



Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture



Chaire UNESCO en culture des droits de l'homme  
et éducation au développement durable  
dans l'enseignement préscolaire et primaire,  
Université Chrétienne « Dimitrie Cantemir »,  
Bucarest, Roumanie



Universitate Creștină  
„Dimitrie Cantemir”  
București



Universitatea de  
Științe Agronomice și  
Medicină Veterinară

**CONFERINȚA INTERNAȚIONALĂ ȘTIINȚIFICĂ  
CONFÉRENCE INTERNATIONALE SCIENTIFIQUE  
INTERNATIONAL SCIENTIFIC CONFERENCE  
(2<sup>nd</sup> Edition)**

*Conferința Creativitate și inovare  
din perspectiva educației pentru dezvoltare durabilă*

*Conférence La créativité et l'innovation  
du point de vue de l'éducation au développement durable*

*Conference Creativity and Innovation  
from the Sustainable Development Education Perspective*

**PROGRAM  
PROGRAMME  
PROGRAM**

**BUCUREȘTI, ROMANIA**

**4 – 6 aprilie, 2019**

**Conferința științifică internațională**

**(Ediția a II-a):**

***Conferința Creativitate și inovare  
din perspectiva educației pentru dezvoltare durabilă  
Conférence La créativité et l'innovation  
du point de vue de l'éducation au développement durable  
Conference Creativity and Innovation  
from the Sustainable Development Education Perspective***

**COMITETUL ONORIFIC AL UNIVERSITĂȚII CREȘTINE**

**„DIMITRIE CANTEMIR”**

**COMITÉ D'HONNEUR DE L'UNIVERSITÉ CHRÉTIENNE**

**DIMITRIE CANTEMIR**

**DIMITRIE CANTEMIR CHRISTIAN UNIVERSITY HONORARY BOARD**

Prof. univ. dr. Momcilo LUBURICI, președinte –

Universitatea Creștină “Dimitrie Cantemir”

Prof. univ. dr. Corina-Adriana DUMITRESCU, președinte Senat –

Universitatea Creștină “Dimitrie Cantemir”

Prof. univ. dr. Cristiana CRISTUREANU, rector –

Universitatea Creștină “Dimitrie Cantemir”

Prof. univ. dr. Cristian DUMITRESCU – Universitatea Creștină

“Dimitrie Cantemir”

**COMITETUL ȘTIINȚIFIC**  
**COMITÉ SCIENTIFIQUE**  
*SCIENTIFIC ADVISORY BOARD*

Lect. univ. dr. Carmen Manuela CAZAN – Facultatea de Științe ale Educației, Universitatea Creștină “Dimitrie Cantemir”

Prof. univ. dr. Sorin Mihai CÎMPEANU, rector – Universitatea de Științe Agronomice și Medicină Veterinară, București

Conf. univ. dr. Titus CORLĂȚEAN, co-responsabil – Chaire UNESCO *La culture des droits de l’homme et l’éducation au développement durable dans l’enseignement préscolaire et primaire*, Universitatea Creștină “Dimitrie Cantemir”

Prof. univ. dr. Octavia COSTEA, co-responsabil – Chaire UNESCO *La culture des droits de l’homme et l’éducation au développement durable dans l’enseignement préscolaire et primaire*, Universitatea Creștină “Dimitrie Cantemir”

Prof. dr. Anca DUMITRESCU, Sorbonne, Paris, expert UNESCO

Prof. univ. dr. Nicoleta-Elena HEGHEȘ, vice-președinte Senat – Universitatea Creștină “Dimitrie Cantemir”

Dr. Andrei KOZMA – Institutul Național pentru Sănătatea Mamei și Copilului, “Alessandrescu-Rusescu”, Comisia de antropologie, Academia Română

Cercetător științific dr. Cristiana GLAVCE – Institutul de Antropologie *Francisc Rainer*, Academia Română

Prof. dr. Naouel Abdellatif MAMI, vice-recteur – Université de Sétif, Algérie

Prof. univ. dr. Ani MATEI, secretar general – Comisia Națională a României pentru UNESCO

Prof. univ. dr. Ramona MIHĂILĂ, prorector – Universitatea Creștină “Dimitrie Cantemir”

Alexandre NAVARRO, secretar general – Comisia Națională a Franței pentru UNESCO

Prof. dr. Efstratia OKTAPODA – Université Paris, Sorbonne, France  
Prof. dr. Paolo OREFICE, directeur – UNESCO Transdisciplinary  
Chair *Human Development and Culture of Peace*, Florence, Italy  
Conf. univ. dr. Adrian PETICILĂ – Universitatea de Științe  
Agronomice și Medicină Veterinară, București; secretar științific,  
Academia Română  
Conf. univ. dr. Conona PETRESCU, co-responsabil – Chaire UNESCO  
*La culture des droits de l'homme et l'éducation au développement  
durable dans l'enseignement préscolaire et primaire*, decan al Facultății  
de Științe ale Educației, Universitatea Creștină “Dimitrie Cantemir”  
Conf. univ. dr. Agata Mihaela POPESCU, director – Institutul  
Internațional pentru Drepturile Omului, Universitatea Creștină  
“Dimitrie Cantemir”  
Prof. dr. Daniela POPESCU, expert – Comisia Națională a României  
pentru UNESCO  
Prof. univ. dr. Florin STĂNICĂ, prorector – Universitatea de Științe  
Agronomice și Medicină Veterinară, București  
Prof. univ. dr. Marinella Sabina TURDEAN, prorector – Universitatea  
Creștină “Dimitrie Cantemir”  
Conf. univ. dr. Alexandru ȘTEFĂNESCU, prorector – Universitatea  
Creștină “Dimitrie Cantemir”  
Drd. Anne Marie ARSENE – Universitatea “Ovidius”, Constanța;  
Universitatea Creștină “Dimitrie Cantemir”

**COMITETUL ORGANIZATORIC**  
**COMITÉ D'ORGANISATION**  
**ORGANIZING COMMITTEE**

Lect. univ. dr. Carmen Manuela CAZAN – Facultatea de Științe ale Educației, Universitatea Creștină “Dimitrie Cantemir”

Prof. univ. dr. Sorin Mihai CÎMPEANU, rector – Universitatea de Științe Agronomice și de Medicină Veterinară, București

Conf. univ. dr. Titus CORLĂȚEAN – co-responsabil Chaire UNESCO, *La culture des droits de l’homme et l’éducation au développement durable dans l’enseignement préscolaire et primaire*, Universitatea Creștină “Dimitrie Cantemir”

Prof. univ. dr. Octavia COSTEA, co-responsabil – Chaire UNESCO *La culture des droits de l’homme et l’éducation au développement durable dans l’enseignement préscolaire et primaire*, Universitatea Creștină “Dimitrie Cantemir”

Prof. dr. Anca DUMITRESCU, Sorbonne, Paris, expert UNESCO

Prof. univ. dr. Nicoleta-Elena HEGHEȘ – vice-președinte Senat, Universitatea Creștină “Dimitrie Cantemir”

Prof. univ. dr. Ramona MIHĂILĂ, prorector – Universitatea Creștină “Dimitrie Cantemir”

Conf.univ.dr. Adrian PETICILĂ – Universitatea de Științe Agronomice și Medicină Veterinară, București; secretar științific, Academia Română

Conf. univ. dr. Conona PETRESCU – co-responsabil Chaire UNESCO *La culture des droits de l’homme et l’éducation au développement durable dans l’enseignement préscolaire et primaire*, decan al Facultății de Științe ale Educației, Universitatea Creștină “Dimitrie Cantemir”

Prof. univ. dr. Florin STĂNICĂ, prorector – Universitatea de Științe Agronomice și de Medicină Veterinară, București

Conf. univ. dr. Agata Mihaela POPESCU, director – Institutul Internațional pentru Drepturile Omului, Universitatea Creștină “Dimitrie Cantemir”

Prof. univ. dr. Marinella Sabina TURDEAN – prorector, Universitatea Creștină “Dimitrie Cantemir”

Drd. Anne Marie ARSENE – Universitatea “Ovidius”, Constanța;  
Universitatea Creștină “Dimitrie Cantemir”

### **Obiectivele conferinței:**

- explorarea impactului temei conferinței *Creativitate și inovare din perspectiva educației pentru dezvoltare durabilă*;
- valorificarea studiilor de cercetare în educație din perspectiva inter- și transdisciplinarității;
- diseminarea bunelor practici și crearea unei comunități de cercetare în domeniul educației.

### **Les objectifs de la conférence:**

- explorer l'impact du thème sur la créativité et l'innovation du point de vue de l'éducation au développement durable;
- valoriser les travaux de recherche en éducation du point de vue de l'interdisciplinarité et de la transdisciplinarité;
- diffuser de bonnes pratiques et créer une communauté de recherche dans le domaine de l'éducation.

### **Conference objectives:**

- exploring the impact on *Creativity and Innovation from the Sustainable Development Education Perspective*;
- improving research studies on education from an inter- and trans-disciplinary view;
- disseminating good practice and creating a research community in the context of updating education.

## **Secțiuni**

- (1) *Agenda 2030*: Obiective în acțiune
- (2) Practică, inovație și creativitate în școală
- (3) Mediul și dezvoltarea durabilă: profesiile viitorului

## **Sections**

- (1) *Agenda 2030*: Objectifs en action
- (2) Pratique, innovation et créativité à l'école
- (3) Environnement et développement durable: les métiers du future

## **Sections**

- (1) *Agenda 2030*: Objectives in action
- (2) Practice, innovation and creativity in school
- (3) Environnement and Sustainable Development: the professions of the future



**CONFERINȚA INTERNAȚIONALĂ ȘTIINȚIFICĂ  
CONFÉRENCE INTERNATIONALE SCIENTIFIQUE  
INTERNATIONAL SCIENTIFIC CONFERENCE  
(Ediția a II-a)**

*Conferința Creativitate și inovare  
din perspectiva educației pentru dezvoltare durabilă*

*Conférence La créativité et l'innovation  
du point de vue de l'éducation au développement durable*

*Conference Creativity and Innovation  
from the Sustainable Development Education Perspective*

**PROGRAMUL CONFERINȚEI  
PROGRAMME DE LA CONFÉRENCE  
CONFERENCE AGENDA**

**4 aprilie 2019**

<b>08.00 - 08.30</b>	<b>Micul dejun / Le petit déjeuner / Breakfast</b>
<b>08.45 - 09.30</b>	<b>Întâlnirea în fața hotelului USAMV Rencontre devant l'hôtel USAMV Meeting in front of USAMV Hotel</b>
<b>09.30 - 10.00</b>	<b>Vizită /Visite/Visit Universitatea Creștină "Dimitrie Cantemir" Centrul Educațional Nordic Centre d'éducation nordique Nordic Educational Center</b>
<b>10.30 – 11.10</b>	<b>Vizită /Visite/Visit Grădinița 178/ Ecole maternelle 178/ Kindergarten 178</b>

- 11.30 - 12.30** Vizită /Visite/Visit  
Grădinița 205  
Ecole maternelle 205  
Kindergarten 205
- 12.30 – 14.00** Prânz / Déjeuner / Lunch  
Grădinița 205  
Ecole maternelle 205 Kindergarten 205
- 14.30 - 16.00** Panel  
Moderator:  
Prof. Carmen Maria BREAZU, inspector, Inspectorat  
Școlar, sector 5, București  
*Bune practici, inovație și creativitate în școală*  
*De bonnes pratiques, innovation et créativité*  
*à l'école*  
*Good practice, innovation and creativity in school*  
Sala / Salle / Room 85, 1<sup>st</sup> floor/ UCDC
- 16.00 - 17.30** Studiu de teren: Restaurare urbană - Centrul vechi /  
Etude de terrain: Restauration urbaine - le centre  
ancien / Field study: Urban Restoration - the Old  
Town
- 17.30** Plecare spre hotelul USAMV  
Départ vers l'hôtel USAMV  
Transport to the USAMV hotel
- 18.00** Cina/ Dîner/Dinner  
Restaurant USAMV

