EDUCATION BETWEEN CRISIS AND NORMALITY

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ABSTRACT: THE SOCIAL REALITY AND THE EVENTS ON THE WORLD MAP THAT HAVE CHANGED PART OF THE PREVIOUS INTERNATIONAL ARRANGEMENT, REQUIRE SUSTAINED EFFORTS FROM NATIONAL GOVERNMENTS, INTERNATIONAL ORGANIZATIONS, IN THE FIELD OF EDUCATION, IN ORDER TO ENSURE THE QUALITY OF EDUCATION FOR ALL CITIZENS, ACCORDING TO THE REAL NEEDS OF OF THEM AND THE SOCIETIES THEY BELONG TO, AS WELL AS IMPROVING THE QUALITY OF EDUCATION, IN ORDER TO PROMOTE A COMPREHENSIVE TRAINING ON THE MULTIDIMENSIONALITY OF HUMAN RIGHTS.

EDUCATION REMAINS THE BASIC VECTOR OF THE DEVELOPMENT OF THE INDIVIDUAL AND SOCIETY, AND ITS DIVISION WILL CALL INTO QUESTION THE CONGLOMERATE OF SYSTEMATICALLY IMPLEMENTED MEASURES, IN ORDER TO TRAIN AND DEVELOP THE INTELLECTUAL AND/OR PHYSICAL SKILLS OF CHILDREN, YOUTH, PEOPLE OR SOCIETIES.

KEY WORDS: EDUCATION, CRISIS, IDENTITY, VALUES, NORMS.

Education is a huge field, encompassing many specialized subfields such as: educational research, literacy studies, special education, special needs education, language education, adult education, learning and instructional development, early development, preschool education, primary , secondary, high school and university, mathematical studies, etc.

The term education has been used since the "XVth century, (1531)"[2]and has Latin origins. It was used with several meanings, among which we mention "educo - education" which is identified by, to grow (plants or animals), form, feed, train, educate or with the meaning of "educo - education" which is translates as "to lead, to lead, to bring out, to raise". As a rule, when people hear the word education, they mainly think of formal education, forgetting that education is nothing more than a form of humanization of the individual, of man.

In its multifaceted nature, education can be defined in numerous ways, including "all the methods used in this pedagogical activity", "a systematic and conscious influencing of development", "training", "training", "directing", "growing" etc. . however, it cannot be defined in all its complexity, but only analyzed on cycles of realization of the individual's or society's identity.

In the same texture, education can be seen as that "conglomerate of measures implemented systematically, in order to train and develop the intellectual and/or physical skills of children, youth, people or societies."[3]

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2*https://www.merriam-webster.com/dictionary/educatio*

3Hadîrcă Maria, Education and the crisis of values, Didactica Pro "Moral Education", Number 3 (61), Chisinau, 2010

Although education cannot be completely defined in a single phrase, given the multifaceted nature of the concept, we believe that education will be education when man is man and society is society.Today, "we notice that, in addition to the numerous crises (political, economic, social), there is also a crisis of values, caused both by the changes produced in society, but also due to the lack of a truly valuable education, and this leads to the deterioration of the process of formation and development of the human personality"[1].

The lack of value education is also influenced by the selection of the purpose of education, which should be determined by two essential vectors: the values of the individual and the ideology of society. Education must be related to the specifics of society, the environment, but also the implementation of a system adapted to the needs of society in accordance with technological progress.

The process of forming the identity of education in the Carpatho-Danbiano-Pontic space was a very long one according to historical sources and is closely related to cultural identity as it expresses the will of the people to have a unique code of values and beliefs in which each member finds hiThe term identity is a very ambiguous one and tends to move easily in various directions. It has been used in very different contexts and purposes over the last decade.

The use of this vocabulary starts from the 16th century[2], and comes from the Latin "identitat, identitas" which expresses "*the set of data that identifies a person", and*the expression identity crisis was founded in 1950 by the psychologist Erik Erikson and psychologically signifies the inability of the ego to form its own identity.

The word crisis appears as a derivative of the Greek verb "krinein" which means to decide or turning point. In the Greek language "krisis" also means decisive moment.

It is true that I witness a devaluation of education and the very society in which we live, but we have the moral duty to be people among people with all the consequences that arise from this fact. We observe that education, although declared a national priority, has a downward trend and we are witnessing an inversion of the personal, moral and social value scale, which gives rise to conflicts between the values shared by generations.

The current education system struggles between a traditional system based on the values instilled in about half a century of totalitarian era, a system influenced by the burning claw of globalization and the mirage of the education system of the interwar period.

For years we have been educated to accommodate ourselves with the regime, no matter how difficult it was, by whom it was imposed and above all, regardless of the destructive or constructive changes in social reality, continuing the double game with which we have also accommodated in the spirit in which we were educated.

Disinformation and lies have made their home in the new system and flourished with the reinstatement of the old guard in the seats of power; but the educational capital, as well as the social capital, are seriously devalued.

