescu Marieta, *The development of life skills for the roma students through the educational partnership school-family-community / Dezvoltarea abilităților de viață la elevii romi, prin parteneriatul educațional școală-familie-comunitate.*

Viorica Crișciuc, *Music knowledge: conceptual and perspective approaches.*

Viorica Crișciuc, *Methodology for music knowledge training: general and specific aspects.*

Caliga Marina, *The historic-theoretical research of the notions integrity and system in the musical education process / Cercetarea istorico-teoretică a noțiunii de integralitate și sistem în procesul de educație muzicală*

14³⁰ - 15⁰⁰ - Lunch break

PAPER PRESENTATION – PART II

15⁰⁰ - 19⁰⁰ SECTION I

ART AND SELF REALIZATION

AULA

Chairpersons: **PhD. Eugenia Maria Pașca**
and **PhD. Mirela Ștefănescu**

Doina Ursache Dimitriu, *General characteristics of the music parties created by Giacomo Puccini / Caracteristici generale ale partiturilor muzicale create de Giacomo Pucini.*

Mirela Ștefănescu, *The education and the development of the individual in an upstanding academic environment. The role of ethics in the academic process / Educarea și dezvoltarea individului într-un mediu academic integru. Rolul eticii în procesul didactic universitar.*

Cristina Simionescu, *Rosine's areas and recitatives from opera Il Barbiere di Siviglia of Gioacchino Rossini. Musical analysis / Ariile Rosinei și recitativele din opera Il Barbiere di Siviglia de Gioacchino Rossini. Analize muzicale.*



Lucia Diaconu, *Trio in G Dur KV 564 for piano, violin and violoncel, by Wolfgang Amadeus Mozart. Musical analysis / Trio în sol major KV 564 pentru pian, vioară și violoncel de Wolfgang Amadeus Mozart. Analiză muzicală.*

Daniel Dragomirescu, *Stilistical-interpretative analysis of Preludias no. 1-4 of Heitor Villa Lobos / Analiza stilistico-interpretativă a Preludiilor nr. 1-4 de Heitor Villa Lobos.*

Oana Budoiu-Bălan, *The management of music power – building the Self through Catharsis.*

Petrea Gîscă, *Elements of instrumental technique in personal didactic horn works / Elemente de tehnică instrumentală în lucrări didactice proprii pentru corn.*

Iulian Horez, *Tradiție și inovație în arta trompetistică / Tradition and innovation in trumpeter art.*

Ciulică Marius, *Innovations of Viennese musical classicism / Inovațiile clasicismului muzical vienez.*

Ciulică Marius, *Innovations of the Romantic musical period / Inovații ale perioadei muzicale romantice.*

Ioana Macovei, *Teenagers and their ideal of life manifested through creativity / Idealul de viață în adolescență, manifestat prin creativitate.*

19⁰⁰ - 19³⁰ - Official closure.



ABSTRACTS

A ROLE-MODEL OF SELF-ACHIEVEMENT VIA CREATIVE THINKING: LUDWIG WITTGENSTEIN – 130

Ionuț Isac

Cluj-Napoca, Romania

The anniversary of 130 years since the birth of the Austrian-British philosopher Ludwig Wittgenstein constitutes a really good occasion to analyse the main coordinates of his life and work from the perspective of the relation between the principle of self-achievement and the creative thinking. Non-conformist thinker, who stirred many controversies yet during his life, Wittgenstein is the author of some philosophical texts of great difficulty and originality, over which the interpreters did not reach unanimous consent not even at this present time. But there is something that nobody disagrees upon, that is his extraordinary capacity to reconsider his own thinking presuppositions, thus directing his thinking towards purposes rarely seen before with the preceding thinkers.

His exceptional creativity is objectivated in his works, very different from one another, such as *Tractatus Logico-Philosophicus* and *Philosophical Investigations*, which testify about the enormous effort of the author to remodel both his personal thinking, and those that would follow this thinking. That which astonishes, still, even more, is the inextricable rare unit between the work and life of Wittgenstein, his writings being the distillate expression of his trying to live an existence in full honesty, morality, decency, towards himself and towards the others. He is, thus, one of the rare philosophers who lived correctly in order to think correctly, and conceived his life as the main resource of an unaltered thinking, and reciprocally.

The testimonials of his contemporaries describe him to us as a role-model of singular genius of philosophising, who's impressive message on the moral unit between his life and his work remains still to be deciphered and assumed. From this perspective, our work aims at inventorying and analyzing certain specific features.

Key words: *self-achievement, creative thinking, Ludwig Wittgenstein*



FACTORS UNDERLYING FLOURISHING AND HOW IT CAN BE PROMOTED

Margarita Bakracheva,
Sofia, Bulgaria

The imperative realization and pressure to attain measurable goals as external expectation is higher nowadays and can confront or decline from individuation. Flourishing is suggested to be the self-reported reflection of authentic pursue of self-actualization. 259 volunteers were administered self-reporting scales and gave free associations on the daily way they differentiate their life domains and find satisfaction and meaning. Outlined is the individual predicting effect of the self-ideal congruence, attachment, stress, anxiety, depression, and happiness on flourishing. The expected mediation/ moderation effect was not confirmed. Higher perceived happiness, real-ideal self-congruence, secure attachment and low depression are individual predictors of flourishing. In addition, flourishing people tend to differentiate better the life significant domains and this helps them be more self-reflective and maintain flexible crystallizing identity and enrich their coping resources. Differentiation is important for the cognitive area and reported eudemonic satisfaction. It is not key for the emotional and hedonic happiness.

In the effort of expectations for achievements *per se* to become really individually important and self-realization successful, one of the lifelong learning objectives is namely promotion of the abilities and intention to differentiation. The ideal of life and self-actualization today are implicated in a number of areas and can be stimulated through forming attitudes toward individual creativity aimed to overcome the high levels of chronic stress and insecurity due to the inevitable daily need of adaptation to the dynamic intrinsic and extrinsic changes.

Key words: *flourishing, happiness, self-ideal congruence*

A ROAD-OPENER: JABRA IBRAHIM JABRA

Christian Tămaș
Iași, Romania

Born in Bethlehem in 1920, in a Syrian family, then established in Baghdad after the 1948 Arab-Israeli war, Jabra Ibrahim Jabra was a brilliant student of the prestigious al-Rashidiyya high school in Jerusalem, of the Cambridge University's Exeter College and a Harvard University scholar, and



would impose himself as one of the leading figures of the contemporary Arab culture. As a novelist, poet, screenplay writer, literary critic, translator, art historian and painter, he dedicated his entire life to seeking truth and beauty in the landscape of a post-1948 Middle East marked by misfortunes and wars.

Constantly preoccupied with the destiny of the Palestinian people, with the building of durable bridges between Arab and Western cultures and, in particular, as his predecessors of the sec. 19th century, with the return of the Arab culture to its former splendor, Jabra Ibrahim Jabra would focus his efforts, in literature, on introducing Western theories into Arab literary criticism by structuring theoretical patterns and applying them to the literary works of his contemporaries, and in art, as an exponent of the *al-Hurufiyya* movement, on the adapting of the traditional Islamic art to modernity by means of the Arabic calligraphy used as a graphic element within an artwork, leaving behind, after his death in 1994, an impressive legacy that deeply marked the Arab culture of the second half of the 20th century.

Key words: *al-Hurufiyya, Arabic literature, Arab contemporary writers, Islamic modern art*

THE IDEAL OF LIFE IN ADOLESCENCE - PERSONALITY, FAMILY, SOCIETY

Marinela Rusu
Iași, Romania

Adolescence represents the age when self-identity is defined, individual abilities, occupational talents and predispositions are outlined. It is the moment when *the ideal of life* crystallizes, the mission the young man wants to assume in society is better understood. The paper aims to present a picture of individual development at the age of adolescence, while emphasizing the correlations existing with the features of a modern society. Young people of our time are increasingly giving up traditionalism and the previous occupational system. Major changes have occurred for *young women*. They occupy today jobs and professions that were once inaccessible to them.

Negative effects of youth *unemployment* as well as new adaptation variants in a highly technologically advanced society are also analyzed. It is an undeniable truth that *modernity* involves new choices for young people and creates new models in the transition to maturity, especially for young women. New development approaches make young people more free to make their own choices, less related to gender, religion, parental control, or traditions. There can



discuss of a *cultural emancipation* that offers new social identities for the younger generation.

Key words: *ideal of life, adolescence, social identity, cultural emancipation, unemployment*

INFLUENCE OF CATEGORIES OF MODERNITY IN THE CONSCIOUSNESS OF YOUNG PEOPLE BETWEEN 20 AND 25 YEARS

**Manol Nikolov Manolov
Veliko Tarnovo, Bulgaria**

Definitions such as "liquefied reality", "multiphrenia" and "Proteus personality" are used to describe the new time, postmodernity and personality formulated in the context of this influence. The messages that society directs to describe the "world" of young people are directed at the loss of values, disregard for authority, irresponsibility. It is assumed that the leading cause of these descriptions is the influence of the very dynamic time, the permanent "keeping in touch with database" that leads to the formation of a conflict between the different generations, which is led by the lack of understanding, of continuity. This assumption is also the leading reason for conducting the study among young people. The main objective is to attempt to outline the perception of the categories of the new age - to shade the contents of their consciousness. The age of the respondents, apart from being in the zeitgeist, is also selected in connection with the process of forming identity. It is precisely the way in which reality is adopted and represents the field that meets the experience that will make the person in the future stable. This report presents the part of the research, which lists the closest two associations in relation to the contemporary categories. The results show to a great extent, the increasingly prevalent objectification, understanding and interpretation of reality through direct messages and the decreasing refraction of the reality through the metaphor. The results lead to the claim of available knowledge, but lacking awareness, breaking the reality through individuality.