## 5 aprilie 2019

- 08.00 - 08.30** Micul dejun / Le petit déjeuner / Breakfast
- 8.45 - 9.30** Întâlnirea în fața hotelului USAMV  
Rencontre devant l'hôtel USAMV  
Meeting in front of USAMV Hotel
- 09.30-10.00** Primirea participanților  
Accueillir les participants  
Welcoming the participants  
Sala / Salle / Room 130, 2<sup>nd</sup> floor/UCDC

- 10.00-10.45**      **Mesaj Comisia Națională a României pentru UNESCO**  
**Prof. univ. dr. Ani MATEI**  
**Prof. dr. Daniela POPESCU**
- Cuvânt de deschidere**  
**Prof. univ. dr. Corina-Adriana DUMITRESCU**
- Cuvânt de deschidere**  
**Prof. univ. dr. Sorin Mihai CÎMPEANU, rector, Universitatea de Științe Agronomice și Medicină Veterinară, București**
- La coopération franco-roumaine –**  
**Dr. Frédéric BEAUMONT**  
**Attaché de coopération scientifique et universitaire,**  
**Ambassade de France en Roumanie**
- Prezentare Catedra UNESCO, UCDC**  
**Conf. univ. dr. Titus CORLĂȚEAN**  
**Sala / Salle / Room 130, 2<sup>nd</sup> floor/UCDC**
- 10.45 - 11.00**      **Pauză de cafea / Pause café /Coffee break**
- 11.00 -12.20**      **Masă rotundă/ Table ronde/Round table**  
**Agenda 2030: Obiective în acțiune**  
**Agenda 2030: Objectifs en action**  
**Agenda 2030: Objectives in action**  
**Moderatori**  
**Conf. univ. dr. Titus CORLĂȚEAN, Catedra UNESCO, UCDC**  
**Conf. univ. dr. Adrian PETICILĂ, USAMV**  
**Dr. Frédéric BEAUMONT, Attaché de coopération**  
**scientifique et universitaire, Ambassade de France en**  
**Roumanie**  
**Prof. dr. Anca DUMITRESCU, expert UNESCO, Université**  
**Sorbonne, Paris**  
**Sala /Salle / Room 130, 2<sup>nd</sup> floor/UCDC**
- 12.20 – 12.30**      **Lansare de carte /Presentation des livres/ Book launching**
- 12.30 –14.00**      **Prânz / Déjeuner / Lunch**  
**Restaurant N. Titulescu**
- 14.00 –15.30**      **Ateliere / Ateliers/Workshops**

***Agenda 2030: Obiective în acțiune / Agenda 2030: Objectifs en action / Agenda 2030: Objectives in action***

**Sala / Salle / Room 130, 2<sup>nd</sup> floor/UCDC**

***Practică, inovație și creativitate în școală/Pratique, innovation et créativité à l'école/ Practice, innovation and creativity in school***

**Sala / Salle / Room 85, 1<sup>st</sup> floor/UCDC**

***Mediul și dezvoltarea durabilă: profesiile viitorului / Environnement et développement durable: les métiers du future /Environnement and Sustainable Development: the professions of the future***

**Sala / Salle / Room 71, 1<sup>st</sup> floor/UCDC**

**15.30 –16.00 Pauză de cafea / Pause café /Coffee break**

**16.00 –17.30 Ateliere / Ateliers/Workshops**

***Agenda 2030: Obiective în acțiune / Agenda 2030: Objectifs en action / Agenda 2030: Objectives in action***

**Sala / Salle / Room 130, 2<sup>nd</sup> floor/UCDC**

***Practică, inovație și creativitate în școală/Pratique, innovation et créativité à l'école/ Practice, innovation and creativity in school***

**Sala / Salle / Room 85, 1<sup>st</sup> floor/UCDC**

***Mediul și dezvoltarea durabilă: profesiile viitorului / Environnement et développement durable: les métiers du future /Environnement and Sustainable Development: the professions of the future***

**Sala / Salle / Room 71, 1st floor/UCDC**

**17.30 –18.00 Plecare spre hotelul USAMV**

**Départ vers l'hôtel USAMV**

**Transport to the USAMV hotel**

**18.00 Cina/ Dîner/Dinner**

**Restaurant USAMV**

## 6 aprilie 2019

08.45 - 09.15	Micul dejun / Le petit déjeuner / Breakfast
09.30-10.00	Primirea participanților Accueillir les participants Welcoming the participants
10.00-11.30	Panel Moderator: Conf. univ. dr. Adrian PETICILĂ, USAMV <i>Mediul și dezvoltarea durabilă: profesiile viitorului</i> <i>Environnement et développement durable: les métiers du future</i> <i>Environnement and Sustainable Development: the professions of the future</i> Sala / Salle / Room USAMV
11.30 - 12.00	Pauză de cafea / Pause café /Coffee break
12.00 -13.30	Vizită /Visite/Visit Campus USAMV
13.30 –15.00	Prânz / Déjeuner / Lunch Restaurant N. Titulescu
15.00 –17.00	Vizită /Visite/Visit Muzeul Satului / Musée du Village / Village Museum
17.30 –18.00	Plecare spre hotelul USAMV Départ vers l'hôtel USAMV Transport to the USAMV hotel
18.00	Cina/ Dîner/Dinner Restaurant USAMV

## **SECȚIUNEA 1**

**Agenda 2030: Obiective în acțiune / Agenda 2030: Objectifs en action / Agenda 2030: Objectives in action**

### **MODERATORI:**

**Prof.univ.dr. Octavia COSTEA**

**Prof. Maria Carmen BREAZU**

**Prof.dr. Efstratia OKTAPODA**

**Sala/Salle/Room 130, 2nd floor/UCDC**

## **SECȚIUNEA 2**

***Practică, inovație și creativitate în școală / Pratique, innovation et créativité à l'école / Practice, innovation and creativity in school***

### **MODERATORI:**

**Conf.univ.dr. Conona PETRESCU**

**Lect.univ.dr. Manuela CAZAN**

**Assistant Professor Krzysztof SAWICKI**

**Sala/Salle/Room 85, 1st floor/UCDC**

### SECȚIUNEA 3

*Mediul și dezvoltarea durabilă: profesiile viitorului/  
Environnement et développement durable: les métiers du future/  
Environnement and Sustainable Development: the professions of the  
future*

#### **MODERATORI:**

**Conf.univ.dr. Adrian PETICILĂ**

**Prof. dr. Anca DUMITRESCU**

**Assistant Prof. Tiziana CAMPISI, Ph.D.**

## SECȚIUNEA 1 – Sala/Salle/Room 85. 1st floor/UCDC

**Agenda 2030: *Objective în acțiune***

**Agenda 2030: *Objectifs en action***

**Agenda 2030: *Objectives in action***

### **MODERATORI:**

**Prof.univ.dr. Octavia COSTEA**

**Prof. Maria Carmen BREAZU**

**Prof.dr. Efstratia OKTAPODA**

#### **1. Agenda 2030: Objectifs en action**

**Octavia COSTEA**, prof.univ.dr., Chaire UNESCO, *Culture des droits de l'homme et éducation au développement durable dans l'enseignement préscolaire et primaire*, Universitatea Creștină “Dimitrie Cantemir”, București, ROMANIA

**Maria Carmen BREAZU**, prof. Inspectrice, Inspection Académique, secteur 5, Bucarest, ROMÂNIA

#### **2. Environment and sustainable development: the importance of teaching today for a positive result in the future**

**Oksana KOSHULKO**, Ph.D. in Economic Sciences, Graduate School for Social Research, Institute of Philosophy and Sociology, Polish Academy of Sciences, Warsaw, POLAND

#### **3. Sites protected by UNESCO located in the Territory of Rila Mountain**

**Vesselina MITEVA, Eva DIMITROVA**, PhD Candidates, University of Veliko Tarnovo, “*St. Cyril and St. Methodius*”, BULGARIA

#### **4. Jocul didactic în învățământul primar metoda de dezvoltarea competențelor cheie – rezolvarea de probleme**



**Nicoleta CIOBANU**, prof., Colegiul Național “Elena Cuza”, București, ROMÂNIA

**5. Local and complementary currencies, concrete tools for sustainable development**

**Constantin LU**, Ph.D. Student, Sciences Po Paris, FRANCE

**6. Peer-to-Peer Learning as an Effective Education Model to Develop Basic 21<sup>st</sup> Century Skills**

**Yulyana URUBLEUSKAYA**, Teacher of English, Brest Gymnasium №1, supervisor of UNESCO club, BELARUS

**7. Postmodernist Sophistry, Shoddy Peer Review, and Academic Dishonesty: How Subjective Science Knowledge and Patience for Nonsense May Cause (Pseudo-) Scholarly Hoax. Boghossian et al. Affair**

**George LAZAROIU**, Research Fellow, The Cognitive Labor Institute, New York City, USA

**8. Some changes for tomorrow's school**

**Iuliana VÎRLAN**, studentă, Universitatea Liberă Internațională din Moldova, consilier în cadrul Centrului Cooperare Internațională, ULIM, Chișinău, REPUBLICA MOLDOVA

**9. University as a pillar of sustainable development**

**Natalia LESKINA**, Researcher, Ural Federal University, RUSSIA

**10. De la școala elenă la practicile actuale de predare a literaturii /From Greek school to nowadays literature teaching methods**

**Mihaela STANCIU**, drd., Facultatea de Psihologie și Științele Educației, București, ROMÂNIA

**11. The Effect of Cultural Interaction on Romanian Society**

**Anne Marie ARSENE**, drd., Universitatea „Ovidius”, Constanța, ROMÂNIA

**12. Janusz Korczak methods of participatory work with children and their application for the group with diverse cultural context**

**Dominika ZAKRZEWSKA-OLEŃDZKA**, Lecturer, The Maria Grzegorzewska University, Warsaw, POLAND

**13. The development of the transport engineering for the protection of the environment and for the dissemination of sustainability**

**Tiziana CAMPISI**, Ing. PhD, Assistant Professor ICAR 05, University of Enna Kore-Faculty of Engineering and Architecture-Cittadella universitaria, ITALY

**14. Education Management: Good Practice and Modern Technologies in Teaching Foreign Languages**

**Onorina Botezat**, conf.univ.dr., UCDC; **Ramona Mihăilă**, prof.univ.dr., UCDC, ROMÂNIA

**15. Cultura inovației în educația de tip permanent/Culture of Innovation in Lifelong Learning**

**Mihaela Agata POPESCU**, conf.univ.dr., Facultatea de Studii Juridice și Administrative, UCDC, ROMÂNIA

## SECȚIUNEA 2 – Sala/Salle/Room 85. 1st floor/UCDC

### *Practică, inovație și creativitate în școală* *Pratique, innovation et créativité à l'école* *Practice, innovation and creativity in school*

#### **MODERATORI:**

**Conf.univ.dr. Conona PETRESCU**

**Lect.univ.dr. Manuela CAZAN**

**Assistant Professor Krzysztof SAWICKI**

- 1. Integrarea școlară a elevilor cu tulburare din spectrul autismului – provocări și strategii / *School integration of students with autism spectrum disorder - challenges and strategies***

**Ramona Elena ANGHEL**, lector univ.dr., Facultatea de Științe ale Educației, UCDC, ROMÂNIA

- 2. Perceived social support and self-esteem among preadolescents**

**Mihaela STERIAN**, conf.univ.dr., Facultatea de Științe ale Educației, UCDC; **Romulus-Dan NICOARĂ**, drd., County Emergency Hospital, Cluj-Napoca, ROMÂNIA