1Hadîrcă Maria, Education and the crisis of values, Didactica Pro "Moral Education", Number 3 (61), Chisinau, 2010

2https://www.merriam-webster.com/dictionary/identity

It is very difficult to reform Romanian education, as long as there are arbitrary interferences from the political side to the depth of the "educational act", and people forget that education begins in the family, continues in the school, in the family and in society, and ends when the person dies[1].

There was a time when Romanian education had a purpose, now things are different! Dropout rate[2] and illiteracy has reached alarming levels[3], arts and crafts schools are on the verge of extinction, the number of students who pass the matriculation exam decreases from year to year, the educational offer of the university environment does not match the job market, the educational units that appeared overnight issue diplomas, maybe only good ones to nail down, poorly professionally trained teaching staff, developing businesses with "school textbooks and related materials", obtaining positions and grades of merit with the support of the politician, the poor quality of the educational act, the lack of jobs, etc. there are just as many problems that have led and are leading Romanian education down.

Perhaps the fundamental "reformation" of the education system resulted as a plan to erase the truth about "national history" and to abandon national cultural and spiritual values.

We need to develop an education centered on values, on respect, on discipline, and above all we need an X-ray of all the valences involved in this system. At the same time, we need to want it, to do it, because in the last 34 years things show us the opposite.

The education crisis is a global one, as stated by the American Philip Combs in his work "The World Education Crisis", published in 1968. We can see that this problem has been placed in the center of attention since the 60s and is primarily due to the gaps produced in the level of educational institutions as a result of the development of science at the global level and the need to adapt to the new.

As we can see, globalization has affected education, technology has far exceeded the stage of Romanian education, a fact that also led to the departure from the fundamental values or their replacement with "new trends" (Valentin's day, Hallowen, etc.).

The identity crisis of Romanian education is sharpened and deepened by the teacher-student conflict, the quality of the didactic training act, the quality of the material base of the educational units, the lack of correlation between the curriculum area, preparation for life and the labor market in Romania, school dropout, illiteracy , arbitrary interference in the educational act, the precariousness of adult education, etc.

Things should not be taken to extremes, as the Romanian education system has also given important names, values of today's Romania - Mircea Malița (mathematician, academician, diplomat - director of the Romanian Library in New York), Rad Prișcu (pedagogue, dam builder - Vidraru Dam), Șefan Augustin Doinaș (poet, essayist, translator, academician, politician), Octavian Paler (writer, journalist, columnist, politician, one of the founders of the Social Dialogue Group), Miloș Cristea (architect), Dumitru Prunariu (cosmonaut), Dimitrie Gusti (sociologist), philologists and literary critics – Eugen Lovinescu, George Călinescu, Iorgu Iordan, Bogdan Petriceicu Hașdeu, great physicists such as Dragomir Hurmuzescu and Horia Hulubei; the Romanian engineering school produced big names -Anghel Saligny, Aurel Beleș, Ion Ionescu Bezeț. Medical sciences produced famous doctors such as

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[1] At least in theory, education should be lifelong.

[2] In 2017, the school dropout rate is 18.5%, occupying the third position in the ranking of EU member states. – data provided by EUROSTAT.

[3] In 2017 - 6% of the Romanian population is illiterate - data provided by EUROSTAT.

Carol Davila, Constantin Parhon, Nicolae Hortolomei, Iuliu Haţieganu; the great reformers of education Spiru Haret (mathematician, astronomer, pedagogue and politician) and doctor Constantin Angelescu (politician, teacher, doctor) etc.

Many young people trained in Romanian schools take the path of the West[1]to develop as a person, as the social conditions in Romania do not facilitate this; but this exceeds the educational act, but has an indirect consequence on everyone, being another problem that must be solved - the indirect beneficiaries of the educational act. Here comes another problem that must be regulated by the legislator, that many of those who access the courses organized by the state universities in Romania benefit from free of charge from the state regarding this aspect, and after they are trained in the state learning units , perform the work in other countries, depriving the Romanian state of the benefits of investing in them. Thus, a regulation would be required for them to lend in favor of the Romanian state, for a limited period of time,

Although there is no direct link with the educational act, we note that the democratic decline indirectly affects the politician's actions regarding the administration of assets from the patrimony of the structures within the Ministry of Education, Research and Youth.

Considering the fact that fewer children are born than in the past, many educational institutions are closing and the buildings in which the educational institutions functioned are left in disrepair; and other real estate[2]that served the educational act have the same fate.