Key words: *postmodernism, consciousness, hypermodernity*



SCRIABIN'S FOURTH PIANO SONATA: A MODEL FOR EDUCATORS

Rossella Marisi
Campobasso, Italy

The Fourth Piano Sonata by Aleksandr Scriabin (1872-1915) can be considered as an example of the ground-breaking stylistic evolution the composer experienced since 1903, and an outcome of what he deemed to be the artist's role that is giving the public new ways to perceive the inner and external world. In fact, the new harmonic vocabularies and the structure itself of this Sonata reflect the composer's new gained self-awareness and apply an effective communication with the audience.

This work can be regarded as a type of artistic prefiguration of the theories by Watzlawick, Grinder and Bandler, Gardner, and Goleman, centred respectively on communication, neuro-linguistic programming, multiple intelligences, and emotive intelligence. Moreover, it can be viewed as a model for educators wishing to improve their students' behaviour and learning during their school attendance, and to help them to reach a balanced development far beyond the school walls.

Key words: *the artist's role, effective communication, self-awareness, modalities of perception, quality teaching*

THE CONCEPT OF SELF-REALIZATION FROM THE PERSPECTIVE OF HUMANISTIC PSYCHOLOGY

Anna Giannopoulos
Luzern, Switzerland

Humanistic psychology has provided a series of fundamental theories about human personality and its development. Prominent representatives such as A. Maslow, C. Rogers, or R. Assagioli, along with the psychoanalyst C. G. Jung, have defined basic concepts that help us today to better understand the individual evolutionary path from intuitive thinking structures and primary group integration, to elements of metacognition, creativity and integration into society through high moral values. Self-realization is a complex process that needs to be addressed from a number of perspectives, to provide a more complex and true picture of how individual development takes place.

The paper aims to identify the role of family, interpersonal relationships, which is the function of knowledge and emotional experiences during



development and actualization of individual's own potential. Achieving self-realization involves going through some stages, overcoming various difficulties and, above all, practicing self-regulation over individual emotions and behaviors. Education also provides the logical-scientific basis of going beyond the stages of self-realization, it provides insight and understanding, but it also means overcoming the theoretical boundaries, through personal involvement in actions that reflect moral and humanistic values. Positive and active approaches are ways that lead us to self-realization.

Key words: *self-realization, self-actualization, personality, moral values, motivation*

THE ROLE OF ART IN THE SELF REALIZATION PROCESS

Elena Tonikidi

Thessaloniki, Greece

Art is one of the most refined ways of personality modeling, access to aesthetic and moral values of society. The paper presents some of the defining elements of communication through art, in the double sense of this process, from the work of art and creator to the viewer, but also from the contemplator to the work of art and creator.

The key element of this double process is empathy, the ability to translate into the emotional states of the other. It develops within a set of personality traits, including: emotional intelligence, diversity of emotional feelings, cognitive skills, along with motivation and personal ideals. Art is a mediator of communication but at the same time an element of developing a general receptivity to the world and its authentic values.

Key words: *art, communication, empathy, creativity, art receiver, aesthetic judgment.*

THE IDEAL OF LIFE

THE CASE OF ROMA CHILDREN INTEGRATION

Eirini Tseliou

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This paper focuses on the expansion of school activities inside and outside school as part of an educational Programme at the University of Athens titled: *Education of Roma Children*. With regard to the interventions at school units, planning involves nine actions related to the increased enrollment of Roma children and their continuation. This plan is closely related to the creation of



conditions which favour and reinforce the circumstances of integration and continued attendance of Roma children at school and secondly reassure the acceptance of these children by the society in general.

The expansion of school activities inside and outside school refers to the design and the operation of Student Creative Employment Workshops with parallel emphasis on creative animation activities. The immediate goal is to create awareness and a sense of acceptance among students towards the institution of education, the consolidation of educational and cultural practices of students, by focusing on incorporating elements of language and artistic interests of Roma children in the educational process. For this purpose, the workshops are enriched with artistic interdisciplinary and multicultural activities, students' recreation activities and creative thinking inside the school units. Between 2010-2015, its nine basic actions provided assistance to 1860 schools benefiting about 46.000 students.

Key words: *Education, Roma Children, Student Creative Employment Workshops.*

PERSONALITY DEVELOPMENT IN THE CASE OF DYSLEXIC STUDENTS

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Athens, Greece

We present in this paper the idea that there could be cultural and societal differences in offering educational process to dyslexic students.

Firstly, I will briefly outline the value of using games in education and how they can function as the field where young learners may cultivate their creativity and critical thinking. Another essential point that this paper deals with is the definition and the nature of dyslexia and how we can exploit the issues raised by this learning difficulty in the educational process in the differences of the society. Concluding, we will attempt to describe how the application of the "Theatre of mind" regarding teaching dyslexic students, based on the theoretical model of the game, may incorporate valuable learning principles in order to support not merely learners' cognitive knowledge but also the development of their personality.

Key words: *society, culture, dyslexia, education.*



RETHINKING PERSONAL DEVELOPMENT: A NEUROSCIENTIFIC PERSPECTIVE

Aurora Hrituleac

Iași, Romania

The fact that there is no generic process of personal development points toward its specificity. Personal development work involves a unique model of achieving specific objectives through specific methods within a specific context. This is the classic perspective.

The question I raise and I intend to answer in this paper is whether neuroscience, through the results of its research, changes the perspective on personal development work. For this purpose I will mainly address the concepts of *neuroplasticity* and *neurogenesis* and their implications for rethinking the individual and/or therapeutic approach of personal development work.

Key words: *personal development, neuroscience, neurogenesis, neuroplasticity*

CURRENT CAPITALISATION OF CONSTANTIN NARLY'S STANDPOINT ON PEDAGOGIC IDEAL

Liliana Stan

Iasi, Romania

The issue on the ideal that people and groups are aiming at has raised ample debates within very different fields of knowledge over all historical periods. Within privileged horizon of philosophy (social philosophy, moral philosophy or ethic philosophy, etc.) and humanities (sociology, pedagogy, psychology and so forth), Romanian contributions to this question worth being carefully capitalised since they own an extremely relevant explanatory and comprehensive potential. This study give prominence to the substance of the standpoint in relation to ideality produced by the pedagogue Constantin Narly in the first half of the 20th century with emphasis on the *pedagogic ideal*.

After having configured the cultural context of the debate on the ideal (inside and outside the Romanian space), the study presents the ideas of the professor of pedagogy Constantin Narly about the specific place of the ideal within education, for the educated people, and for the community to which the trained people belong to.

Key words: *ideal, education, moral, interculturality*



SELF-REALIZATION THROUGH PERSONAL AND PROFESSIONAL DEVELOPMENT IN THE TEACHING CAREER

**Georgeta Diac
Iași, Romania**

Within this article we will strive to argue using theory and invoking empirical studies that teachers can reach self-realization through personal and professional development. You may be asking yourselves why is self-realization important? The answer comes from Abraham Maslow who places self-actualization on top of the hierarchy of needs. In his own words, self-actualization refers to “experiencing fully, vividly, selflessly, with full concentration and total absorption” (Maslow, 1943). Later on, in the ‘90s, Hungarian psychologist Mihaly Csikszentmihalyi, starting from Maslow’s theory, created the psychological theory of Flow. He focused on the higher needs of our existence, especially those of intrinsic motivation and self-motivation and identified these as the key to unlocking a person’s full potential.

To be at flow means that you are fully immersed and concentrated on the task at hand. It also implies that the given task emphasizes your personal abilities thus giving you the feeling of self-consciences, personal freedom and that any obstacle is surmountable. Also, as a consequence, time no longer matters and the end result is less important than the effort spent to achieve it, even when the result is not the expected one.

Given these characteristics, the practical and professional value of this concept is obvious. This is why career counsellors will propose ways of self-actualization as a form of personal development. As such Samuel Sackett (1998) believes that the journey towards self-actualization begins with correctly evaluating your abilities, interests and activities. In Sackett’s view it is equally important to correctly identify the blockers that prevent you from reaching your goals. Once these obstacles are removed Sackett believes that one should dedicate themselves to their activities with conscientiousness, openness, fairness and trust.

Key words: *self-realization, flow theory, personal and professional development*

PERSONAL GROWTH INITIATIVE: A LITERATURE REVIEW

Constantin Nechifor & Viorel Robu

Iași / Bacău, Romania

The present study aimed to realize a literature review about personal growth initiative (PGI). It is a consistent construct which has evolved greatly



over the last two decades in the field of positive psychology. PGI is one of the key dimensions of psychological well-being. It can be understood as the active and intentional engagement of the individuals in their personal growth process. PGI refers to a skillset that may be used to create the intentional growth across cultures and life domains. One goal of this paper was to examine the meanings and conceptual relations of PGI. Another goal was to investigate the psychometric qualities of Personal Growth Initiative Scale (PGIS) and Personal Growth Initiative Scale II (PGIS-II). Both instruments were designed to assess skills for intentional cognitive, behavioral and affective changes in one's life.

These skills may contribute to the promotion of mental health and psychological well-being. The relations of PGI and other constructs were also evaluated. PGI was also used as the outcome variable to investigate the impact of practical interventions designed to promote self-knowledge and the acquisition of skills related to positive functioning and personal success. The main findings of several interventional studies are summarized.

Key words: *personal growth initiative, PGIS, developmental benefits*

FROM EXISTENTIAL INTELLIGENCE TO SELF-ACCOMPLISHMENT

Măgurianu Liviu Adrian

Iași, Romania

The current work aims to bring back to focus a series of researches from psychology that could be translated in educational programs. Thus, self-awareness and self-accomplishment could be central topics in contemporary education. Abraham Maslow found in his research that all individuals that are in the process of self-actualization are creative – artistically, scientifically or in any other way. Such a model of educational intervention could consist in introducing specialized programs to stimulate and develop creativity.