- 3. Dislexia – abordări compensatorii / *Dislexia - compensatory approaches***

**Carmen Manuela CAZAN**, lector univ.dr., Facultatea de Științe ale Educației, UCDC, ROMÂNIA

- 4. ESD -cross-cutting issue in the curriculum**

**Nevena CABRILO**, Bureau for Education Services, Podgorica, MONTENEGRO

**5. Psycho-pedagogical requirements in capitalizing creativity development strategies for preschoolers and pupils**

**Flaminu Ionuț NICULA**, lector univ.dr., Facultatea de Științe ale Educației, UCDC, ROMÂNIA

**6. Aspecte ale reglării emoționale în perioada de la prepubertate la adolescență (9-18 ani) / *Aspects of emotion regulation during pre-puberty to adolescence (9-18 years)***

**Dorina Maria NIJLOVEANU**, Ph.D. Candidate, Faculty of Psychology and Educational Sciences, Bucharest, ROMANIA

**7. Construire une égalité durable entre les genres et sans stéréotypes via l'éducation /**

*Building a sustainable equality between genders and without prejudices via education*

**Efstratia OKTAPODA**, prof.dr., Sorbonne, Paris, FRANCE

**8. Formarea gândirii critice a preșcolarului prin jocul didactic / *Creating the preschooler's critical thinking through didactic play***

**Conona PETRESCU**, conf.univ.dr., Chaire UNESCO *Culture des droits de l'homme et éducation au développement durable dans l'enseignement préscolaire et primaire*, Facultatea de Științe ale Educației; **Alina CÎRJĂ**, lector univ.dr., Facultatea de Științe ale Educației, UCDC, ROMÂNIA

**9. Activitățile extrașcolare – bucuria elevilor / *Extracurricula activities - the pupils' joy***

**Iolanda- Aura PÎRVU**, profesor, Șc.Gimnazială “I.H.Rădulescu”, Urziceni-Ialomița; **Gabriela STOENE**, profesor, Șc.Gimnazială “I.H.Rădulescu”, Urziceni-Ialomița, ROMÂNIA

**10. Tineretul la risc și educație - provocări, implicații, bune practici în societatea multiculturală / *Youth at risk and education - challenges, implications, good practices in multicultural society***

**Krzysztof SAWICKI**, Assistant Professor, Faculty of Pedagogy and Psychology, University of Białystok, POLAND

**11. Pledoarie pentru utilizarea metodelor activ-participative în formarea competențelor specifice educației sociale**

**Mădălina TOMESCU**, Professor, President of European Center for Promoting Nondiscrimination and Equal Opportunities - NEDES 2014+, ROMANIA

**12. Exprimarea copiilor prin artă / *Expressing children by art***

**Andreea Mădălina SAVELI**, avocat, Baroul București, ROMÂNIA

**13. Linguistic Education and Literary Education**

**Răzvan STAICU**, drd., Universitatea din București, ROMÂNIA

**14. Learning English Using the Communicative Approach**

**Paula Alice Băloiu**, UCDC, ROMÂNIA

**SECȚIUNEA 3 – Sala/Salle/Room 71, 1st floor/UCDC**

***Mediul și dezvoltarea durabilă: profesiile viitorului***  
***Environnement et développement durable:***  
***les métiers du future***  
***Environnement and Sustainable Development:***  
***the Professions of the Future***

**MODERATORI:**

**Conf.univ.dr. Adrian PETICILA**

**Prof. dr. Anca DUMITRESCU**

**Assistant Prof. Tiziana CAMPISI, Ph.D**

- 1. A patra revoluție industrială în plină expansiune. La orizont  
- "Educația 4.0" /**

***The Fourth Industrial Revolution (Industry 4.0) is booming. On the horizon - "Education 4.0"***

**Remus CHINĂ, lector univ.dr., Facultatea de Științe ale Educației,  
UCDC, ROMÂNIA**

- 2. Gândirea critică și gândirea laterală – pașaport al  
elevului/studentului spre gândirea creativă (I) / *Critical  
Thinking and Side Thinking - Student's Passport to Creative  
Thinking (I)***

**Remus CHINĂ, lector univ.dr., Facultatea de Științe ale Educației,  
UCDC, ROMÂNIA**

### **3. The importance of quality in the education system**

**Mirela DOGARU**, lector univ.dr., UCDC; **Valentina ZAHARIA**, prof.univ.dr., UCDC, Bucuresti; **Elena DAVID**, profesor; **Veronica NICOLESCU**, profesor; **Viorel MIHĂLCIOIU**, economist doctor, ROMÂNIA

### **4. Dezvoltarea senzorială a preșcolarului prin educație alimentară**

**Cătălina CREȚU**, studentă; **Patricia Gabriela BĂDĂLUȚĂ (IORDACHE)**, studentă; **Ionela ONOFREI (ARTENIE)**, studentă, Facultatea de Științe ale Educației, UCDC, ROMÂNIA

### **5. Eco – Educație Urbană**

**Raisa Simona CHIRILOIU**, studentă; **Maria RISTEA**, studentă; **Cornelia GURGU (SACALESCU)**, studentă, Facultatea de Științe ale Educației, UCDC, ROMÂNIA

### **6. Une étude de cas des valeurs sociales, aspirations et intérêts professionnels des jeunes en Roumanie / *Insights into Romanian Young People's Social Values, Career Aspirations and Professional Interests***

**Sonia CATRINA**, Chercheuse/ Professeur, INSHR EW/ Lycée national Aurel Vlaicu, ROMÂNIA

### **7. Valențe formative ale jocului de baschet / *Formative valences of basketball***

**Marian ZAMFIR**, lector univ.dr., Academia de Științe Economice, București, ROMÂNIA

### **8. Managementul capitalului intelectual**

**Anca NECULAU**, doctorand, Universitatea Valahia Târgoviște, ROMÂNIA, Castilla-La Mancha, SPANIA

**9. Bringing the artificial intelligence to the educational system**

**Georgeta ILIE**, professor, Ph.D., Faculty of International Business and Economics, "Dimitrie Cantemir" Christian University, ROMANIA

**10. Configurarea pieței muncii prin meserii ale viitorului /**

*Configuring the labour market through the future jobs*

**Cristina BĂLĂCEANU**, prof.univ.dr., Facultatea de Marketing, UCDC, ROMÂNIA

**11. Environment et developpement durable- Innovation dans**

*l'enseignement / Environment and sustainable development-*

*Innovations in teaching*

**Svetlana MAGDELINIC**, High School Vranjacka Banja, Member Executive of UNESCO Club, Belgrade ; **Branislava POPOVIC**, High School Vranjacka Banja, Professor, Member of UNESCO Club, Belgrade, SERBIA

**12. Le patrimoine matériel et immatériel UNESCO**

**Anca DUMITRESCU**, prof. dr. expert UNESCO, Sorbonne, Paris, FRANCE



**Mesajul Comisiei Naționale a României pentru UNESCO**  
*Message from the National Commission of Romania for UNESCO*

**Ani MATEI**

Secretar general

Profesor universitar doctor

**Daniela POPESCU**

Profesor, doctor, expert

Comisia Națională a României pentru UNESCO

**Message de la Commission nationale française pour l'UNESCO**

**Alexandre NAVARRO**

Secrétaire général

La Commission nationale française pour l'UNESCO

*Nous vous savons gré de l'intérêt porté à notre participation à l'événement dans le cadre de la saison franco-roumaine et nous vous souhaitons toute la réussite possible pour l'organisation. Demeurant à votre entière disposition pour une prochaine collaboration.*

## **Agenda 2030: Objectifs en action**

**Octavia COSTEA**

Professeur dr. Chaire UNESCO

*Culture des droits de l'homme et éducation  
au développement durable dans l'enseignement*

*préscolaire et primaire,*

Universitatea Creștină "Dimitrie Cantemir"

E-mail : [octavia\\_costea@yahoo.com](mailto:octavia_costea@yahoo.com)

**Maria Carmen BREAZU,**

Prof. Inspectrice

Inspection Académique, secteur 5, Bucarest

ROMÂNIA

**Resumé:** D'ici 2030, l'humanité est impliquée dans des actions afin que tous les apprenants disposent des connaissances et des compétences nécessaires pour promouvoir le développement durable, notamment par le biais de l'éducation au développement durable et à des modes de vie durables, aux droits de l'homme, à l'égalité des sexes, à la promotion d'une culture de la paix et de la non-violence, citoyenneté mondiale et appréciation de la diversité culturelle et de la contribution de la culture au développement durable. Le Programme de développement durable à l'horizon 2030 doit commencer le plus tôt possible, sur les bancs des écoles. Dans certains contextes, les éducateurs et les décideurs peuvent être confrontés à des problèmes contextuels rendant difficile la mise en œuvre de réformes à l'échelle du système et de programmes mondiaux. La coopération de notre chaire avec la Commission Nationale de la Roumanie pour l'UNESCO, La Commission nationale de la France, Le Bureau régional de l'UNESCO pour la science et la culture en Europe de Venise, Italie, ainsi que notre coopération en réseau avec des partenaires locaux s'emploie à progresser davantage sur la voie de la paix et de l'éducation pour les

modes de vie durable dans le système roumain, dans la région de l'Europe du Sud-Est (SEE), l'Europe et le monde. Étant donné que la nouvelle éducation met l'accent sur la qualité de l'éducation, l'apprentissage et l'enseignement dans l'Agenda, nous partageons la vision du Le Bureau régional de l'UNESCO de Venise sur plusieurs dimensions éducationnelles imbriquées: l'éducation à la citoyenneté mondiale (EDC), l'éducation au développement durable (EDD), la prévention de l'extrémisme violent (PVE), la prévention de l'extrémisme violent par l'éducation (PVE-E) et le dialogue interculturel et interreligieux afin de contribuer à l'intégration de ces multiples dimensions de l'éducation et de faciliter le respect de la diversité culturelle, religieuse et linguistique, vitale pour la réalisation des objectifs sociaux. cohésion et justice. Il est essentiel d'éliminer la discrimination, le harcèlement et toutes les formes de violence, manifestes ou insidieuses, et d'empêcher les tentatives d'endoctrinement. Les principaux publics cibles sont les acteurs de l'éducation, tels que les décideurs, les chefs d'établissement et les enseignants. Notre chaire traite des principaux concepts de l'éducation: éducation à la citoyenneté mondiale (EDC), éducation au développement durable (EDD), prévention de l'extrémisme violent (PVE), prévention de l'extrémisme violent par l'éducation (PVE-E), dialogue interculturel et interreligieux en Afrique du Sud. Europe de l'Est (SEE).

**Mots-cles:** l'éducation au développement durable, modes de vie durables, droits de l'homme, l'égalité des sexes, la promotion d'une culture de la paix et de la non-violence, citoyenneté mondiale, appréciation de la diversité culturelle, la contribution de la culture au développement durable, acteurs de l'éducation, réseaux et partenaires.

## **Le patrimoine matériel et immatériel UNESCO**

**Anca DUMITRESCU**

Professeur dr., expert UNESCO Sorbonne, Paris  
FRANCE

E-mail: a.dumitrescu@orange.fr

## **Cultura inovației în educația de tip permanent**

### **Culture of Innovation in Lifelong Learning**

**Mihaela Agata POPESCU**

Conf.univ.dr.

Facultatea de Științe Juridice și Administrative  
Universitatea Creștină “Dimitrie Cantemir”, București  
ROMÂNIA

E-mail: av.agata@yahoo.com

## **Environment and Sustainable Development: The Importance of Teaching Today for a Positive Result in the Future**

**Oksana KOSHULKO,**

Ph.D. in Economic Sciences

Graduate School for Social Research

Institute of Philosophy and Sociology

Polish Academy of Sciences, Warsaw

POLAND

E-mail: [oksanakoshulko2015@gmail.com](mailto:oksanakoshulko2015@gmail.com)

**Abstract:** This abstract presents the results of research into sustainable environmental development, general environmental problems and problem waste in particular. It uses the example of Ukrainian schools where the students have only just started to study the management of waste recycling, both in Ukraine and the rest of the world. They are learning about the process of waste sorting and how it can be carried out effectively. Why is it important to teach students about environment and sustainable development in schools? It is important because these students are the up and coming generation in Ukraine and the country could become a leader and role model in this area. The article also shows the results of the activity of the All-Ukrainian youth organization entitled ‘Let’s Do It, Ukraine’, which has created an environmental project for Ukrainian students, called ‘Let’s Do It, Ukraine’. This is a program of school recycling that teaches children how to carry out the process correctly in their own schools. The activity is aimed at teaching Ukrainian students in schools how to sort and separate waste, as well as how to obtain benefit from this waste sorting. The data from this All-Ukrainian youth organization shows that more than 15 thousand students all over the country have started to recycle at school. However, Ukraine has 17000 schools and all these should start this process as soon as possible in order to gain positive results in the future. It is very important to teach children the issues of environment and sustainable development in schools today in order to see positive results in the future.