We also mention as examples other problems related to the patrimonial institutions in which the educational act is carried out:
- Amounts of money from local budgets and other funds are spent on renovating and modernizing educational institutions, which are later closed due to insufficient number of children enrolled in that educational institution to form a class;
- Non-registration in the land register of the right of ownership of real estate operating with the purpose of education - educational units, by the territorial administrative authorities, as stipulated by the National Education Law, giving rise to many uncertainties regarding the reconstitution of the right of ownership;
- Physical and verbal violence between teachers and students, on the one hand, and between students on the other hand, has an upward trend;
- Alienation of buildings that belonged to educational units in the interest of natural and legal persons, without complying with the legal provisions[3]; Establishing another destination of the material base of the schools[4]is possible only with the approval of the relevant Minister[5]. If their alienation or change of destination is done without the aforementioned notice, it is a crime, and the documents drawn up are null and void.

It should also be stated that an important role in the implementation of the Educational Framework Plans was played by the County School Inspectorates, where the general directors,

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1See health migrations – doctors, IT graduates.
2Cultural homes, workshops, farms, etc.
3See also the prohibitions provided by the National Education Law; e.g. the construction of bars, restaurants in the premises of educational institutions.
4and other institutions and units of pre-university education.
5Ministry of National Education, Ministry of Education and Research, Ministry of Education, Research, Youth and Sports.

specialized inspectors, directors used and still use the curriculum at the decision of the school in personal interests, in order to obtain material advantages for themselves or for other people, by establishing rules even for substitutes and even for unqualified substitutes. Granting teaching rules to some categories of staff above the legal norm provided by law, or moving teaching and auxiliary staff at will, violating the provisions of the personnel mobility methodology. Political interference in the appointment of teaching staff in management positions within educational units, most often, had negative effects.

The chaotic titularization of teaching staff and the appointment of substitutes who do not have the "calling" for this job, nor the knowledge necessary to achieve an effective education, of the young or old who cross the threshold of educational institutions, is another factor that contributes to the decline of the educational system in Romania .

School textbook policy needs to be changed. The large volume of rules regulating the procurement procedures of school textbooks and the bureaucracy are weak points that prevent the achievement of the quality indicators of the educational act.

We believe that the opening of a publishing house under the direct coordination of the Ministry of National Education would be an effective solution in solving this problem; thus the procedures for public tenders would no longer be organized and carried out, there would be no more appeals, the level of corruption in this sector would be reduced, and there would be a correlation of the information that each student would receive in a context of equality; each actant would know what he has to do, and the textbooks would reach the students' desks on time; the link between the ministry and the publishing house would be much more efficient, and any problems could be solved in a timely manner;

The environment in which we live also has a very important role in the development of the personality of each of us, as a result of the information assimilated, over time and implicitly of the education itself. Thus, the informational gaps begin to be reduced, and at the level of the cortex, different axo-axonic, axo-dendritic or dendro-dendritic connections are made, which determine a certain type of behavior, certain habits or certain reactions to different stimuli, which , in one way or another leave their mark on us as a bio-psycho-social entity.

The concept of bio-psycho-social individuality has major implications in education and the social environment. In education, socio-economic and psychocultural factors must be taken into account, because they are of great importance in realizing the genetic potential of each individual viewed as a bio-psycho-social entity. Thus, the educational methods that are used in the family and at school must be differentiated according to the profile of the individual. The family must provide and ensure the development of the emotional, material, educational and cultural components of the child[1].

Also, the connection between the family and the school must be restored, in order to remedy the deficiencies that can be correlated through the parents: not using the phones during class hours, the latter checking the outfit their children wear to school, without make-up, etc.

In school, the education process must be differentiated according to the skills, qualities and possibilities of young people, in order to optimize the potential of each individual so that each one can offer society the best that he has in him.

[1]Mircea Covic, Dragoș Ștefănescu, Ionel Sandovici, Medical genetics, revised and updated II edition, Polirom Publishing House, Iași, 2011, p. 4;

For the social environment, genetic diversity can constitute a premise for development, harmonization and social progress. In this context, each person should be used in society according to their capabilities and skills, in order to be a valuable person in a certain field.

Institutionalized education begins with preschool education, where children with a minimum age of 3 years can be enrolled, and within the limits of available places even from 2 years old, and continues with primary, secondary, high school, professional, post-high school, university and post - university. All these forms of education have the role of forming values to teach society.

It should not be understood that the school, regardless of its status or level, can turn an apple into a pearl, but sustained efforts, after identifying, in advance, the qualities that make us special, will be able to polish "a diamond", the product of the educational process;

In other words, education must come from all levels and from all directions, admitting without making a mistake, that to be an educated person you have to learn all your life, since society is in a continuous transformation, and yesterday's reality will not be consistent with today's and even less with tomorrow's.

From this story "Education", always in a different form, we lose sight of the fact that education must give values. A way must be found to combine the art of teaching with the science of conveying information and analyzing data, to provide the clearest, most comprehensive and relevant curriculum that is consistent with the real needs of society and the ability of individuals to access a certain level of knowledge. Thus, education must become more flexible and encourage individual initiative and responsibility. Teachers must rekindle and maintain the excitement of the intrinsic discovery of the knowledge process. Top education doesn't just have to be found on campuses; but must reach all children, young people and adults who want to improve themselves,

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