Basing his conclusions on several years of research, Howard Gardner published a theory on the different types of intelligence. Gardner's work confirms Maslow's observations that there are many ways to solve a problem and to reach the full human potential. During the past few years new types of intelligence are being discussed. We are referring to the existential and spiritual intelligence. Shifting towards an educational paradigm that would match our knowledge on human potential is still in an early phase. Is education open to receive through the front door such research?

Key words: *existential intelligence, education, self-accomplishment*



ANALYSIS OF THE RELATIONSHIP BETWEEN PERSONALITY FACTORS, STRESS AND PERFORMANCE AT THE LABOR

Georgiana Corcaci

Iași, Romania

The organizational climate affects performance (Spiegel, Torres, 1994). the climate characterized by flexibility, empathy, trust, respect, focus on task, highlights the fact that the participants are concerned with solving service problems, oriented towards respect and associated with high performance. The tense climate, grounded in suspicion, mistrust among employees, tendency to control others, is mainly associated with low performance. Teamwork (Owen, 1985) becomes effective based on institution values, managerial policies, power groups, stress loading, performance assessment, and employee personality. Individual variables (personality traits, motivation, skills, skills, age, work experience, stress resistance) along with organizational variables (management, working conditions, equipment, technologies) are factors that generate high professional performance. In the present research it was wanted to analyze the relationship between the level of stress, the level of professional exhaustion, the personality, the level of professional performance and a series of personal characteristics of 60 employees from different fields of activity in the city of Iasi. Considering the specificity of work, it is believed that, determining the level of stress and personality factors that facilitate the adaptation to stress, can optimize the work and the psychological comfort of the employees.

Key words: *personality, stress, performance.*

CAN ACTIVE LEARNING STIMULATE THE FULFILLMENT OF SELF-REALIZATION?

Oana Jitaru & Ona Anghel

Iași, Romania

The paper aims to respond to the preoccupation of finding benefits of the training method based on active learning în the formation of students. We believe that active learning leads to the improvement of school and academic outcomes, but at the same time it generates an increase of intrinsic motivation by activating the need for self-realization.

We present a series of classical and modern theories of learning, aș well aș training models derived from them. The paper outlines the active learning training model and its features. Also, we describe some methods of stimulating



active learning that teacher can use to develop critical thinking and creative thinking, autonomy and responsibility in the professional training of young people. In conclusion, the theories selected emphasise the role of active learning in the satisfaction of the need for self-realization in adolescents and young people.

Key words: *training models, active learning, motivation, self-realization, active teaching methods.*

PROFILE OF THE SECURITATE OFFICER, A FALSE MODEL OF SELF-REALIZATION IN COMMUNIST ROMANIA

Alina Ilinca & Liviu Marius Bejenaru
București, Romania

It is well known that the socio-cultural environment can have a decisive influence on the process of setting the aspiration level and shaping the attitude towards success or failure. In the communist countries a change in the social status of those with good social backgrounds was achieved as beneficiaries of the affirmative action program (promoting young workers and peasants towards higher education and elite professions).

In this communication, we propose to present a model of self-realization of the Communist Romanian Securitate officer. For the vast majority of the Securitate officers, the professional career was not the result of a vocational choice, but of an instrumental or imposed (in the case of recruited cadres from the party activists). As for the creation act, I.A. Taylor sets out two criteria: the economic, social, cultural and scientific significance of creative performance, doubled by social recognition.

For each individual, the profession is one of the relevant dimensions of the socially integrated personality. The exercise of the profession is established as a powerful motivational vector, without which the existence of the individual is – in large part – meaningless and meaningless. Social recognition, as well as the level of self-esteem, depend to a large extent on professional performance recognized by others. Through loyalty to the regime, the Securitate officers drew their fear, contempt and ultimately the hatred of the citizens, resulting in a false model of self-realization.

Key words: *communism, Securitate, professional career*



PSYCHOLOGICAL COUNSELING OF THE STUDENTS IN THE CHOICE OF THE CAREER PATH

Norina Forna, Doriana Agop Forna,
Alice Murariu, Claudiu Topoliceanu
Iași, Romania

The psychological counseling represents an important process in the initial stage of student life at a medical university, especially for those from disadvantaged groups. This study presents the results obtained after the psychological counseling of 75 students of Dental Medicine Faculty from the target group of the project «*The prevention of school drop-out and the counseling in the choice of career path for the 1st year students of Dental Medicine and Dental Technique*» During this activity it were approached various aspects, regarding the motivation of the choice of the medical career, the identification of the adaptation difficulties in the university environment, the identification of the challenging disciplines as well as the practical ways to solve these difficulties and challenges. The results of the study showed that most students of Dentistry consider Anatomy (37%) and Biochemistry (36%) as the most difficult disciplines and consider that the participation to the remedial courses contributed to better understanding of the content of these disciplines. Among the encountered difficulties, the first place is occupied by the competitive attitude of the colleagues and high volume of the required material to learn. The students consider that the remedial possibilities are the participation during summer holiday to preparation stages.

In conclusion, the activity of psychological counseling is very important for the 1st year students due to its role in facilitating the transition to academic environment, for the prevention of the school drop-out as well as in the modeling of the future medical career.

Key words: *psychological counseling, students, medical career*

THE THEORY OF RESOLUTION OF CREATIVE PROBLEMS IN THE SOCIO-ECONOMIC RESEARCH

Marilena Doncean & Gheorghe Doncean
Iași, Romania

The intermediate results of this study join the rather narrow field of the thematics, which, on the basis of the theoretical foundations, seeks to elucidate the mechanisms for solving the creative problems in terms of socio-economic research. The research undertaken in this study identified a current need for



practices, focusing on indicators, structure, components and recommendations for using the theory of creative problem solving.

The approach varies from conceptual dimension to methodological exploration of the experimental field, which includes: information, comparative analyzes, interpretations, deductive and inductive testing of ideas.

Key words: *system, theory, creative, factors, hypothesis, indicators*

IS IT POSSIBLE TO PROMOTE EUROPEAN CULTURE AND ECONOMIC GROWTH THROUGH TOURISM?

Alina-Petronela Haller
Iași, Romania

In this article we analyse the link between tourism, culture and economic growth on the example of four states with a tradition in cultural tourism, Greece, Italy, Spain and France, for the temporary horizon 2007-2017.

The study will be conducted using indicators that describe the tourism activity and economic growth process to demonstrate the positive influence that tourism, with cultural predominance, has on the economic growth of the four countries that form the target group of our analysis.

Key words: *economic growth, tourism, European culture*

INDIVIDUAL FILTERS VERSUS SOCIO-CULTURAL FILTERS IN INTERPERSONAL COMMUNICATION

Doina Mihaela Popa
Iași, Romania

Effective communication, without distortion and massive loss of information, means - in the vision of the New Communication Theories and Neuro-Linguistic Programming - both the discovery and knowledge of the map of your own world, as well as the simultaneous adaptation to the map of the Other. The map, as a metaphor of individual representations, is a symbolic model of the external world, representative of each personality and constituted by a laborious process of filtering. Successive filtering of any emitted and / or received message involves a series of losses, misappropriations, and erosion due to both the limited performance of the human communication system and internal or external jamming that disturbs or even deviates from the exchange of information.

Key words: *filters, map, jamming, distortion, selection, generalization*



THE IDENTITY CRISIS OF THE ROMANIAN CHARACTERS IN THE MOVIES OF THE NEW WORLD

Mariana Mantu
Iași, Romania

The *New Wave* films in the Romanian cinema bring to discussion a series of themes related to the evolution of the Romanian society after 1989. In this issue, a special position is occupied by the identity crisis of the characters and by their drifted existence which adapts with difficulty to the new society. The present paper aims to analyze the trajectory of these characters in their attempt to solve the identity crisis and, of course, the way in which the new cinema thinks to translate this process aesthetically. Our analysis also took into consideration the characters that represent the destiny of young people who can only find partial and ineffective solutions to the crisis they are in. At this point the perspective of the relationship with the family, especially with the parents, opens. The lack of moral and social landmarks generates a disorientation in the search for the self in good relationship with the existence of others. Starting from the definition of identity and the many approaches of the term, the work envisages an analysis that does not reduce to the psychological perspective, because it takes into account the specificity of the cinematic discourse, in this case the way in which the directors of the *New Romanian Wave* had in view. From this perspective, we analyzed a series of films that are representative for subject outlined above and, above all, the artistic "solution" of the cinematic discourse that generates multitude of interpretations.

Key words: *movies, characters, society, identity, crisis*

THE BOOK AND THE HUMAN BEING – A MULTISECULAR SYMBIOSIS

Elena Negoită
Bacău, Romania

Ever since Renaissance, Humanism has highlighted that the human being is capable of continuing the divine action of using the power of word. It is well known the fact that since the appearance of the print, writing has played an essential role for the humanity. Just like in a process of a symbiosis, firstly, people polish their personality by reading the books of their predecessors; afterwards, some descendants choose to write other volumes.



The culture of humankind and its history are transmitted through books. They represent an inestimable treasure for our society, but at the same time, they represent the most important means of educating and modeling the human personality. The continuity of thought, the evolution of visions on the world, and the development of science and technology itself are based on the written record of all the ideas and experiences that have been made over time by man and society. Therefore, the book has become a necessary matrix in the process of self-accomplishment of the human being.