## Sites Protected by UNESCO Located in the Territory of Rila Mountain

Vesselina MITEVA, Eva DIMITROVA

PhD Candidate

“St. Cyril and St. Methodius” University of Veliko Tarnovo

BULGARIA

E-mail: [vesselina.miteva@abv.bg](mailto:vesselina.miteva@abv.bg)  
[edimitrova7@outlook.com](mailto:edimitrova7@outlook.com)

**Abstract:** Rila is one of the most beautiful mountains in Bulgaria – it is a symbol of a cultural, historical and spiritual heritage. Many legends and stories full of mysticism surround this area. It is believed that the name Rila (well-watered mountain) came from the ancient Thracians living there in the past. Rila’s highest peak also in Bulgaria and the entire Balkan Peninsula – Musala (from Arabic and Ottoman – “Close to God” or “a place for prayer”) is 2,925 m. In Rila the famous and most honored Bulgarian Saint Ivan Rilski spend years walking from one place to another, praying and feasting as a hermit before establishing the Rila Monastery in Northwestern part of the mountain in 10<sup>th</sup> century. Rila is also a holy place for the sun worshippers of the White Brotherhood, a peaceful sect established in Bulgaria in the beginning of 20<sup>th</sup> century by Petar Dunov. Rila also has a very diverse network of habitats, most of which are preserved nearly untouched by human activity and host diverse animal communities. The fauna of the park is extremely diverse, consisting of 2934 species of invertebrate organisms, 172 species of vertebrates, most of which form numerous and viable populations. Some of the species are included in Bulgaria’s *Red Data Book*. Two sites are included in UNESCO’s list of protected objects: the Rila Monastery as a part of the World’s Cultural Heritage and Parangalitzha Biosphere Reserve, which is part of the Rila National Park, is included in UNESCO’s Man and Biosphere programme.

## **Education Management: Good Practice and Modern Technologies in Teaching Foreign Languages**

**Onorina BOTEZAT**

Associate Professor Ph.D.

“Dimitrie Cantemir” Christian University

onorina.botezat@gmail.com

**Ramona MIHĂILĂ**

Professor Ph.D.

“Dimitrie Cantemir” Christian University

[ramona.mihaila@ucdc.ro](mailto:ramona.mihaila@ucdc.ro)

**Abstract:** The aim of our paper is twofold. Firstly, to examine the current legal and education management situation of Master degrees for the prospective teachers and then to disseminate the Erasmus+ funded Project *VIR\_TEACH: A VIRTUAL Solution for a comprehensive and coordinated training for foreign language TEACHERs in Europe* (Erasmus+ 2018-1-ES01-KA203-050045) that serves as a reliable model for the future training of educators, using advanced digital techniques and a modern approach. Thus, our paper is subsequent to the purpose of the conference regarding the dissemination of good practice and the creation of a comprehensive research community in the context of modernizing education. In accordance with current readings developed by the European Commission, there is an urgent demand to improve Initial Teacher Education (ITE) to make it more engaging, interdisciplinary and system-wide focused. Some of the identified deficiencies refer to short term vision and lack of a consolidated setup for teacher training at the European level. To answer those needs, the Vir Teach Project aims to create a digital tool to improve the postgraduate certificates on Masters on Education (Foreign Languages) and equip the future teachers with open-source tools and resources. VIR\_TEACH is a consortium of five higher education institutions in Europe. The project is coordinated by Prof. María Amor Barros del Río, from the University of Burgos, Spain and its other

partners are UC Leuven Limburg, Belgium, Szczecinska Szkola Wyzsza, Poland, Dimitrie Cantemir Christian University (Romania) and Universidade Lusófona, Portugal. VIR\_TEACH is running from 2018-2021 and it has been allocated a total budget of 410.705 €

**Keywords:** good practice, modern technologies, foreign languages.

**Integrarea școlară a elevilor cu tulburare din spectrul autismului –  
provocări și strategii**  
*School Integration of Students with Autism Spectrum Disorder -  
Challenges and Strategies*

**Ramona Elena ANGHEL**

Lector univ.dr.

Facultatea de Științele Educației

Universitatea Creștină “Dimitrie Cantemir”, București

ROMÂNIA

E-mail: [ramona\\_stemate@yahoo.com](mailto:ramona_stemate@yahoo.com)

**Abstract:** One of the specific learning objectives for sustainable development is "ensuring inclusive and equitable quality education and promoting learning opportunities for all." A category of students for whom this objective is of particular significance is represented by children with autism spectrum disorder (ASD). School integration of children with ASD is essential for developing their social integration skills and professional development. Today's ASD children represent future adults with ASD who will need a place and a productive role in society. Given that ASD prevalence has reached global epidemic proportions, the education system needs to be adapted to ensure that students with special educational needs are as effectively integrated as possible. This paper presents the main challenges that are encountered in the process of school integration of students with ASD and creative solutions for achieving an effective adaptation of the student with ASD to the school environment.



**Managementul capitalului intelectual**  
*Management of Human Capital*

**Anca NECULAU,**  
Doctorand,  
Universitatea ‘Valahia’ Târgoviște, ROMÂNIA  
Castilla-La Mancha, SPANIA  
E-mail: [anca.chiper@yahoo.com](mailto:anca.chiper@yahoo.com)

**Bringing the Artificial Intelligence to the Educational System**

**Georgeta ILIE**  
Professor Ph.D.  
Faculty of International Business and Economics  
”Dimitrie Cantemir” Christian University  
ROMÂNIA  
E-mail: [geoilie28@yahoo.com](mailto:geoilie28@yahoo.com)

**The Effect of Cultural Interaction on Romanian Society**

**Anne Marie ARSENE**  
Doctorand  
Universitatea „Ovidius”, Constanța  
ROMÂNIA  
E-mail: [annemariearsene@yahoo.com](mailto:annemariearsene@yahoo.com)

**Abstract:** The cultural space is a space of humanity, a place of human creation extremely diverse. It involves meaning, historical existence, spiritual reality based on deeper insights. The cultural interaction is generally seen as a clash between cultures where

interpenetration cannot be achieved. The coexistence of several ethnic and religious minorities (such as: Aromanians, Bulgarians, Turks, Tatars, Gypsies, Jews, Greeks, Armenians, Russians, Lipovians, Ukrainians, Gagauz, Germans, Italians, Albanians, Serbs, Hungarians) in the Romanian space did not constitute a permanent cultural clash without the possibility of interpenetration. On the contrary, over the centuries there has been a hybridization of culture with permeable boundaries, characterized by blends and influences in all aspects of life. The tolerance of the Romanians is a quality, not a defect, so that in Romania interethnic conflicts were extremely rare, and ethnic supremacy was never a stake. They always seek a balance of good inter-ethnic co-existence, based on the mutual respect given by the knowledge of traditions, specific elements of culture and civilization, and distinct peculiarities of the people living in the Romanian cultural space. Therefore, cultural interaction requires cognitive and emotional availability.

**Keywords:** culture, interaction, co-existence, ethnic minorities, boundaries.

**Configurarea pieței muncii prin meserii ale viitorului**  
*Configuring the Labour Market through the Future Jobs*

**Cristina BĂLĂCEANU**

Prof.univ.dr.

Facultatea de Marketing

Universitatea Creștină “Dimitrie Cantemir”

ROMÂNIA

**Valențe formative ale jocului de baschet**  
*Formative Valences of Basketball*

**Marian ZAMFIR**

Lector univ.dr.

Academia de Științe Economice, București  
ROMÂNIA

E-mail: [marian\\_adi\\_zamfir@yahoo.com](mailto:marian_adi_zamfir@yahoo.com)

**Perceived Social Support and Self-esteem among Preadolescents**

**Mihaela STERIAN**

Conf.univ.dr.

Facultatea de Științe ale Educației, UCDC

[mihaela.sterian@gmail.com](mailto:mihaela.sterian@gmail.com)

**Romulus-Dan NICOARĂ**

Psih. Drd.

County Emergency Hospital, Cluj-Napoca

ROMÂNIA

**Abstract:** This research work is based on the information from the specialized literature on perceived social support concepts (Zimet et al., 1988; Abbey, 1991; Bandura, 2003) and self esteem (Rosenberg, 1965) and aims at identifying the relationships between the preadolescents' perception of the support they receive and their self-esteem. Hypothesis: it is assumed that there are direct (positive and negative) linear relationships between perceived social support and self-esteem; it is assumed that there are significant differences in gender between perceived social support and self-esteem scores. Participants: Data were gained by analyzing the responses of 150 secondary school students (95 girls and 57 boys), attending the Secondary School no. 1 Lehliu Gară, Ilfov County. Instruments: Participants filled up Perceived Social Support Scale (Zimet et al., 1988) and Self-Esteem Scale (Rosenberg, 1965). Results: The results indicated a significant correlation between perceived social support and self-esteem scale. There are statistically significant correlations as to the gender of

the participants in this research work. Conclusions: The results were analyzed from the perspective of their relevance for the personal correlate model of perceived social support. The results of the study contribute to understanding the factors that support the good mental functioning of adolescents in the school environment.

**Environment and Sustainable Development- Innovations in Teaching**  
*Environnement et développement durable - Innovation dans l'enseignement*

**Svetlana MAGDELINIC**  
High School Vranjacka Banja  
Member Executive of UNESCO Club, Belgrade  
SERBIA

E-mail; [magsvet1@gmail.com](mailto:magsvet1@gmail.com)

**Branislava POPOVIC**  
High School Vranjacka Banja  
Professor, member of UNESCO Club, Belgrade  
SERBIA

**Environnement et développement durable- Innovation  
dans l'enseignement**  
*Environment and Sustainable Development- Innovations  
in Teaching*

**Dislexia – abordări compensatorii**  
*Dislexia - compensatory approaches*

**Carmen Manuela CAZAN**

Lector univ.dr.

Facultatea de Stiinte ale Educației  
Universitatea Creștină “Dimitrie Cantemir”, Bucuresti  
ROMÂNIA

E-mail: [manuela.cazan@ucdc.ro](mailto:manuela.cazan@ucdc.ro)

**Abstract:** We can talk about specific learning disorders (dyslexia, dysgraphia, dishortography, discalculia) in the case of those children whose reading, writing or computing results are far below expectations, related to the intellectual capacities and to the effort made for learning. The specific learning disorder (TSI) is not a disease, it is not a deficiency but a special way processing of information, due to the development and different functioning of the central nervous system. It is based on neurological dysfunction, but it is also influenced in some cases by heredity. These children have a normal level of intelligence, only that they think and learn differently than others. According to statistical data worldwide, it is found that out of the total number of children, a percentage 7-10% have specific learning disabilities, and the percentage of serious cases is 3-5%.

**A patra revoluție industrială în plină expansiune. La orizont -  
"Educația 4.0"**

*The Fourth Industrial Revolution (Industry 4.0) is booming.*

*On the Horizon - "Education 4.0"*

**Remus CHINĂ**

Lector univ.dr.

Facultatea de Științe ale Educației

Universitatea Creștină "Dimitrie Cantemir", București

ROMÂNIA

E-mail: [remus\\_china@yahoo.com](mailto:remus_china@yahoo.com)

**Rezumat:** Provocările secolului XXI pentru societatea umană sunt din ce în ce mai spectaculoase! Între aceste provocări, "Revoluția 4.0" este una dintre cele mai importante, cu un impact global major și imprevizibil. Noua revoluție industrială are terminologii și denumiri diverse, terminate cu sintagma "4.0": "industry 4.0", "revoluția 4.0" sau "a patra revoluție industrială". Indiferent de denumirea acesteia, efectele noii revoluții industriale sunt așa de profunde încât, după unii specialiști, celelalte 3 "revoluții industriale", care o preced, par un joc de copii.. Un element fundamental al acestei provocări, indiferent de contextul în care se manifestă, este educația. Fie că se va desfășura într-un context formalizat – în instituții destinate (școli, universități) sau într-un context virtual (e - learnig, self-education etc) la o revoluție de nivel "4.0", va fi evident, nevoie de o educație pe măsură, de același nivel, "4.0". Este pregătit mediul educațional pentru un salt de asemenea anvergură? Încercăm să creionăm în lucrarea noastră, unele aspecte ale noului tip de educație pe care întreaga societate va fi nevoită să-l adopte foarte repede.

**Cuvinte-cheie:** educație, industrie, proces, sistem.

**Abstract:** The challenges of the 21st century for human society are becoming more and more spectacular! Among these challenges, "Revolution 4.0" is one of the most important, with a major and unpredictable global impact. The new industrial revolution has terminology and various names, terminated with the phrase "4.0": "industry 4.0," 4.0 revolution, "or" fourth industrial revolution. " Whatever its name, the effects of the new industrial revolution are so profound that, according to some specialists, the other 3 "industrial revolutions" that precede it seem like a children's game. A fundamental element of this challenge, regardless of the context in which it occurs, is education. Whether it is going to take place in a formal context - in schools (schools, universities) or in a virtual context (e-learning, self-education, etc.), there will obviously be an education of the same level: 4.0 ". Is the educational environment prepared for such a leap? We try to point out in our work some aspects of the new type of education that the whole society will have to adopt very quickly.

**Keywords:** education, industry, process, system .

**Gândirea critică și gândirea laterală – pașaport al  
elevului/studentului spre gândirea creativă (I)**  
*Critical Thinking and Side Thinking - Student's Passport  
to Creative Thinking (I)*

**Remus CHINĂ**

Lector univ.dr.

Facultatea de Științe ale Educației  
Universitatea Creștină “Dimitrie Cantemir”, București  
ROMÂNIA

E-mail: [remus\\_china@yahoo.com](mailto:remus_china@yahoo.com)

**Rezumat:** Un proces atât de familiar și obișnuit pentru homo sapiens - procesul de gândire este, totuși, unul greu de gestionat. Așa cum orice deprindere se învață printr-un antrenament susținut, și gândirea trebuie supusă unor exerciții îndelungi de exersare și de antrenament astfel încât să devină suplă și agilă, rapidă și eficientă, clară și relevantă. Societatea contemporană devine tot mai sofisticată și mai tehnologizată dar și supusă unor presiuni inimaginabile din partea fluxurilor informaționale a căror densitate crește exponențial de la o zi la alta. Într-o asemenea societate în care ”schimbarea” este singura ”constantă”, se vorbește tot mai mult de necesitatea implementării în mediile educaționale, încă de la cele mai mici vârste, a gândirii critice, stimularea creativității și a inovării. În același timp, se dezvoltă și alte tipuri de gândire, precum cel introdus de către Eduard de Bono – gândire laterală. Încercăm în lucrarea noastră, formată din două părți, să evidențiem utilitatea acestor tipuri de gândire, convergente spre formarea la elevi/studenți a unui mod de gândire creativă.

**Cuvinte-cheie:** proces, educație, gândire critică, gândire laterală, gândire creativă.



**Abstract:** A process so common for homo sapiens - the process of thinking is, however, hard to manage. Just as any skill is learned through a sustained workout, thinking must be subjected to long exercise and training so that it becomes supple and agile, fast and efficient, clear and relevant. Contemporary society is becoming more sophisticated and more technological, and at the same time subjected to unimaginable pressures exerted by information flows whose density increases exponentially from one day to the next. In such a society where "change" is the only "constant", there is a growing need to implement critical thinking, the stimulation of creativity and innovation in educational settings from the very youngest ages. At the same time, other types of thinking develop, such as that introduced by Eduard de Bono - lateral thinking. We try in our work (in two parts) to highlight the usefulness of these types of thinking as well as their convergence towards the formation of a creative way of thinking of pupils.

**Keywords:** process, education, critical thinking, lateral thinking, creative thinking.

**Jocul didactic in învățământul primar  
metoda de dezvoltare a competențelor cheie –  
rezolvarea de probleme**

**Nicoleta CIOBANU**

Profesor

Colegiul National "Elena Cuza"

București, sector 6

ROMÂNIA

E-mail: [ncnicoletaciobanu@gmail.com](mailto:ncnicoletaciobanu@gmail.com)

**Rezumat:** Matematica modernă tinde să fie cât mai aproape de elev să-l ajute și să-i dezvolte calitățile personale. Dacă în clasele pregătitoare, I și a II-a formarea conceptelor matematice se face la un nivel primar, iar antrenarea lor separat, începând cu clasa a III-a, are loc

integrarea și articularea noțiunilor într-o structură mentală flexibilă, capabilă să mobilizeze și optimizeze resursele pentru rezolvarea unor probleme variate. Capacitățile general umane cum sunt creativitatea, abstractizarea, concretizarea, analiza sinteza se manifestă și derivă în mod firesc din operațiile intelectuale specifice matematicii. Trebuie spus că în procesul extrem de important al abstractizării și generalizării, se dezvoltă la elevi o gândire abstractă, logică și sănătoasă. Învățând corect matematica, elevii își formează deprinderea de concentrare a atenției asupra celor studiate, pot observa diferite fapte și relații, le pot compara și confrunța unele cu altele. Rezolvarea problemelor este forma primară a muncii creatoare de studiu a copilului. În acest context, ca în orice activitate creatoare, imaginația joacă un rol deosebit. Rezolvarea unei probleme constituie un rezultat al activității comune în gândire și imaginație.

### **Local and Complementary Currencies - Concrete Tools for Sustainable Development**

**Constantin LU**  
PhD Candidate  
Sciences Po Paris  
FRANCE

E-mail: [constantin.lu@sciencespo.fr](mailto:constantin.lu@sciencespo.fr)

**Abstract:** The concept of sustainable development might seem very idealistic, but in fact, true change comes from people's actions. Thus, concrete projects as the local and complementary currencies represent new alternatives that enforce the objectives of sustainable development. These complementary currencies emerge around the world and aim at building societal awareness concerning the three pillars of sustainability. They also aim to protect local businesses while sharing social and ecological values, and could become concrete and innovative tools to foster sustainable development.

## Peer-to-Peer Learning as an Effective Education Model to Develop Basic 21<sup>st</sup> Century Skills

**Yulyana URUBLEUSKAYA**

Teacher of English

Brest Gymnasium №1

supervisor of UNESCO club

BELARUS

E-mail: [juliashik1@gmail.com](mailto:juliashik1@gmail.com)

**Abstract:** Communication is very important to all aspects of life. People say we lack communication in the 21<sup>st</sup> century but this is not true. In fact, we would argue that we actually communicate more, although in a very different way to how we did in the past. The benefit of being able to communicate in English is that not only it is a very common language; it is probably the most universal language in the world and it can serve as a channel for communication. Therefore, being able to communicate in English would mean you are more likely to be able to communicate with a higher number of people in general. It doesn't matter from which country you are from – Italy, China, Belarus and any other. Being a global language its importance has increased ten folds. People from diverse cultures need to know English in order to have a common platform. Thus, developing multicultural awareness, it is important that English is spoken and understood by everyone. Most importantly, English gives the learners a sense of global citizenship which is not restricted to the “native speaker” world, shaping our understandings, ideas and experiences. It could be said that the impact of English for individuals is often multiplex and the different aspects of this impact are mutually re-enforcing, for instance knowledge and understanding of the world, self-esteem and self-perception.

**Postmodernist Sophistry, Shoddy Peer Review, and Academic Dishonesty: How Subjective Science Knowledge and Patience for Nonsense May Cause (Pseudo-) Scholarly Hoax. Boghossian et al. Affair**

**George LAZAROIU**

Research Fellow

The Cognitive Labor Institute , New York City  
USA

E-mail: [lazaroiu@aa-er.org](mailto:lazaroiu@aa-er.org)

**Abstract:** Throughout 2017 and 2018, Peter Boghossian (assistant professor of philosophy at Portland State University), James Lindsay, and Helen Pluckrose (both independent scholars) concocted 20 absurd articles employing trendy terminology to validate unreasonable conclusions, and attempted to have them published in outstanding journals in fields covering gender, queer, and fat topics. In October 2018, when they took their investigation public, seven pieces had been accepted, other seven were still being inspected in diverse phases of the review process, and six had been rejected. Academic journals expect fair submissions and spend a lot of time on organizing the peer review process. Instead of elaborate sham papers, Boghossian et al. could have written a paper documenting existing research deficiencies in those fields and try publishing it in an outlet that shares their views. On the other hand, the editors should have used cited scholars as potential reviewers, not only assigning two available individuals who perhaps were not exactly experts on those topics.

## The Importance of Quality in the Education System

**Mirela DOGARU**

Lector univ.dr

**Valentina ZAHARIA**

Prof.univ.dr

Universitatea Creștină “Dimitrie Cantemir”, București

ROMÂNIA

Prof. **Elena DAVID**

Prof. **Veronica NICOLESCU**

Economist dr. **Viorel MIHĂLCIOIU**

**Abstract:** The rapid expansion of international trade due to the diversification of products and services of all kinds, as a result of scientific and technological advances, but also by the shortening of the distance between the world's most remote countries caused by the development of modern means of transport and the development of the media , as well as the abolition of trade barriers between countries and economic liberalization, required the development of the quality of products and services, sustained by a quality management system. Thus, the development of quality systems came as a natural response to the globalization of national economies, implementing international standards that allowed economies to align and compete, at least in terms of quality, from peer to peer.

**Keywords:** management, quality, ISO.

**Rezumat:** Actorii care concurează pe piața internațională, pentru a-și asigura un loc în economia mondială, au fost nevoiți să caute și să implementeze metode utile pentru creșterea competitivității produselor lor, încadrate în sisteme eficiente, moderne, de management al calității. Organizația Internațională de Standardizare (ISO) a elaborat și publicat modele pentru astfel de sisteme în seria de standarde ISO 9000, care în prezent stau la baza sistemelor de calitate implementate în numeroase întreprinderi și a certificării conformării acestora. În prezent,

tot mai multe organizații doresc recunoașterea sistemului de management al calității, implementat în cadrul lor, și recurg astfel la certificarea acestui sistem de către organismele internaționale sau naționale, de acreditare autorizată. Certificatul obținut se prezintă ca o dovadă obiectivă a conformității la cerințele standardului ISO.

## **Some Changes for Tomorrow's School**

**Iuliana VÎRLAN**

Studentă

Universitatea Liberă Internațională din Moldova

Consilier

Centrul de Cooperare Internațională, ULIM, Chișinău

REPUBLICA MOLDOVA

E-mail: [iuliana.virlan@gmail.com](mailto:iuliana.virlan@gmail.com)

**Abstract:** School prepares pupils for life and it should adapt itself to the new requirements of society. It must have a flexible system of education and must give the opportunity to students to choose. This must combine practical and theoretical knowledge. The school of the future should emphasize domains such as security and career, governance and volunteering, science and mathematics, history and diplomacy, business and affairs, languages and communication, arts and media, fitness and health, information technologies and internet. It should become a friendly institution for a child.

## University as a Pillar of Sustainable Development

**Natalia LESKINA**

Researcher

Ural Federal University

FEDERATIA RUSA

E-mail : [nathalieleskina@gmail.com](mailto:nathalieleskina@gmail.com)

**Abstract:** The paper discusses the role of universities in sustainable development. In 2018 Times Higher Education, an influential ranking agency, launched the first ranking based on UN Sustainable Development Goals. It assesses the universities' "third mission", i. e. engagement with society, that emerged apart from traditional teaching and research. We distinguish three main ways of their contribution. First, academics teach courses on sustainable development and carry out research. But, on the other hand, the university itself should represent a sustainable model. In this case, it can become an anchor of regional and global development, reinforcing the circle university-industry-society.