Key words: *book, symbiosis, humanity*

THE ROLE OF EDUCATION IN REALIZING THE SELF

Floroaia Mihai

Piatra Neamț, Romania

In addressing this sensitive topic for today's society, we wanted to analyze, on the one hand, some aspects of family education and schooling, and on the other hand, education in various other social environments. We can not open the subject without highlighting the role that family has in educating and building the elementary habits of children, while the school comes to model the characters so that young people to be ready for a future society. Family morality raises the earliest beginnings of the life of the child who enters the school as it was formed in the family from the first gestures, from the first words. Only within the family the child first knows his uniqueness and importance as a being in this universe. In the family he also sees clearly what is right and what is not. For these reasons, nothing in the family should be neglected from what would contribute to the livelihood of those who are preparing to help the prosperity and well-being of society. The atmosphere of the parental home forms qualities such as gratitude and trust, the spirit of duty, obedience, justice, and sacrifice. Subsequently, school will strengthen all these aspects alongside the community spirit. The optimal design and realization of the instructional-educational activity depend on the way in which the material, procedural and organizational components are developed and dimensioned, which impart a certain meaning and a certain pragmatic efficiency to the formation of youth. Along with family and school, society, the Church, the media, the individual study, etc. contribute to the realization of the self and the professional training of the contemporary man.

Key words: *education, family, school*



CREATIVITY - AN IMPORTANT DIMENSION OF PERSONALITY

Esperanza Caro Perdigon,
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Artistic creativity is a complex process, today studied from several angles, even interdisciplinary. The paper presents the steps of the process, describing its specific aspects. But there is another important dimension of creativity that is part of the equation, namely the *artist's personality*. His behaviors often influence how the creative act is carried out and the way his creations are perceived. Creativity also faces the *social factors*, because it manifests itself in society and addresses of its members, depending of many historical and social conditions. To understand a work of art in its complexity, it is possible only thorough understanding of these factors of creativity, be they psychological, individual or social.

Key words: *creativity, artistic personality, creativity factors.*

SELF REALIZATION AND THE DEVELOPMENT OF PERSONALITY

Yisha Chen,
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The effects of psychological trauma on individuals are very different, arousing the interest of researchers on the factors influencing these differences. The ability to overcome various difficult tasks or painful events are the result of a natural process of resilience which takes place with the help of mental health professionals. Thanks to research carried out for half a century, it is now possible to use intervention strategies that facilitate the development of resilience in people at risk of developing mental disorders due to life situations through which they pass. Creativity is one of the means that can contribute to a better surmounting trauma and mental pain. This paper aims to present creative ways to approach these psychological intervention. Its consequences are about whether the subject traumatized to speak, fact which lowers the tension, to establish relationships with the group (and to enter into group dynamics) and psychotherapist, to reshape the attitude towards himself and others.

Key words: *creativity, psychic trauma, resilience, psychological intervention.*



THE INFLUENCER - MODEL OF SUCCESS IN PUBLIC RELATIONS

Florentina Popa
Galați, Romania

The influencer is a leader for a group of people who, through his speeches, influence their opinions and purchasing behavior. Social media allows these leaders to distribute speech and interact with the target audience. Companies are interested to use them to promote their products.

Who are these influencers, which are the personality traits that allow them to be considered successful people in these groups are questions we will answer in this paper after analyzing speech and communication channels used.

Key words: *Influencer, purchasing behavior, personality traits, successful person*

POSSIBILITIES OF RENDERING INFORMATION IN COMPUTER-BASED TRAINING

Nicusor Bondar
Neamț, Romania

The computer is very useful both to the student and the teacher and the use must be realized to improve the quality of the instructional-educational process, not to make it more difficult. The computer must be used so to follow the acquiring of knowledges and forming some skills to allow the student to adapt the demands of a society in continuous evolution . They must be prepared, faithfully oriented towards change, they will feel the need to be taught the best to be able to face the new types of jobs.

Failing in developing the ability to react to change can attract passiveness and alienation. The teacher himself lives in a changing society and happily in the first line of change, so he will have to adapt, accommodate and improve himself continuously.

Key words: *internet, soft, e-learning*

ART AS PROTEST: LUCIAN PINTILIE'S CREATIVE PERSONALITY IN THE CONTEXT OF THE BUCHAREST CITY CENTRE SYSTEMATISATION

Emanuel-Alexandru Vasiliu
Iași, Romania

Carnival Scenes is a film inspired by Ion Luca Caragiale, filmed in a period when the Romanian authorities were trying to woo Lucian Pintilie by



offering him the opportunity to work in Romania after his exile, decided on in 1972. The premiere of the play *The Government Inspector* had made him a suspect with the authorities, as the performance was forbidden after three representations and the author was handed a passport to work abroad. His successful career as a theatre director in France convinced the authorities to offer him the opportunity to direct a film in Romania, inspired by the work of the national playwright. However, the film ran into issues before being finalised, as the material was confiscated and stored in what is now the House of the Free Press. Production House no. 1 together with the Cinema Centre from Buftea sent a note which forbade the continuation of the work. By analysing a fair amount of the film, this article sets out to identify the real reasons which led to the project being halted. Among them is a negative review signed by Eugen Barbu in the magazine „The Week”, which accused Lucian Pintilie of ferociously imitating Zola in the film. Despite this opposition, I speculate that the real reason behind halting the project was filming two sequences – the opening and the closing credits – on the hill Arsenal, a place chosen for the demolition as part of the systematisation. In this way, Lucian Pintilie was implicitly protesting against it.

Key-words: *Lucian Pintilie, Ion Luca Caragiale, Carnival Scenes*

LUCIAN PINTILIE AND CENSORSHIP

Emanuel-Alexandru Vasiliu

Iași, Romania

Censorship affected Lucian Pintilie during his university years and became a recurring phenomenon in his career: he was sacked from the first theatre where he was employed, from television and he ran up against censorship in his theatrical work. Political and ideological control was exercised with the aim of restricting artistic creation to the precepts of socialist realism. In order to qualify as socialist realist, works of art had to observe four laws established by I. V. Stalin in 1934: they had to be realistic, proletarian, partisan and typical. *Reenactment*, directed by Lucian Pintilie în 1969, was criticising the latter two laws through the presence of the prosecutor, who was guiding the young men to create a future life observing society.

The typical feature was being criticised through the character of the warrant officer, who was being ridiculous by trying to indicate to the young people how to act in the educational film. The filmic criticism of the authority representatives caused the reaction of the management forces. The performance *The Fools under the Moonlight* was modified several times on the



recommendation of a viewing committee, with a consequence in weakening and having the performance forbidden despite the implemented changes. Reacting to the imposition of the cultural revolution and against the laws of coagulating the socialist realist work of art, Lucian Pintilie managed to mark the Romanian theatrical and cinema landscape through the artistic quality of the productions and the directed films, replicated by the renown of the imposed interdiction.

Key-words: *Lucian Pintilie, Reenactment, censorship.*

**FEATURES OF THE SMALL SCULPTURE OF THE EARLY
HALLSTATT COMPLEX WITH INCISED AND ENGRAVED CERAMICS
ON THE TERRITORY OF ROMANIA**

Ioana-Iulia Olaru

Iași, Romania

The present study will only refer to the Early Hallstatt, Ha A-B, the beginning of the first Iron Age brought important transformations recorded in ceramics and small sculpture, once the production forces started to develop because of the spreading of iron metallurgy.

In a time when ceramics suffers major transformations regarding forms and decor – we are talking here about the first period of Hallstatt (the early one) – the Hallstatt Complex with incised and engraved ceramics completes the image of pottery at that time, together with the other great cultural unity (the horizon with fluted ceramics). Though small sculpture is not a flourishing field in the entire Iron Age, the one of the culture Babadag left us a few examples, the two magic cases prove the practice of cultic rituals.

Key words: *flute, torques, megalith, Hallstatt, Eneolithic*

RETURNING HOME

Maria Morar

București, Romania

The present study is applied on an ongoing personal project entitled "The School from Home" which is the outcome of successive accumulations of trainings, education, and most of all creative encounters. "The School from Home" is an annual project of artist residencies and formative meetings that takes place in the Transylvanian village of Hundorf, today Vișoara, in Mureș County. The project is based on my personal understanding of the "existential theater" practiced by the stage director and professor David Esrig, which he



considers a maieutic method necessary for the formation of young artists from a number of artistic fields and for the stimulation of an artistically-involved way of life.

The project is equally based on the mentoring meetings between the young artists and creative personalities of the 1970s and 1980s, some of which emigrated because of the communist dictatorship, meetings during which the transfer of values based on analyses of living under various dictatorships can be made, and which reinforce the need for creative resistance.

Thus, "The School from Home" is meant to be a space of research, meetings, freedom of creation and analysis, to bring young artists together, and to inspire a creative way of life as well as expression in artistic forms that convey a free, involved spirit able to meet the challenges of the 21st century.

Key words: education, creativity, art.

ART AND ITS BENEFITS

Cristina Georgina Eftimie

București, Romania

Art is found in the furthest past of our ancestors and it is still a way of creating and building our world, life and reality. Art is beauty, art is connection, art is good time, art is discovery. During time, people like Einstein, Elio D'Anna, Hugh Everett have discussed this matter and the conclusion is that imagination is unlimited and free. We can imagine, we can create, we can be. We have the power of making great things and the power of creating ourselves according to our ideal.

Jungs's writings lift up arts as means of discovering and healing the human nature, unconscious being a great depository of our experiences, our trauma, our potential and our power of resurrection.

In this paper, I choose to talk about music as a great resource, as an activator of the brain, as a connection between the right and the left side of the body, as a link between structure and creativity. Music has the value to inspire, to calm, to reduce pain, to stimulate de realization of synapses, to increase the learning, to focus, to socialize, to motivate, to coordinate. Music is a powerful instrument that is available to all of us. We quote scientists like Oliver Sacks, Ioan Bradu Iamandescu who have researched the implications of music in our daily life and particular activities.

Key words: *art, unconscious, music*



**FIGARO CHARACTER AND THE FEMALE STATUS.
THE ROLE OF ARTS IN CHANGING MENTALITIES**

Eugenia Maria Pasca,
Iași, Romania.

We aim to analyze the role of the famous figure Figaro in the dramaturgy of Pierre August Caron de Beaumarchais, and the way it is also translated into the opera musical creation. Thus, on the stage, an author dares to bring in the foreground a man from the people who asserts that the nobles thought they were good when they did not do you a direct evil, that the servants had moral qualities that served the masters, that in the given society you can do any pity, without being punished, if you have a title or an official situation.

Deprivation of liberty, the inferior status of women, are two of the most important issues dealt with. Figaro appears as a true prosecutor opposing despotism - freedom and privileges - equality. Over time, it was found that the aesthetic ideal influenced the pedagogical ideal, that art played the role of orderer of the human spirit and represented a fundamental means in the evolution of social life.

Key word: *enlightenment, dramaturgy, opera*

**EDUCATIONAL COUNSELING OF STUDENTS
- AN ACTIVE INTERACTION BETWEEN STUDENTS AND TEACHERS**

Roxana Axinte
Iași, Romania

The structure of a continuous training program for teachers is presented and analyzed in this paper. The aim of the program is to develop a realistic representation of teachers on the outcomes of educational counseling activities. Teachers aim to carry out educational counseling so as to facilitate the process of personal development of pupils. In the long run, a desirable social / professional insertion of young graduates is also desirable.

The innovative element represents a proactive approach to the possible difficulties of current students, future graduates, who may appear after completing their studies. It is proposed in the content of the educational counseling and personal development program, some activities to develop young people's so called "soft skills". Are young people prepared to develop this type of skills more likely to integrate socially after graduation? Yes, because people with such well-developed skills can easily cope with change, have a better adaptability, relate much better in difficult and unforeseen situations, cooperate much better with others.

Key words: *teacher, counseling, proactive approach.*



**SOCIAL PROTECTION MEASURES FOR THE CONTINUATION OF
PROFESSIONAL CAREER FOR PERSONS CONFRONTING "BURNOUT"**

**Simona Maria Stănescu &
Mariana Bălan**

București, Romania

Contemporary society is highly competitive on the labor market characterized by a continuous flow of information (some even fake news) of technological, scientific, social and economic nature. Professional challenges, access to mass media and lifestyle changes require an increasingly vigorous work rhythm flexibly adapted to competitive economic policies.

Within this context, part of the employed population faces stressful situations that lead to the acquisition of different forms of psychiatric disorders. One of the most common is the so-called "burnout" on which there is no single policy at Member State level to (not) fit into medical diagnoses. The paper addresses the issue of continuing careers for the person who experiences "burnout". The first part of the paper reviews the definition, the main measurement methodologies, the international regulations and the measures adopted within the European Union. The second part focuses on the Romanian approach to "burnout" from the perspective of adopted social policy measures. The third part of the paper is dedicated to social policy recommendations to support the occupied population who acquires such medical diagnosis. From the methodological point of view, office analysis and secondary statistical analyzes are used on databases available at international and national level (Ministry of Labor and Social Justice, National Authority for Persons with Disabilities).

The paper belongs to the medical sociology and of the series of studies dedicated to stress management and addresses both academia-academia and employees and employers.

Key words: *burnout, self realization, resilience*

**THE "NEW EDUCATIONS"
IN THE KNOWLEDGE-BASED SOCIETY**

**Simona Maria Stănescu &
Mariana Bălan**

București, Romania

The fourth industrial revolution, or the Digital Revolution unfolding nowadays, will bring with it until 2025 major changes based on artificial intelligence, robotics, 3D printing, biotechnologies, augmented virtual reality, or autonomous transportation. In this context, emerge new career opportunities requiring the adjustment of individuals to them.



As education is one of the constitutive dimensions of human beings, and inseparable from the community life, from the economic, social, and political situation, and the form of governance, in the near future it will need to answer continuously to exigencies of the national and international realities.

Consequently, the “new educations” should not be regarded only as sources of renewing and reconstructing some contents deriving from the traditional dimensions of education, but also as an approach of the current society for education as a suite of general strategies and objectives mitigating the imperatives indicated by the issues of the contemporary world. Thus, the “new educations” must be regarded not as isolated dimensions, but in their multiple systemic-type relationships and from the perspective of future effect. Their capacity of commanding modern technologies from the intellectual, political and social point of view represents one of the major challenges of the modern man in this century.

The paper presents a brief diachronic and synchronic analysis of the “new educations” most frequently encountered in the Romanian school and society, of their adjustment ways to the context of each dimension, of the formation of the personality’s cultural bases, and of the issues of contemporary society.

Key words: *“new educations”, education forms, permanent education*

PERFORMANCE IN THE DANCE WORLD

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The artist can be viewed and analyzed from two points of view: his structure as an individual and the dynamics of the artist's own activity, including his creative activity, which leads to his expression or projection in the work of art. For an artist the desire to self-indulge in his own performance, to constantly update information, is the condition of his physical and mental development.

The evaluation criteria in the dance art are at the same time stable performance indicators. Therefore, we can determine several levels of performance, namely: technical, tactical, artistic and movement. There is a clear distinction between the common man and an artist, which is related to the expressive power of the artist. Although creativity is a general human trait, the distinction between ordinary man and artist is one of degree. This distinction is predominantly quantitative but also exclusively qualitative. Success in the art of dancing is achieved through thorough and constant training. Training is the entire of the dancer's training for shaping, development and improvement of



performance indicators, using specific means, in order to optimize the dancer's performance and achieve artistic performance.

Key words: *expressiveness, dance technique, artistic talent*

SOME PROBLEMS OF ADORIAN ETHICS

Ovidiu Bocşa

Petru Rareş, county BN, Romania

The task of moral philosophy is understood as the production of consciousness, with the feeling of inadequacy between concrete aspects of life and the way we think it should be. The analogy between the operation of instinct and consciousness remains a constant aspect that would lead to the assumption that sometimes they act together synergistically or antagonistically, sometimes substitute each other in situations where a momentum (of sensitivity or affectivity) manifests itself more strongly than reason.

It is as if the instinctual intuition to function more successfully than reason in a state of passivity, numbness. The memory of the facts feeds both of them and we can deduce that their practice leads to their development, and passivity can influence the instinct to take the initiative with increased reactivity.

Key words: *ethics, morality, ethical emotion, language games, life forms, full education*

THE PASSAGE OF THE ACCEPTABLE

Ovidiu Bocşa

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The passage of the acceptable is an unprotected area, a field of tension generated by significant experiences and experiential learning. The voice of suffering as well as that of love reiterates the moral attitude in which the transition from a discourse or dialogue (inside or outside) to the moral act presupposes ethical deliberation and the practice of an acceptable form of moral reactivity.

The Adornian model is part of the orchestration of "atonal resonance" notes describing the "Ethics of resistance". Between freedom of development and the development of freedom, there are steps of patience and acceptable milestones that are easy to acquire and are difficult to keep, just like what we cherish more and become aware of the risk of losing it.

Key words: *moral imagination, resistance ethics, voice of suffering, voice of love, Minima moralia*



LINKING ART AND EDUCATION TO SELF-DEVELOPMENT

Ana Maria Aprotosoae Iftimi

Iași, Romania

In the context of personal activities on the theme development concerns I will detail the main directions of scientific research, which involved more than twenty participations in conferences and articles published in national and international specialized journals. Most written articles (and related research topics) referred to the role of visual art in the harmonious development of human personality through education.

Key words: *institutional environment, art mediator, information and research technology, personality development through creativity*

COGNITIVE CONSONANCE AND DISSONANCE IN THE COMMUNICATION OF INSTITUTIONAL IMAGE

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This article discusses the issue of cognitive dissonance in the process of communicating the institutional image. The flow of information within the institutional system is oriented towards the diffusion of an external image of trust, which in many instances is distorted by the structure of the institutional message, creating cognitive dissonances to the participants in communication.

The synthesis of the conceptual instruments of the message in relation to the coding process of meaning is reflected, the institution of the transmitter being conditioned by competences, such as: intentionality and optimal relevance, objectification and anchoring, knowledge of the characteristics of the receiver's institution. As a result of the decoding act and according to the estimated and/or realized benefits, a situation of consonance or cognitive dissonance shows up.

Key words: *consonance, cognitive dissonances, communication*

THE CREATIVE DIMENSION OF THE ARTISTIC PERSONALITY TRAINING OF THE MUSIC TEACHER

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In this article, concepts such as "creativity" and "artistic creativity", based on the ideas of a number of famous scholars, are dealt with. The concept of "creativity" is defined according to the aspiration of an artistic person to self-expression. Speaking about the structure and the components of the creative process, we have identified the factors that enhance the development of the



creative abilities of the students from the pedagogico-artistic specialties in the process of designing the didactic-artistic approach. It is also reflected in the diversity of these factors: psychological, pedagogical, didactic, artistic.

In conclusion, the emphasis is on the fact that self expression in artistic creativity is the individual's need, and this need is classified as aesthetic.

Key words: *artistic creativity, self-expression, creative process, artistic personality.*

SUBJECTIVE EXPERIENCE IN THE CONTEXT OF PRAGMATIC PHILOSOPHY

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Human nature is not a passive adaptation of internal relations to external relations, it has an intentional character. The situation signifies the context of the implications of an experience because, in accordance with the ideas of the American philosophers, we never have experiences and never form judgments about isolated objects and events, but only in connection with a contextual whole. Living in the world is the same as living in a series of situations.

Interaction of the living being with the environment is permanent and inevitable, being involved in the life process itself: the subjective experience is continuous. The principle of continuity and the principle of interaction they are not separated from each other, they control and unite each other. The subjective experience takes place internally, because it influences the formation of attitudes, according to desire and purpose. The individual spirit is a spirit of reorganization, the new ideas and concepts having at their origins the human being.

The subjective experience is cumulative and creative. It grows and gives birth to faculties to know the properties of things and phenomenons, one of them being intelligence, as a means of restoring continuity and unity of experience and of adaptation.

The subjective experience has a reflexive and intelligent character. Reflection is a natural event taking place in nature, a continuous process of temporal organization taking place in one and the same world of the experience's things. The measure of the value of an experience is given by the understanding of the relationships or the continuity that it guides us through.