## ESD -Cross-Cutting Issue in the Curriculum

**Nevena CABRILO**

Bureau for Education Services, Podgorica

MONTENEGRO

Email: [nevena.cabrilo@zss.gov.me](mailto:nevena.cabrilo@zss.gov.me)

**Abstract:** Eight cross-curricular topics were defined for all education levels in Montenegrin education system as the following: climate change, green economy, environment protection, sustainable cities and settlements, biodiversity, health education, human rights education and entrepreneurial learning. The preconditions for successful achievement of ESD goals are: inclusion of cross-curricular topics in the school work plan and full curricula, in the teacher and staff's

professional skills development and training programmes, local community and wider public create the school culture and students, teachers, staff and local community united engage for a more dynamic and more effective school.

## **Psycho-Pedagogical Requirements in Capitalizing Creativity Development Strategies for Preschoolers and Pupils**

**Flaminu Ionuț NICULA**

Lector univ.dr.

Facultatea de Științe ale Educației

Universitatea Creștină “Dimitrie Cantemir”, București

ROMÂNIA

E-mail: [ion\\_nicula@yahoo.com](mailto:ion_nicula@yahoo.com)

**Abstract:** The effectiveness of pedagogical intervention in the development of the creativity of preschoolers and schoolchildren depends decisively on the understanding of the nature of the creative process by the teacher and his competencies to appreciate the value of the didactic strategy elements for the formation of the creative personality. There are no universal valid methods for developing creativity, applying them to different levels of education, to different groups or individuals, including careful analysis of tasks complexity, accessibility, identification of more appropriate variants. The psycho-pedagogical requirements in the design and implementation of creativity development strategies aim at the teaching staff's responsibility in proper organization of the educational environment, the integration of the specific procedures and techniques in the didactic approach, the selection of the methods and their adaptation to the age and individual particularities of preschoolers or pupils.



**Aspecte ale reglării emoționale în perioada de la  
prepubertate la adolescență (9-18 ani)**  
*Aspects of Emotion Regulation during Pre-puberty  
to Adolescence (9-18 years)*

**Dorina Maria NIJLOVEANU**

Ph.D. Candidate

Faculty of Psychology and Educational Sciences, Bucharest

ROMÂNIA

E-mail: [ndorinam@yahoo.com](mailto:ndorinam@yahoo.com)

**Abstract:** Cercetarea propusă se referă la evoluția reglării emoționale în trei etape de dezvoltare, prepubertate, pubertate și adolescență. Lotul de participanți a fost alcătuit din 612 elevi de gimnaziu și liceu. Rezultatele arată că scorurile medii ale reevaluării cognitive, una dintre componentele reglării emoționale, au cel mai înalt nivel la prepubertate, în schimb supresia expresivă, a doua componentă a reglării emoționale, are scorurile medii cele mai accentuate la pubertate. La nici una dintre cele două dimensiuni nu se observă o creștere a nivelului odată cu vârsta. În ceea ce privește diferențele de gen, pentru reevaluarea cognitivă, scorurile băieților sunt mai mici comparativ cu ale fetelor, iar pentru supresia expresivă băieții au scoruri mai mari comparativ cu fetele. Au fost discutate rezultatele prezentei cercetări și puse în relație cu alte rezultate similare. De asemenea, au fost prezentate implicații practic-aplicative și recomandări.

**Construire une égalité durable entre les genres et sans stéréotypes  
via l'éducation**  
*Building a Sustainable Equality between Genders and without  
Prejudices via Education*

**Efstratia OKTAPODA**

Professeur,  
Sorbonne , Paris  
FRANCE

E-mail: [efstratia.oktapoda@sorbonne-universite.fr](mailto:efstratia.oktapoda@sorbonne-universite.fr)

**Abstract:** While gender inequalities are more and more combated around the world, they are still endemic and deep-rooted issues embedded in societies that are structured on patriarchy. To build a sustainable and peaceful world, equality between women and men is necessary, and is thus the fifth objective of the sustainable development agenda for 2030. Achieving this objective would imply adapting education to this issue, since equality can only be attained by fighting against gender prejudice and raising people's awareness from an early age.

**Formarea gândirii critice a preșcolarului prin jocul didactic**  
*Creating the Preschooler's Critical Thinking through*  
*Didactic Play*

**Conona PETRESCU**

Conf.univ.dr.

*Chaire UNESCO Culture des droits de l'homme et éducation  
au développement durable dans l'enseignement préscolaire et  
primaire*

Facultatea de Științe ale Educației

Universitatea Crestina „Dimitrie Cantemir”, București

E-mail: [conona57@yahoo.com](mailto:conona57@yahoo.com)

**Alina CÎRJĂ**

Lector univ.dr.

Facultatea de Științe ale Educației

Universitatea Creștină “Dimitrie Cantemir”

ROMÂNIA

**Rezumat:** Articolul nostru își propune să continue ideea itinerantă și explicită pentru cercetarea educațională a formării gândirii critice a preșcolarului din perspectiva educației pentru dezvoltare durabilă. După cum știm, grădinița asigură mediul care garantează siguranța și sănătatea copiilor și implică, în procesul de învățare, atât familia cât și comunitatea, ținând seama de caracteristicile psihologice ale dezvoltării copilului. La baza constituirii mediului de învățare critică stau trei principii: principiile sociale, principiile care guvernează dezvoltarea și învățarea la vârstele mici și principiile operaționale - reguli, norme și valori cu un caracter operațional. Pe de altă parte, jocul didactic are atât elemente de realizare exogenă (multifactorialitate, contribuția comunității, explorare a mediului, curriculum, material didactic, spațiul de joc, executare și acțiune, protecție, complexificarea jocului etc.), cât și elemente de realizare endogenă (experiența existențială a copilului, interiorizarea sarcinei didactice, autoevaluarea). Punctul focal al formării gândirii critice a copilului mic rezidă din formularea inovativă a sarcinei didactice prin care sunt antrenate toate operațiile gândirii, capacitatea de asociere, flexibilitate, fluiditate, curaj,

inițiativă, exercițiul de responsabilitate - toate asociate celorlați factori exogeni și endogeni amintiți anterior.

**Cuvinte-cheie:** formarea gândirii critice, mediul de învățare critică, factori exogeni și endogeni, sarcina didactică.

**Abstract:** Our article aims to continue the itinerant and explicit idea for the educational research on critical thinking of the preschool from the sustainable development education's perspective. As we know, the kindergarten provides the environment that guarantees the safety and health of children and involves both the family and community in the learning process, taking into account the psychological characteristics of the child's development. The basis for establishing the critical learning environment consists of three principles: social principles, principles governing the development and learning at younger ages, and operational principles - rules, norms and values with an operational nature. On the other hand, the didactic game has both exogenous elements (multifactorial, community contribution, environmental exploration, curriculum, didactic material, playing space, execution and action, protection, complexity of the game, etc.), as well as endogenous elements (existential experience of the child, internalization of the didactic task, self-evaluation). The focal point of creating the critical thinking of a small child is the innovative formulation of the didactic task that engages all thinking, association, flexibility, fluidity, courage, initiative, exercise of responsibility - all associated with the other exogenous and endogenous factors mentioned above.

**Keywords:** creating the critical thinking, critical learning environment, exogenous and endogenous factors, didactic task.

## Activitățile extrașcolare – bucuria elevilor Extracurricula Activities - The Pupils' Joy

**Iolanda- Aura PÎRVU**

Profesor

Șc.Gimnazială “I.H.Rădulescu”, Urziceni-Ialomița

E-mail: [pirvu\\_iolanda2007@yahoo.com](mailto:pirvu_iolanda2007@yahoo.com)

**Gabriela  
STOENE**

Profesor

Șc.Gimnazială “I.H.Rădulescu”, Urziceni-Ialomița

ROMÂNIA

E-mail: [gabrielabalanica@yahoo.com](mailto:gabrielabalanica@yahoo.com)

**Rezumat:** Lucrarea prezintă diverse aspecte din activitatea autoarelor în cadrul programului extracurricular din proiectul *Step By Step* implementat la Școala Gimnazială “I.H.Rădulescu” din Urziceni, județul Ialomița. Autoarele au plecat de la convingerea, observațiile și rezultatele unei vaste experiențe la catedra profesorului din învățământul primar, că munca lângă copii în cadrul activităților extracurriculare conduce nemijlocit la creșterea capacităților creative și de reflecție a copiilor, contribuind substanțial la formarea unor indivizi cu posibilități fizice, intelectuale, morale, spirituale superioare și cu responsabilități familiale și sociale deosebite. În acest demers, rolul formatorului este esențial.

**Cuvinte-cheie:** activități extrașcolare, plan de învățământ, teatru, concursuri, creații literare, creativitate, dezvoltare personală.

**Abstract:** The paper presents various aspects from the authors' work within the *Step by Step* extracurricular project developed at the “I.H.Rădulescu” Gymnasium School at Urziceni, county of Ialomita. The authors started from the certitude, remarks and results of a vast experience as teachers in the primary school that working with children within extracurriculum activity will directly lead to increasing the

creative capacities and childrens' thoughts, thus substantially contributing to developing future individuals with large physical, intellectual, moral, spiritual possibilities and with superior family and social responsibilities. To this aim, the trainer's role is essential.

**Keywords:** extracurriculum activities, teaching plan, theatre, competitions, literary creations, creativity, personal development.

## **Janusz Korczak Methods of Participatory Work with Children and Their Application for the Group with Diverse Cultural Context**

**Dominika ZAKRZEWSKA-OLEDZKA**

Lecturer

The Maria Grzegorzewska University, Warsaw

POLAND

E-mail: [dzakrzewska@aps.edu.pl](mailto:dzakrzewska@aps.edu.pl)

## **Tineretul la risc și educație - provocări, implicații, bune practice în societatea multiculturală** *Youth at Risk and Education - Challenges, Implications, Good Practices in Multicultural Society*

**Krzysztof SAWICKI**

Assistant Professor

Faculty of Pedagogy and Psychology

University of Białystok

POLAND

E-mail: [k.sawicki@uwb.edu.pl](mailto:k.sawicki@uwb.edu.pl)

**Abstract:** Youth at risk is a special term related to the perception of adolescents as people experiencing risk and protective factors. In case of asymmetry (predominance of risk factors), adolescents are exposed to delinquency resulting in social rehabilitation interventions. Education of juveniles in rehabilitation treatments is a

special challenge. It results not only from their negative experiences, rejection, school resistance but also from participation in obligatory education during their rehabilitation and stay outside family. Specificity of the juvenile delinquency in Poland and creative educational projects realized toward juvenile girls at the one of the Polish youth education centers are point of interest of the submitting paper.

**Exprimarea copiilor prin artă**  
*Expressing Children by Art*

**Andreea Mădălina SAVELI**

Avocat

Baroul București

ROMÂNIA

E-mail: [saveliandreea@gmail.com](mailto:saveliandreea@gmail.com)

**De la școala elenă la practicile actuale de predare a literaturii**  
*From Greek School to Nowadays Literature Teaching Methods*

**Mihaela STANCIU**

Doctorand

Facultatea de Psihologie și Științele Educației, București

ROMÂNIA

E-mail: [mihaelateacher@yahoo.com](mailto:mihaelateacher@yahoo.com)

**Abstract:** Analysing the comparison of learning literature in Greek times and the way it is taught today in school we could observe an obvious difference. In Ancient Greece, students studied two masterpieces Iliad and Odyssey. The reason why the two operas became a completion for their soul until the end of their life is that they learned how to live and appreciate the aesthetic emotion. Nowadays, artistic and literary education focuses on “multa” not on “multum”, which means

superficiality, changing the philosophy of literature in something ordinary. It can be seen that if the study of literature does not involve the realisation of aesthetic emotion, then students' minds will only memorise uselessly titles, abstracts, notes and they will lose eventually their interest for poetry and art. Our study focuses on the own ways of teaching and introduces as dependent variable theatre art in the lesson of literature. It is made a difference between teaching through theatre and learning through theatre, pleading for artistic activities, which are beneficial for students, as they develop positive attitudes towards learning and motivation in order to succeed at school. Teaching literature through theatre was used at a school in Bucharest, working with students in the 7th grade, for the optional lesson "Theatre art in the literature lesson". This method identifies profound aspects which can support the theoretical development regarding interdisciplinary teaching.

**Keywords:** aesthetic emotion, theatre art in the literature lesson, interdisciplinary teaching methods.

## Dezvoltarea senzorială a preșcolarului prin educație alimentară

Catalina CRETU

**E-mail:** [Catalina.Cretu@brom.ro](mailto:Catalina.Cretu@brom.ro)

Patricia Gabriela BĂDĂLUȚA (IORDACHE)

**E-mail:** [patriciaiordache79@yahoo.com](mailto:patriciaiordache79@yahoo.com)

Ionela ONOFREI (ARTENIE)

**E-mail:** [artenieionela@gmail.com](mailto:artenieionela@gmail.com)

Studente

Facultatea de Științe ale Educației

Universitatea Creștină "Dimitrie Cantemir"

ROMÂNIA

**Rezumat:** Întâlnim tot mai des copii care nu vor să accepte în alimentația lor fructele și legumele, sau care refuză cu vehemență mâncarea, singurele alimente acceptate fiind dulciurile; copii mai mici sau mai mari și chiar adulți care prezintă o sensibilitate



exagerată în ceea ce privește aspectul vizual, mirosul sau textura unor alimente sau ale diverselor amestecuri de ingrediente implicate în procesul tehnologic al preparatelor culinare. Disconfortul creat de atingerea unei felii de pâine unse cu miere poate impresiona și determina părintele să elimine ingredientul din alimentația copilului. Dacă o mamă manifestă sensibilitate exagerată în atingerea cărnii crude, ea va găti copilului fără carne, eliminând astfel un ingredient esențial din alimentația lui sau poate fi tentată chiar să apeleze la produse pe bază de carne fabricate sau gătite în afara gospodăriei. Dorim să venim în sprijinul celor mici și al celor mari care se regăsesc în situații asemănătoare celor amintite sau care își doresc să prevină astfel de situații, prin acest proiect care vizează dezvoltarea senzorială a preșcolarului prin educație alimentară în cadrul atelierelor de gătit. Relația omului cu mâncarea se construiește în copilărie. Bucătăria reprezintă un paradis pentru nevoile de explorare ale micuțului. Implicarea lui în atelierul de gătit îi dă ocazia să descopere adevărul despre alimente, să învețe ce înseamnă foamea și pofta, să descopere plăcerea de a mânca, iar părinților le dă ocazia să afle ce rol au alimentele și arta culinară în dezvoltarea senzorială, cognitivă, socială, emoțională, motrică, a limbajului și a creativității copilului.

## Eco – Educație urbană

Raisa Simona **CHIRILOIU**

Maria **RISTEA**

Cornelia **GURGU (SACALESCU)**

Studente

Facultatea de Științe ale Educației

Universitatea Creștină “Dimitrie Cantemir”, București

ROMÂNIA

**E-mail:** [raisa.chiriloiu@scoalafinlandeza.ro](mailto:raisa.chiriloiu@scoalafinlandeza.ro)

**Rezumat:** Considerăm că nu este niciodată prea târziu pentru a întreprinde ceva în vederea îmbunătățirii acestei situații, și de aceea, ne-am propus să încercăm să schimbăm pe cât posibil mentalitatea colectivă, semnalând problemele existente și oferind un exemplu de atitudine corectă, în armonie cu mediul înconjurător. Atitudinea indiferentă a cetățenilor orașului București, cărora nu le pasă de aspectul acestuia și nu au nicio rețineră în a-l polua și degrada, considerând că nu au nicio obligație față de o proprietate publică, ce nu le aparține lor personal.

Scopul este de responsabilizarea oamenilor va fi realizată prin eco-educarea lor într-o manieră plăcută, amuzantă, prin crearea și prezentarea unei piese de teatru cu ajutorul elevilor din ciclul primar la stația de metrou Unirii și prin parodiarea atitudinilor nepotrivite. Ca și obiective avem implicarea și responsabilizarea elevilor a cel puțin 2 școli în eco-educația cetățenilor bucureșteni până în luna iunie 2019 și de asemenea informarea și responsabilizarea a cel puțin 5% din cetățenii Bucureștiului care circulă cu metroul pe Magistrala 1 până în luna septembrie 2018 (studiile arată că această magistrală are un flux zilnic de 450.000 călători); Beneficiarii proiectului vor fi cetățenii orașului București, fără restricții de vârstă, sex sau stare socială. Ca și activități ne-am gândit la crearea scenariului piesei de teatru cu tema „Învățați că și natura plânge când n-o ocrotim!” și expunerea într-un mod satiric a aspectelor negative. Schimbarea mentalității ireponsabile a cetățenilor în privința mediului înconjurător și totodată

implicarea treptată a elevilor din școlile bucureștene în astfel de activități de eco-educație urbană în vederea extinderii proiectului la nivelul celorlalte orașe ale țării.

## **The development of the Transport Engineering for the Protection of the Environment and for the Dissemination of Sustainability**

**Tiziana CAMPISI**

**Ing. PhD**, Assistant Professor ICAR 05

University of Enna Kore-Faculty of Engineering and Architecture-  
Cittadella Universitaria ITALY

E-mail: [tiziana.campisi@unikore.it](mailto:tiziana.campisi@unikore.it)

## **Pledoarie pentru utilizarea metodelor activ-participative în formarea competențelor specifice educației sociale**

**Mădălina TOMESCU**

Professor, President of European Center for Promoting  
Nondiscrimination and Equal Opportunities - NEDES 2014+  
ROMÂNIA

E-mail: [madalina.tomescu@gmail.com](mailto:madalina.tomescu@gmail.com)

**Abstract:** Education for democracy is an important element of the formation of the young generation for the future. That is why, we, the current generation, must work together to implement a new education for a proper social and civic education. In this context, I appreciate that the best methods for building social and civic competences at the school children in gymnasium, are active participatory methods. The article aims to justify the necessity to use the active-participatory methods in Social Education.

**Keywords:** education, democracy, next generation, social education, civic education.

**Une étude de cas des valeurs sociales, aspirations et intérêts  
professionnels des jeunes en Roumanie**  
*Insights into Romanian Young People's Social Values, Career  
Aspirations and Professional Interests*

**Sonia CATRINA**

Chercheuse/Professeur

INSHR EW/Lycée national Aurel Vlaicu

ROMÂNIA

**E-mail:** [soniacatrina@gmail.com](mailto:soniacatrina@gmail.com)

**Abstract:** The study analyses the impact of globalization on the vulnerable Romanian youth whose labour choices are limited because they haven't got the proper formation through the technical educational system which prepare them to enter the labour market. First, it investigates their social values, life aspirations and professional interests associated with the first entry on the labour market, in order to draw a profile of their most aspired occupations. Second, it examines their representations about professional occupations which need skills acquired through hands-on training with the purpose to explore their desire to do such training outside the educational system. What does it mean to be Romanian young people in a post-communist changing world? Are the Romanian youngsters worried about their future? Are they concerned in getting a higher education? How are the Romanian youth's representations shaped by the possibility to work abroad? Is the labour offer from abroad meaningful to contemporary Romanian youth choices? How do they consider the benefits and challenges of apprenticeship, as part of lifelong learning? Our sociological survey taking into account employment perspectives targeted by Romanian youngsters enrolled in technical high-schools, hiring opportunities on the local/global labour markets and social development, allows us to answer these questions.

## Linguistic Education and Literary Education

**Răzvan STAICU**

Ph.D. candidate

University of Bucharest

ROMÂNIA

E-mail: razvanstaicu24@yahoo.com

**Abstract:** Didactics of a language (e.g. Italian) taught to foreign students (those who are not native Italian speakers in this case) is a part of the “teaching to teach” foreign languages (in particular, of the Italian language). It explores the processes of teaching and learning languages in an institutionalized setting within the internal and external environment. It deals with the objectives of language teaching (communicative, intercultural, methodical, aesthetic learning and personal development) and consequently, with the material, methods and means appropriate to achieving such objectives. The understanding of the literary text is based on three elements, as well as the understanding of a generic text. In the case of the literary text, these elements would be: a way of knowing the world, certain cognitive processes that contribute to understanding and linguistic competence regarding the language in which the literary text is written. Language education and literary education form the theoretical framework for two distinct subjects: language and literature.

**Keywords:** didactics of the Italian language, linguistic education, literary education, foreign language L2.

## Learning English Using the Communicative Approach

**Paula Alice Băloiu**

“Dimitrie Cantemir” Christian University

E-mail: BaloiuPaulaAlice@gmail.com

**Abstract:** This paper highlights the importance of using a wide range of methods in order to teach the English language, as a support for the European project *VIR\_TEACH: A VIRtual Solution for a comprehensive and coordinated training for foreign language TEACHers in Europe* (Erasmus+ 2018-1-ES01-KA203-050045) for which I serve as a member. In our case, the essay focuses the attention on using the Communicative approach which emphasizes on *interaction*. Learners are required to practice the target language throughout diverse ways and means: learner – instructor; learner - learner – in both cases we are speaking about indoor or outdoor activities. The main focus is not only the interaction between candidates but also using the target language for communicative purposes. Also, there is an increase in developing oral skills prior to reading and writing with an accent on the four macro skills (*speaking, listening, reading, writing*) – in this case, the teacher, is not only the instructor but a guide that introduces the class to real life situations without the use of a textbook. Usually the activities used for these types of lesson plans are as following: a game, problem-solving tasks, role-plays and in between these categories there is also the structure information – choice – feedback, which helps the instructor think of new ways for teaching.

**Keywords:** language-teaching methodology, communicative approach.

*List of Participants & Contributors*

No	First and Last Name/ e-mail	Position, Affiliation, Country
1.	Ramona Elena ANGHEL <a href="mailto:ramona_stemate@yahoo.com">ramona_stemate@yahoo.com</a>	Assistant Professor, Ph.D., “Dimitrie Cantemir” Christian University, Bucharest, Romania
2.	Anne Marie ARSENE <a href="mailto:annemariearsene@yahoo.com">annemariearsene@yahoo.com</a>	Ph.D. Candidate, „Ovidius” University, Constanța, Romania
3.	Patricia Gabriela BĂDĂLUȚA (IORDACHE) <a href="mailto:patriciaiordache79@yahoo.com">patriciaiordache79@yahoo.com</a>	Student, “Dimitrie Cantemir” Christian University, Bucharest, Romania
4.	Cristina BĂLĂCEANU	Professor Ph.D., Faculty of Marketing, “Dimitrie Cantemir” Christian University, Bucharest, Romania
5	Paula Alice BĂLOIU <a href="mailto:BăloiuPaulaAlice@gmail.com">BăloiuPaulaAlice@gmail.com</a>	“Dimitrie Cantemir” Christian University, Bucharest, Romania
6.	Maria Carmen BREAZU	Prof. Inspectrice, Inspection Académique, secteur 5, Bucarest, Roumanie
7.	Onorina BOTEZAT <a href="mailto:onorina.botezat@gmail.com">onorina.botezat@gmail.com</a>	Associate Professor, Ph.D., “Dimitrie Cantemir” Christian University, Bucharest, Romania
8.	Tiziana CAMPISI <a href="mailto:tiziana.campisi@unikore.it">tiziana.campisi@unikore.it</a>	<b>Ing. Ph.D.</b> , Assistant Professor ICAR 05, University of Enna Kore-Faculty of Engineering and Architecture-Cittadella Universitaria, Italy