Key words: *subjective experience, context, reflection*



THE OPENING OF EUROPEAN ARTISTIC EDUCATION TO NEW SOCIAL CULTURAL CONTEXTS THROUGH IMPLEMENTATION OF INNOVATIVE FORMATIVE PRAXEOLOGY

Tatiana Bularga
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The study reorients the practitioner from a receptive praxeology (the docile transposition of the theoretical approaches into training practice, which limits catastrophically the actional freedom of teacher and pupils/students) to an innovative praxeology, which requires taking over from theory the best ideas and based on them to elaborate their own actional options in the field of european artistic education.

As formative and innovative qualities are fostered: initiative, responsibility, creativity, originality of thought and manifestation of teacher's and pupils' proactive style. The article will be of interest among those who promote a policy of change and renovation in the artistic education field.

Key words: *creativity, actional freedom, teachers and pupils' proactive style, artistic education, actional options.*

THE TRANSDISCIPLINARY DIMENSION OF ARTS EDUCATION IN PERSONALITY DEVELOPMENT

Marina Cosumov
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Arts has the goal to realize the psychological, aesthetic and philosophical relationship between the person and reality.

Moreover, it performs the function of cognition and communication. Diachronically, it is proved that arts is an integral part of the human activity, and the personality can be revealed and formed only with the help and through arts.

Arts has a great impact, together with science, on the contemporary personality creation. The investigation of the artistic phenomenon from pluri -, inter - transdisciplinary approach generates diverse emotional and informational load.

Key words: *arts, personality, arts education, transdisciplinary dimension*



**CUCUTENI-TRIPOLIE CULTURE -
SOURCE OF INSPIRATION FOR MUSEUM PRACTICE**

**Olimpiada Arbuz-Spatari &
Daniela Roșca – Ceban**
Chisinau, Republic of Moldova

The Cucuteni-Tripoli culture was one of the first civilizations in Europe, appearing a few centuries earlier than the first settlements in Mesopotamia and Egypt. Its name comes from the names of the settlements where the traces of this civilization were discovered for the first time. At present, this culture is an inescapable source of inspiration for creation, that is, within the museum practice that is carried out according to the curriculum, we have introduced in the visiting destinations, museums and representative locations for this culture. The program of museum practice aims not only at informing students, future plastic artists, but also stimulating creative abilities and developing aesthetic taste in the educational process.

Key words: *cucuteni-tripolie culture, museum, practice, creation*

**INTELLECTUAL PROPERTY – THE SUSTAINABILITY
ELEMENT OF A SOCIETY**

Alina Suslenco
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This paper analyzed the basic aspects of intellectual property, the role and importance of accumulation and development of intellectual property within a society. The practical aspects of the development of the research and development field have been researched on the example of the Republic of Moldova. The problems faced by the country in the development of the research and development sector have been identified. The research methodology has focused on the following methods: analysis, synthesis, scientific abstraction, comparison, induction, deduction, table method, graphics. In conclusion, we mention that intellectual property is the pillar of a prosperous economy, a competitive advantage of a society. The Republic of Moldova should invest in the development of intellectual prowess and strengthen its efforts to generate and accumulate innovations.

Key words: *intellectual property, research, methodology, development*



ROBOTICS - CREATIVITY, INNOVATION AND PROGRESS

Frunză Elena

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In the 21st century, robotics represents a high level of interest for both teachers and researchers, this branch of science being a valuable tool for developing cognitive and social skills for all students.

Robotics gives students a more interesting vision of science and engineering, leading to the development of STEM education (4 disciplines: science, technology, engineering and mathematics) and other school subjects or interdisciplinary learning activities. The purpose of this article is to study the impact of robots, using the Lego Mindstorms NXT software, on students in terms of the skills of the scientific process, their scientific creativity and their perception of "robots, people and society."

The use of the Lego Mindstorms NXT software in the educational instructive process gives the specialty lessons advantages such as: development of integrative thinking or stimulating the creativity, flexibility and adaptability of the pupil to respond in a timely manner to the changing needs of the labor market.

Key words: *robotic education, mechatronics, creativity.*

THE IMPACT OF TEACHERS' ARTISTIC SKILLS IN THE CONTEXT OF PROFESSIONAL STANDARDS

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The paper approaches the issue of artistic competences through the dimension of the teachers' professional skills in primary education. In the contemporary society, the role of artistic skills and of man's responsibility towards himself, towards others, towards society becomes more important, as new ethics and behavior issues of the individual and the members of the society appear.

In this context, observing the artistic competences in the learning environment, the planning and evaluation of the instructional - educational process in the primary classes is an obvious fact. Studying the artistic skills of teachers offers the opportunity to become more aware of the educational process, to show confidence and respect for those who educate them.

Key words: *artistic skills, professional standards, teachers.*



**PRENATAL EDUCATION - A PRIORITY DIRECTION FOR YOUNG
TEACHING FOR CONSCIOUS AND RESPONSIBLE PARENTALITY**

Nadejda Ovcerenco

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The article addresses prenatal education issues as a priority direction of youth training for a responsible parenting. The need to study this problem is determined by the phenomenon of devaluation of the prestige of parenthood and its consequences on the consciousness and behavior of young contemporary people.

The paper contains the analysis of the strategic plan of prenatal education designed as a priority direction of the training of young people for responsible parenting; elucidating the potential of the school on the researched dimension. There are proposed ways of capitalizing on the curriculum regarding prenatal education in the perspective of youth training for responsible parenting.

Key words: *prenatal education, parenthood, parenthood education*

**RESEARCH PERSPECTIVES REGARDING STUDENT'S
PERSONALITY AND RESOLVING INTERPERSONAL CONFLICTS**

Ecaterina Țărnă

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The relevance and applicability of research perspectives on students personality development and solving their interpersonal conflicts in the university, is calling for a new qualitative approach and an assessment based on indicators that will allow the introduction of corrections at the entry level in the university environment and therefore will also have a perspective of preventing a professional disintegration from the angle of the possibilities of educational intervention during professional training.

By summing the ideas presented in this article, we mention that in situations where it is managed correctly, conflict can generate positive effects such as: personality development, prevention of stagnation, stimulation of interest, stimulation of personal, group and social changes, growth and innovation, etc. Of course, the analysis of the cause of the conflict is a priority in the process of adaptation and integration in the university environment, while also requiring a thorough analysis of the problems involved in the conflict,



focusing on: the delimitation of the type, the size and rigidity of the problem, the individual styles of solving interpersonal conflicts and so on.

Certainly, adopting a certain conflict behavior triggers similar reactions to others, and in order to keep the conflict within constructive limits, it is good to remember that: effective relationships are maintained by controlling our behavior (self-control), being aware of the power of behavior our relationship.

Key words: *student's personality, conflictual /non-conflictual, adaptation process, resolving interpersonal conflicts*

THEORETICAL ARGUMENTS ON TEACHER'S PROFESSIONAL TRAINING IN THE SPIRIT OF PEDAGOGICAL FREEDOM

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The present paper addresses the *pedagogy of freedom*, as a field of scientific knowledge of a fundamental issue of human existence - freedom in education, updating a system of ideas concerning freedom as the supreme value of human life and freedom as the recognition of human dignity, freedom as a prerequisite for optimal development of personality and pedagogical freedom as a *sine qua non* condition of contemporary education.

From this perspective, the coherence and fluidity of the pedagogical discourse on freedom stems from the incontestable truth that "human freedom is an objective and a result of education" and the valorization of human personality becomes possible under the conditions of educational freedom.

The philosophical discourse on the meaning of the concept of freedom leads to the analysis of freedom in education as assuming responsibility for the educated and the approach of freedom as a creative act in the sense of human becoming and professional affirmation. In contemporary society, philosophical reflections on pedagogical freedom involve the examination of scientific arguments regarding the conditions of respecting the principle of freedom in education in order to satisfy the children's need for freedom, because *paideia* is a normative discourse.

The intensity of the educational challenges updates the statement of Morris van Cleve, promoter of the axiology of existential education, "the school must use a curriculum that promotes existential freedom, allowing students to study subjects that are close to their personal needs, which would make them take responsibility for their decisions."



Key words: *pedagogy of freedom, freedom in education, pedagogical freedom, students' freedom*

DEVELOPING STUDENTS' CULTURE OF TOLERANCE THROUGH SPORTS ACTIVITIES

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Teachers' professional competencies emphasize their ability to integrate the theoretical knowledge with the practical skills and with one's own ability to think, to analyze and synthesize the educational accomplishment and achieve the professional characteristics described in the professional standards framework for teachers. Forming human resources is of paramount value in a knowledge-based society.

The modern teacher must take responsibility for the level of his/her professional efficiency and constantly assess the level of his/her cultural tolerance formation aiming at increasing students' competencies and advancement in the sports career. *Education for tolerance* in contemporary society is asserted by the active promotion, over the past decade, of the cultural tolerance values based on the Declaration of Principles on Tolerance. In an era of rapid change, *pedagogy of tolerance* is imperative; it seeks to reduce emotional tensions aiming at preventing aggression and to capitalize on the need to develop a culture of tolerance in students through sports activities.

Key words: *school teacher, students, cultural of tolerance, sports activities*

RADICAL INTERACTION AS A STRUCTURE OF SELF-KNOWLEDGE

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We will discuss some general issues regarding interactivity rationality. In this sense, the radical interrogation gains the appearance of a structure in the process of self-knowledge, and the intent is to understand the role of questions and answers in the radical questioning.

With the involvement of the radical interrogation as a structure of self-knowledge, we relate the human being to a set of questions that it addresses. There will be two categories of questions essential to the cognitive being of the human being. In the first case, man can offer himself a certain answer, in the



second category of questions he is unable to provide adequate answers. The problematological situation in philosophy is an important step in determining the joints and structural components of duality through which the human being can be directed.