9.	Nevena CABRILO <a href="mailto:nevena.cabrilo@zss.gov.me">nevena.cabrilo@zss.gov.me</a>	Bureau for Education Services, Podgorica, Montenegro
10.	Sonia CATRINA <a href="mailto:soniacatrina@gmail.com">soniacatrina@gmail.com</a>	Chercheuse/Professeur INSHR EW/Lycée national Aurel Vlaicu, Romania
11.	Carmen Manuela CAZAN <a href="mailto:manuela.cazan@ucdc.ro">manuela.cazan@ucdc.ro</a>	Assistant Professor, Ph.D., “Dimitrie Cantemir” Christian University, Bucharest, Romania
12.	Sorin Mihai CÎMPEANU	Professor, Ph.D., Rector University of Agronomic Sciences and Veterinary Medicine, Bucharest, Romania
13.	Alina CÎRJĂ	Assistant Professor, Ph.D., “Dimitrie Cantemir” Christian University, Bucharest, Romania
14.	Remus CHINĂ <a href="mailto:remus_china@yahoo.com">remus_china@yahoo.com</a>	Assistant Professor, Ph.D., “Dimitrie Cantemir” Christian University, Bucharest, Romania
15.	Raisa Simona CHIRILOIU <a href="mailto:raisa.chiriloiu@scoalafinlandeza.ro">raisa.chiriloiu@scoalafinlandeza.ro</a>	Student, “Dimitrie Cantemir” Christian University, Bucharest, Romania
16.	Nicoleta CIOBANU <a href="mailto:ncicoletaciobanu@gmail.com">ncicoletaciobanu@gmail.com</a>	Teacher, “Elena Cuza” National College, Bucharest, Romania
17.	Titus CORLĂȚEAN	Docteur associé, co-responsable - Chaire UNESCO La culture des droits de l’homme et l’éducation au développement durable dans l’enseignement préscolaire et primaire , Université Chrétienne "Dimitrie Cantemir", Roumanie
18.	Octavia COSTEA <a href="mailto:octavia_costea@yahoo.com">octavia_costea@yahoo.com</a>	Prof.univ.dr., co-responsable- Chaire UNESCO La culture des droits de l’homme et l’éducation au développement durable dans



		l'enseignement préscolaire et primaire, Université Chrétienne "Dimitrie Cantemir", Roumanie
19	Cătălina CREȚU <a href="mailto:Catalina.Cretu@brom.ro">Catalina.Cretu@brom.ro</a>	Student, "Dimitrie Cantemir" Christian University, Bucharest, Romania
20.	Elena David	Teacher, Bucharest, Romania
21.	Eva DIMITROVA <a href="mailto:edimitrova7@outlook.com">edimitrova7@outlook.com</a>	PhD Candidate, "St. Cyril and St. Methodius" University of Veliko Tarnovo, Bulgaria
22.	Mirela DOGARU	Assistant Professor, Ph.D., "Dimitrie Cantemir" Christian University, Bucharest, Romania
23.	Anca DUMITRESCU <a href="mailto:a.dumitrescu@orange.fr">a.dumitrescu@orange.fr</a>	Prof. dr., Sorbonne, Paris, expert UNESCO, France
24.	Cornelia GURGU (SĂCĂLESCU)	Student, "Dimitrie Cantemir" Christian University, Bucharest, Romania
25.	Cristiana GLAVCE	Cercetător științific dr., Institutul de Antropologie Francisc Rainer, Academia Română, Romania
26.	Nicoleta - Elena HEGHEȘ	Professor, Ph.D., Vice-President of the Senat of "Dimitrie Cantemir" Christian University, Bucharest, Romania
27.	Georgeta ILIE <a href="mailto:geoilie28@yahoo.com">geoilie28@yahoo.com</a>	Professor, Ph.D., "Dimitrie Cantemir" Christian University, Bucharest, Romania
28.	Oksana KOSHULKO <a href="mailto:oksanakoshulko2015@gmail.com">oksanakoshulko2015@gmail.com</a>	Ph.D. in Economic Sciences, Graduate School for Social Research, Institute of Philosophy and Sociology, Polish Academy of Sciences, Warsaw, Poland

29.	Andrei KOZMA	Professor, Dr., National Institute for Mother and Child Health, "Alessandrescu-Rusescu", Anthropology Commission, Romanian Academy, Romania
30.	George LĂZĂROIU <a href="mailto:lazaroiu@aa-er.org">lazaroiu@aa-er.org</a>	Research Fellow, The Cognitive Labor Institute , New York City, USA
31.	Natalia LESKINA <a href="mailto:nathalieleskina@gmail.com">nathalieleskina@gmail.com</a>	Researcher, Ural Federal University, Russia
32.	Constantin LU <a href="mailto:constantin.lu@sciencespo.fr">constantin.lu@sciencespo.fr</a>	PhD Candidate, Sciences Po Paris, France
33.	Svetlana MAGDELINIC <a href="mailto:magsvet1@gmail.com">magsvet1@gmail.com</a>	High School Vranjacka Banja, Member Executive of UNESCO Club, Belgrade, Serbia
34.	Naouel Abdellatif MAMI	Prof.univ.dr., Vice-recteur - Université de Sétif, Algérie
35.	Ani MATEI	Professor, Ph.D., General Secretary - National Commission of Romania for UNESCO, Romania
36.	Ramona MIHĂILĂ <a href="mailto:ramona.mihaila@ucdc.ro">ramona.mihaila@ucdc.ro</a>	Professor Ph.D., Vice-Rector of "Dimitrie Cantemir" Christian University, Bucharest, Romania
37.	Viorel MIHĂLCIOUIU	Economist Ph.D., Bucharest, Romania
38.	Vesselina MITEVA <a href="mailto:vesselina.miteva@abv.bg">vesselina.miteva@abv.bg</a>	PhD Candidate, "St. Cyril and St. Methodius" University of Veliko Tarnovo, Bulgaria
39.	Alexandre NAVARRO	Secrétaire general, La Commission nationale française pour l'UNESCO, France
40.	Anca NECULAU <a href="mailto:anca.chiper@yahoo.com">anca.chiper@yahoo.com</a>	Ph.D. Candidate, "Valahia" University, Târgoviște, Romania; Castilla-La Mancha, SPANIA

41.	Romulus-Dan NICOARĂ	Psih. Drd., County Emergency Hospital, Cluj-Napoca, România
42.	Veronica NICOLESCU	Teacher, Bucharest, Romania
43.	Flaminu Ionuț NICULA <a href="mailto:ion_nicula@yahoo.com">ion_nicula@yahoo.com</a>	Assistant Professor, Ph.D., “Dimitrie Cantemir” Christian University, Bucharest, Romania
44.	Dorina Maria NIJLOVEANU <a href="mailto:ndorinam@yahoo.com">ndorinam@yahoo.com</a>	Ph.D.Candidate, Faculty of Psychology and Educational Sciences, Bucharest, Romania
45.	Efstratia OKTAPODA <a href="mailto:efstratia.oktapoda@sorbonne-universite.fr">efstratia.oktapoda@sorbonne-universite.fr</a>	Prof. dr., Université Paris, Sorbonne, France
47.	Ionela ONORFEI (ARTENIE) <a href="mailto:artenieionela@gmail.com">artenieionela@gmail.com</a>	Student, “Dimitrie Cantemir” Christian University, Bucharest, Romania
48.	Paolo OREFICE	Professor, Ph.D., directeur - UNESCO Transdisciplinary Chair Human Development and Culture of Peace, Florence, Italy
49.	Iolanda-Aura PÂRVU <a href="mailto:pirvu_iolanda2007@yahoo.com">pirvu_iolanda2007@yahoo.com</a>	Teacher, “I.H.Rădulescu” Secondary School, Urziceni-Ialomița, Romania
50.	Adrian PETICILĂ	Associate Professor, Ph.D., University of Agronomic Sciences and Veterinary Medicine, Bucharest, Romania
51.	Conona PETRESCU <a href="mailto:conona57@yahoo.com">conona57@yahoo.com</a>	Docteur associé, co-responsable - Chaire UNESCO La culture des droits de l’homme et l’éducation au développement durable dans l’enseignement préscolaire et primaire, Doyen de la Faculté des sciences de l’éducation, Université Chrétienne "Dimitrie Cantemir",

		Roumanie
52.	Agata Mihaela POPESCU	Associate Professor, Ph.D., Manager of International Institute for Human Rights, “Dimitrie Cantemir” Christian University, Bucharest, Romania
53.	Daniela POPESCU	Professor, Ph.D., Expert - National Commission of Romania for UNESCO, Romania
54.	Branislava POPOVIC	High School Vranjaska Banja, Professor, member of UNESCO Club, Belgrade, Serbia
55.	Maria RISTEA	Student, “Dimitrie Cantemir” Christian University, Bucharest, Romania
56.	Andreea Mădălina SAVELI <a href="mailto:saveliandreea@gmail.com">saveliandreea@gmail.com</a>	Lawyer, Bucharest Bar of Attorneys, Romania
57.	Krzysztof SAWICKI <a href="mailto:k.sawicki@uwb.edu.pl">k.sawicki@uwb.edu.pl</a>	Assistant Professor, Ph.D., Faculty of Pedagogy and Psychology, University of Białystok , Poland
58.	Răzvan STAICU <a href="mailto:razvanstaicu24@yahoo.com">razvanstaicu24@yahoo.com</a>	Ph.D. Candidate, University of Bucharest, Romania
59.	Mihaela STANCIU <a href="mailto:mihaelateacher@yahoo.com">mihaelateacher@yahoo.com</a>	Ph.D. Candidate, Faculty of Psychology and Educational Sciences, Bucharest, Romania
60.	Florin STĂNICĂ	Professor, Ph.D., Vice-Rector of University of Agronomic Sciences and Veterinary Medicine, Bucharest, Romania
61.	Mihaela STERIAN <a href="mailto:mihaela.sterian@gmail.com">mihaela.sterian@gmail.com</a>	Associate Professor, Ph.D., “Dimitrie Cantemir” Christian University, Bucharest, Romania

62.	Gabriela STOENE <a href="mailto:gabrielabalanica@yahoo.com">gabrielabalanica@yahoo.com</a>	Teacher, “I.H.Rădulescu” Secondary School, Urziceni- Ialomița, Romania
63.	Mădălina TOMESCU <a href="mailto:madalina.tomescu@gmail.com">madalina.tomescu@gmail.com</a>	Professor, President of European Center for Promoting Nondiscrimination and Equal Opportunities - NEDES 2014+ Romania
64.	Marinella Sabina TURDEAN	Professor Ph.D., Vice-Rector of “Dimitrie Cantemir” Christian University, Bucharest, Romania
65.	Alexandru ȘTEFĂNESCU	Associate Professor, Ph.D., Vice-Rector of “Dimitrie Cantemir” Christian University, Bucharest, Romania
66.	Yulyana URUBLEUSKAYA <a href="mailto:juliashik1@gmail.com">juliashik1@gmail.com</a>	Teacher of English, Brest Gymnasium №1, supervisor of UNESCO club, Belarus
67.	Iuliana VÂRLAN <a href="mailto:iuliana.virlan@gmail.com">iuliana.virlan@gmail.com</a>	Student and Counselor at the International Cooperation Center, ULIM, Chisinau, Republic of Moldova
68.	Valentina ZAHARIA	Professor, Ph.D., Dean of Faculty of Marketing, “Dimitrie Cantemir” Christian University, Bucharest, Romania
69.	Dominika ZAKRZEWSKA- OLEŃDZKA <a href="mailto:dzakrzewska@aps.edu.pl">dzakrzewska@aps.edu.pl</a>	Lecturer, The Maria Grzegorzewska University, Warsaw, Poland
70.	Marian ZAMFIR <a href="mailto:marian_adi_zamfir@yahoo.com">marian_adi_zamfir@yahoo.com</a>	Assistant Professor, Ph.D, Academy of Economic Studies, Bucharest, Romania