The problematic differences are the origin of language because they respond to the problematic situation, in which dialogic interaction is an essential dimension. The representation of the results in the structural analysis of the concept of a problematic situation is made on the basis of the assumed criteria for determining its manifestation modes (the criterion of *difference* and the criterion of the *problematic*). In conclusion, we can say that the radical questioning is the starting point that gives the problematics the possibility of acceding to the systematization of the principles of thought, in this sense the question and the answer is a structure in the process of self-formation.

Key words: *interaction, integrity, structure, self-knowledge*

MODELING PERSONALITY THROUGH PERSUASIVE COMMUNICATION

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The paper aims to present theoretically the coordinates of the personality of the students and the way they can be structured / restructured through the influences from the people around them (colleagues, teachers) through persuasive communication. By its very specificity, persuasion refers to modifying or even changing attitudes and behaviors. Persuasion is the intentional influence of an individual's ideas, opinions, attitudes or values. But can he/she act on the level of self-actualization?

The dimensions of education and general growth styles play an important role in the adolescent self perceptions. The purpose of this paper is to provide a context of theorizing the persuasive communication and the concept of personality modeling. Persuasive communication is a constitutive factor of education, a defining and structural factor in the culture of educational communication, which through its positive valences contributes to the modeling of the pupils' personality.

Key-words: *persuasion, persuasive communication, personality modeling*



IMPLICATIONS OF VOCATIONAL EDUCATION IN SELF-REALIZATION OF ADOLESCENTS

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The chosen issue reflects the concern for studying the role of vocational education in the development of adolescent personality so that their ideals and aspirations are achieved through a sustained and conscientiously oriented effort, which may be translated into the Jungian concept of *self-realization*. In a narrow sense, vocational education is the psychological premise of the student's professional training process, initiated and intensified in certain stages of schooling (secondary and higher education, but also primary education, for the identification of artistic or sports vocation). The paper theoretically approaches the direct link between *vocational identity* and *self-realization* process, emphasizing the need of adolescent development through a *vocational education*. The study, in the context of the specialized literature, presents the opposition of two concepts: the realization of self *versus* the difficulties of school adaptation. What features of adolescents have to be developed so as to ensure the transition from prevention of adaptation difficulties to self-realization? The study we propose aims to answer this question.

Key words: *self-realization, vocational education, preventing school adaptation difficulties*

EXPERIMENTAL EVALUATION OF PEDAGOGY STUDENTS' AUTONOMOUS LEARNING

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The present study investigates the issue of pedagogy students' training for autonomous learning. Lately, higher education has witnessed increased efforts by the academic staff to plan independent activities for the students aiming at increasing students' motivation for autonomous learning. Postmodern approaches to initial teacher training system emphasize the importance of developing autonomous thinking skills, self-training skills, and encourages metacognitive creativity and metacognitive skills to achieve the professional development goals predominantly during the initial teacher education.

The purpose of experimental research was to determine the development level of the core professional skills necessary for students' autonomous learning and socio-professional self-efficacy: managerial, investigative, instrumental and self-assessment competence. The socio-professional self-efficacy test has been



elaborated using as theoretical reference the concept of *self-efficacy* taken from the social learning theory of Bandura (1997) which defined self-efficacy as one's beliefs in the ability to successfully engage in a task in order to obtain the desired outcome. Students' socio-professional self-efficacy values include: motivation and responsibility for efficiency, success and excellence, resistance to new professional situations and difficulties, independent design / execution of socio-professional projects, objective evaluation of learning outcomes, self-esteem and confidence in the ability to tackle failures constructively.

The experimental research on pedagogy students' self-education skills and the core professional skills necessary for pedagogy students' autonomous learning has demonstrated a modest groundwork for independent learning which has motivated us to decide on increasing students' academic learning culture, thus contributing to the students' methodological training for autonomous learning.

Key words: *pedagogy students, self-efficacy, autonomous learning, individual study*

SCIENTIFIC ARGUMENTS REGARDING THE VALUE OF INDIPENDENT LEARNING FOR THE PROFESSIONAL DEVELOPMENT OF PEDAGOGY STUDENTS

Daniel Roman

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The paper focuses on theoretical arguments regarding the importance of independent learning for pedagogy students from the perspective of initial and continuous professional training. It updates the theoretical precepts of the normative documents on education targeting the value of students' self-training competence aiming at developing autonomous learning in higher education in the Republic of Moldova. The research literature concerning students' independent learning skill shows its open and dynamic character at the level of structural components: designing one's own independent learning strategy (personalized learning strategy), applying the personalized independent learning strategy and assessing it.

The study suggests that self-training strategies developed during professional development influence the students' socio-professional efficiency and motivate university teachers to design individual and differentiated content for students experiencing difficulties in their individual study, respecting the principle of gradual progress for effective learning determining the integration



of additional information that contributes to sound and applicative learning. The essence of autonomous learning can be deduced from the indicators of students' professional training for independent learning: self-motivation for independent learning and professional development, organizing the communication methodology of learning outcomes, organizing the individual study aimed at reaching the desired goal, describing the research results, selecting adequate autonomous learning strategies, demonstrating improvement, implementing optimal self-evaluation strategies, objective assessment of the quality of the learned behaviors.

Therefore, creating psycho-pedagogical conditions in the university environment and turning them into resources that facilitate the social learning activity is an important indicator of the quality in higher education.

Key words: *individual study, self-directed learning, autonomous academic learning, self-teaching competence, academic culture*

EDUCATIONAL PARTNERSHIP IN DEVELOPMENT OF EMOTIONAL COMPETENCES OF PRESCHOOL CHILDREN

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The paper outlines the educational value of educational partnership for children's emotional education aiming at optimizing the socializing process of preschoolers in pre-school educational establishments. Preschool is an important stage for the psychosocial development of personality; accordingly, emotional education and gender education during this period requires particular attention because children experience emotional difficulties and stress that may block their integral development. Therefore, we emphasize the importance of the educational partnership aiming at supporting children's emotional development ensuring the control of difficult social situations, inducing emotional disciplined behavior in children, and ensuring a reasonable level of socialization.

Educational efforts aiming at disciplining the children emotionally demonstrate the importance of capitalizing the communication opportunities for the development of preschoolers' social-emotional skills with a formative impact on their gender education in order to build an educational environment based on emotional culture values. Preschool education in the Republic of Moldova harnesses this dimension of child education and envisages the implementation of education for emotional development depending on: (a) the individual emotional needs of the child and (b) the need to stimulate the permanent growth



of the academic potential through the child's emotional development. Although contacts with parents are often formal, parents realize the increased need to cooperate effectively with educators in order to participate actively in the social development of their own children. Over the last decade, there has been a growing attention paid to the educational partnership that is increasingly encouraged by the children's family.

Key words: *educational partnership, education, preschool children, emotional development, social-emotional skills, gender, socialization.*

THE IMPERATIVE OF BUILDING SELF-CONFIDENCE AS A BASIS FOR SOCIAL INTELLIGENCE IN NOVICE TEACHERS

Valeria Buzenco

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The article explores the exigencies at the beginning of teaching career and outlines the professional imperative regarding the need to explore self-confidence for career success through social intelligence and emotional culture. The arguments, in this regard, concern the novice teachers' social-emotional problems generated in the process of assuming their professional roles. One of the most frequently encountered affective problems in the school environment is the occupational stress, the symptoms of which can be observed through the difficulty of professional adaptation generated by the low level of teachers' emotional culture expressed through emotional imbalance, low resistance to pedagogic activity, and emotional exhaustion. As a result, the novice teacher is incapable to manage difficult situations accordingly and the students become the victims of the school environment.

In order to be able to address challenging situations within the educational environment, teachers need, first of all, to exhibit self-confidence: responsibility, activism, orientation towards success, motivation, and ambition, values that ensure the achievement of professional desiderata. Teachers' self-confidence leads to professional success and correlates with teachers' professional integration. For these reasons, during the initial teacher training program, it is important to insist on the formation of emotional culture on the dimension of self-confidence along with the rest of its self-components because of their interdependence and reciprocal influence.

Key words: *novice teachers, social intelligence, self-confidence, emotional culture*



**THE DEVELOPMENT OF LIFE SKILLS FOR THE RROMA
STUDENTS THROUGH THE EDUCATIONAL PARTNERSHIP
SCHOOL-FAMILY-COMMUNITY**

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The article presents the theoretical approaches of the development of life skills, extended through the educational partnership school-family-community of roma students with the awareness of local authorities / community, NGOs and last but not least. Of the society. In order to develop life skills in roma students, it has to be started from the person's specificity and this must be motivated and actively involved. That is why it is recommended that the person be exposed to activities organized in a safe environment (the consequences of the person's behavior exist only at the psychological level), then to obtain tasks and roles in this safe environment, to be exposed to spontaneous situations, to the premises of training to prepare for real life were created.

The process is built on the ability of each of the roma students to develop. Groups are often used to simulate life situations. The methods used are group discussions, brainstorming, games, workshops, role play, case analysis, direct training, simulation, investigation.

The role of teachers in the implementation of educational partnerships is of major importance for the development of life skills in roma students. Within the partnerships between the school institutions and the community, the educators extend their activity from the didactic one to the facilitation and moderation with the local community, these two complementary roles presuppose the continuous adaptation of the activity of the teachers according to the specific nature of the extracurricular activities with the community considering the possibility of guaranteed success.

Key words: *life skills, school-family-community partnership, education, roma students.*

**MUSIC KNOWLEDGE:
CONCEPTUAL AND PERSPECTIVE APPROACHES**

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This article reveals conceptual aspects with reference to artistic education and the formation of musical knowledge. It presents the realization of



this process operating with the concepts of the famous Western, Russian and native scholars. One of the ideas characteristic of the scholarly pedagogical thinking is that in the process of forming the musical competences of the child through art, the child subjects the objects and phenomena of his acquired assimilation schemes. Knowledge – is an important component of the education process, being involved in every moment of the teaching-learning activity. The knowledge has accumulated in time, in consecutive layers, to reach the coherence and configuration of a well outlined science. The musical knowledge represents a system of reference for scientists and practitioners. We aimed to analyze the classifications that have preserved their theoretical and praxiological value for years and have developed the term of musical knowledge.

Key words: *arts education, art, musical skills, music knowledge, knowledge mechanism*

METHODOLOGY FOR MUSIC KNOWLEDGE TRAINING: GENERAL AND SPECIFIC ASPECTS

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The founding of the methodology of teaching-forming students of musical knowledge on a specific system of principles gives this process a didactic communication character: didactic-educational activity is designed / programmed / ordered on the emotional-rational unity of music-musical reception based on a specific teleology music education, on the use of selected educational content structured according to special principles, and through specific musical education methodologies. In this process of didactic communication, both subjects of the educational action and of the communication act - the communication teacher and the pupil - the recipient, the communicated message (the musical work and the speech of the teacher-the manual etc.), the means of communication and learning take part, the action unfolding through a code of communication - the musical language and pedagogical language of its acquired assimilation schemes.

Key words: *music education, art, musical knowledge, the mechanism of knowledge*



**THE HISTORIC-THEORETICAL RESEARCH OF THE NOTIONS
INTEGRITY AND SYSTEM
IN THE MUSICAL EDUCATION PROCESS**

Caliga Marina

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The reform of musical education in the Republic of Moldova in recent decades has triggered a great process of reconceptualization of the Musical Education discipline through: curricular development, re-evaluation and restructuring of its contents, adapted to the teaching-learning methodology. In this context, for the field of Musical Education, a global and unitary vision is needed on the concepts of integrity and system, on the activity of personality training in the process of musical education. The syntax of personality training suggests to highlight the need to review the educational process, seen as a whole and extended throughout the park of human life from the point of view of complex and integrated musical education of the problems faced today by mankind.

Key words: *educational process, musical education, integrity, system*

**GENERAL CHARACTERISTICS OF THE MUSIC PARTIES
CREATED BY GIACOMO PUCCINI**

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Continuity at the level of Puccinian discourse is achieved not by thematic, but by juxtaposition. This phenomenon determines the mosaic character of the melody, in which concentrated melodic sections, of the dimensions of a measure or less, are repeated, varied or sequentially treated, the process being subsequently continued with a similar treatment of another unit. However, he manages the technique of melodic micro-music processing with a brilliant skill, adjusting, combining and organizing motifs with such subtlety that this thematic amalgam is a musical organism.

Key words: *opera, verism, character, libretto*

**THE EDUCATION AND THE DEVELOPEMENT OF THE
INDIVIDUAL IN AN UPSTANDING ACADEMIC ENVIRONMENT.**

The role of ethics in the academic process

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For a person to educate himself in a university, to develop, to find self-confidence and to form a moral thinking, he must know and adhere to the rules of ethics and academic integrity. Appropriate assimilation of principles specific



to ethics and academic integrity and proper application in the scientific research is a prerequisite for the responsible evolution of the individual's professional career, whose aspirations can be attained by a conscious effort.

The acquisition of the necessary skills for understanding, compliance with and promotion of ethical and professional integrity standards is accomplished in the higher education system in all university studies programs through the course of ethics and academic integrity, which was introduced by MEN 3131/2018 and published in Official Monitor no. 140 of February 14, 2018, which is compulsory for master's and doctoral studies and optional for bachelor studies.

Knowing the rules of ethics and integrity is the basis for an assumed scientific research, thus avoiding the violation of the ethics rules, ensuring an upstanding academic climate, which is so beneficial for the feeling of personal fulfillment.

Key words: *ethic and integrity, upstanding, rules, scientific research*

**ROSINE'S AREAS AND RECITATIVES FROM OPERA IL
BARBIERE DI SIVIGLIA OF GIOACCHINO ROSSINI.
MUSICAL ANALYSIS**

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Rossini intended Rosina's voice as contralto, but the fabric, ornaments, colors, and vocal ambitus allow the sopranos to approach it. Nowadays, the rossinian contralto voices, which represented the authentic terminology of the times, are rarer. Contralto rossinian, like all the voices of Italian melodrams from the beginning of the century, is expressed by standard or recitative musical, cabaret and aria, with a dramatic composition of very precise characters. The recitatives in Sevilla's Barber of Opera by Gioacchino Rossini are also reference music pages that we will analyze.

Key words: *comic opera, areas, recitatives*

**TRIO IN G DUR KV 564 FOR PIANO, VIOLIN AND VIOLONCEL,
BY WOLFGANG AMADEUS MOZART. MUSICAL ANALYSIS**

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The work was introduced in the catalog of Mozart's works on October 27, 1788 as *Piano, Violin and Cello Tertet*, the piano score being copied by the



hand of a copist. Mozart wrote the violin and cello parts above and below the piano score, also bringing some corrections to the latter.

Due to this fact, Otto Jahn and other scholars consider that initially this **Trio** was composed as a sonata for the solo piano, which Mozart transformed it into a **piano trio** in 1788. This theory is also supported by the structure of the work, which holds the tripartite form of the sonata genre: **Part I - Allegro** - Sonata form, **Part II - Andante** - theme with variations, **Part III - Allegretto** - rondo form.

Key words: *chamber music, entertainment, classicism*

STILISTICAL-INTERPRETATIVE ANALYSIS OF PRELUDIAS NO. 1-4 OF HEITOR VILLA LOBOS

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Carlos Bonell, in an article in the guitar magazine, vol. 11, April 9, published in 1983, says that when the music of Villa-Lobos guitar parts becomes familiar to our ears, it is difficult to imagine how they were in their "raw" state, in other words, as they were conceived in the composer's imagination. But our duty as interpreters is to try to give this music the freshness and spontaneity it contains instead of immitting famous recordings or interpretations that can only lead us to an outdated and at the same time unpretentious performance.

Key words: *guitar creation, preludes, style and interpretation*

THE MANAGEMENT OF MUSIC POWER – BUILDING THE SELF THROUGH CATHARSIS

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Contemporary society shows a growing preoccupation with identifying certain techniques which facilitate personal development, with strategies that work swiftly and effectively.

The search for identity, for the *Self*, is in fact the search for the purpose of life. What best matches one's real identity should be the equivalent of identifying one's vocation and implicitly of the intrinsic destiny for which an individual is efficiently structured. Self-knowledge is the antechamber of all answers and the axis that places us in the environment in which we can accomplish our best performances.



The article wishes to discuss two techniques stemming from opposing historical boundaries, *catharsis* and *self-management*, in order to support the onset of a theory that would justify the necessity of integrating art into people's lives as an essential part of self-development processes. The arguments supporting this new concept are gathered from the neuroscientific, cognitive-motivational, sociological, philosophical, and musicological literature.

Key words: *management, art, language, methodologies, cognition, music therapy*

ELEMENTS OF INSTRUMENTAL TECHNIQUE IN PERSONAL DIDACTIC HORN WORKS

Petrea Gîscă
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The Horn repertoire - musical instrument of the symphonic orchestra, has mostly developed at the beginning of the 19th century. Following the example of distinguished horn players, I have written, in the last decade, some didactic works for horn, essential in the daily activities with my students.

If "Twelve Studies of Medium Difficulty for Horn" approach students of the 1st and 2nd year, "Fifteen Horn Caprices" are destined to be played by Master students or those in final years of study.

"Daily Exercises for Horn" are essential to everyday practice, and "Ten Studies on Folkloric Themes for Horn" represent an unique musical work in our country's repertoire for horn. Last but not least, "Concert Piece for Horn and Piano" is the crowning achievement of the previous works, as this particular musical work is highly appreciated by horn players and music lovers everywhere.

Within the didactic works for horn, I highlighted aspects of instrumental technique, issues related to confidence in playing, air column support, agility issues and how they can be overcome by daily practice.

Key words: *horn, studies, instrumental technique, didactic work*

TRADITION AND INNOVATION IN TRUMPETER ART

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The opinions presented in this paper are elicited by their own interpretative and pedagogical activity. I try to explain as clearly as possible the generally applicable problems with brass instruments, such as the timing of the



trumpet, correct positioning of the mouthpiece, how to use the facial muscles to obtain the best and soonest results, the breathing technique to maximum parameters. All these categories are of overwhelming importance, they are totally interdependent to one another, the failure to solve one of them at maximum parameters can lead to poor results in singing, stagnation or even regression over time.

Key words: *trumpet evolution, technical improvement, trumpet creations*

INNOVATIONS OF VIENNESE MUSICAL CLASSICISM

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All the arts in which human sensibility and creativity have manifested, have evolved through a classical period in their evolution. The style of Viennese musical classicism was distinct from the period it followed (Baroque) but also from the one that followed (Romantic). In classical musical language through the innovations made, our approach will address the vast territory of rules, principles and systems that definitively occupy not only the creation and interpretation, but also the didactics of sound art. We intend to detail all the aspects concerned in this respect.

Key words: *musical innovation, Classicism, musical creations from Classicism*

INNOVATIONS OF THE ROMANTIC MUSICAL PERIOD

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Representatives of the musical Romanticism between Beethoven and Richard Straus (past to the eternal in 1949) began their historical work bursting out of the disappointments of the French revolution and the return of absolutism to Europe. These discontents had to be an impetus and an obviously ostentatious way of expressing the multiple freedoms of the exuberant intellect. Thus, the unbridled exuberance of form and rules, characteristic of the romantic spirit, slid easily into the predisposition for grotesque and fantastic. Undeniable seems to be directing the fundamentals of romantic aesthetics towards contrast, asymmetry and accessibility.

Key words: *musical innovation, Romanticism, Romantic musical creations*



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