

## **CREATIVE WAYS OF THE TEACHING STAFF IN LANGUAGE DEVELOPMENT OF SCHOOLCHILDREN**

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*Abstract: Teenagers in today's society spend much time alone, parents' struggle for survival entails failure to supervise children, reduced and superficial communication, and almost inexistent time spent together, severity. If we add to this context the consumption of alcohol, quarrels and fights between family members, a poor neighbourhood, the minor's personal and professional trajectory is easy to trace. In such an environment only strength of character rarely wins over negative patterns and group pressures.*

*The desire is lately to adapt institutions to customer needs, of the school to the student, but this adaptation is often misunderstood or put into practice in a questionable manner. One reason is the disparity between the ministry orders and the reality in schools. In schools there are irresponsive, absent young persons, without moral values, focusing on drinking, transient relationships and immediate and effortless gain. What should be our way of adapting and responding to the needs of these young persons and what's the most common response? When facing such children, the teachers remain speechless, resort to exigent rules, fail to listen the students, punish their behaviours, appearance and attitudes without trying to see their substrate, all this further strengthening their feeling that they do not belong in school, that they are "stupid", that they can only rely on themselves.*

*Keywords: teenagers, moral values, behaviour, attitudes*

Introduction

This emotional immaturity is characterized by increased suggestibility due to lack of emotional autonomy, underdeveloped emotional control and hence a reduced awareness of emotional reactivity, lack of empathy, poor development of higher emotions and feelings, especially moral ones.

The psychological features of the delinquent in the opinion of some authors are: emotion-action instability, emotional immaturity, frustration, emotional instability, aggression, emotional indifference, social maladjustment, particular sensitiveness, duplicity in behaviour, egocentrism, inferiority complex, intellectual immaturity. We can add to this emotional conflicts, emotional ambivalence, lack of emotions and altruistic inclinations. Emotional instability suggests fluctuation of emotions, moodiness, high degree of suggestibility, lack of inhibitions, unpredictability in actions. The degree of emotional instability influences the delinquency threshold, for those with a low threshold only some reduced external instigation is required to resort to delinquency.

Emotional immaturity is expressed by mental inflexibility, with the domination of the principle of pleasure, the individual has an inconsistent attitude towards real and important problems and is unrealistic. Emotional immaturity is correlated with exhibiting childish behaviours (tantrums, crying) to satisfy a minor need and low tolerance for frustration. Emotional immaturity associated with intellectual immaturity predisposes the individual to serious antisocial behaviours.

The delinquents' egocentrism is manifested by the fact that they relate all events to themselves, they believe that they are always at the centre of all situations and are unable to see beyond their own desires and interests. Where they cannot be achieved they become jealous, domineering and even despotic. They believe to be always right, do not accept the superiority of others and minimize their flaws and failures.

The inferiority complex is experienced as a state of incapacity, personal failure, for the overcoming of which the delinquent resorts to compensatory, antisocially oriented behaviours. The inferiority complex arises from real or imagined deficiencies which are augmented by contempt and disapproval of others.

Frustration as emotional experience of failure is felt by the delinquent when it's deprived of certain rights, satisfactions, or when obstacles are in the way of its wishes. It appears as a state of crisis, pressure, which undermine, on the spot, the cortical activity, overexciting the

subcortical activity. Emotional disturbances lead to increased vulnerability to frustration; and given that conflicting emotional phenomena are present in 75% of juvenile delinquents in the study of Glueck spouses, we conclude that tolerance to frustration, in case of delinquents, is weak. The cited author refers also to the studies of Rouart, 1954, showing that largely criminal acts of minors are explained by frustration that they have felt since a young age. The accumulation of frustration leads to lower tolerance to frustration, therefore, in tense situations, minors and young persons resort to aggressive reactions that appear as an immediate solution to the problem and result in rapid discharge.

Adolescence is known as the "age of great burst", "the age of juvenile enthusiasm", "the age of social integration", "the age of crisis, anxiety and insecurity," "the age of drama", a stage in which biological, psychological and spiritual changes shape and settle personality. In terms of cognition, this is a stage of formal thinking and abstract reasoning. In terms of emotion, the emotional balance is established, with prevailing strong feelings that influence the entire behaviour, instead of emotional instability and affective contrasts. The need to share affection and to offer affection to others is amplified; inter-gender relationship acquires new dimensions, there is only one step from friendship to love, the feeling of love being reflected in the entire personality of the adolescent and mobilizing its entire personality. In today's society the lack adequate supervision of parents is manifested in most families, resulting in much time spent by the children on their own, in front of the TV. The effects of media on the behaviour are increasingly studied. Children left home alone, unsupervised, watch all kinds of movies and TV shows without parental consent. These movies and TV shows, on a basis of susceptibility to influence and suggestion of adolescent age, can be taken as examples of conflict and problem resolution, by identification with the characters and following their behaviour. However, we cannot say that watching movies with high levels of aggression and aggressive behaviour causes criminality but it rather "feeds" it. Within the group, the teenager is fully accepted as a member, the group becomes thus a shelter - for some, an expression of rebellion - for others, a medium, a way to protest and speak out against the adult symbolized by the school, institution, family. The group discharges its member from individual responsibilities or improves them, giving him a new force.

The pressure of the group can be very high, succeeding in most cases to impose on its members. The main factors which support violence of groups in school are: lack of information or

ignorance of school authorities, the feeling of helplessness or fear shown by school management and teachers, lack of cohesion within the school, delays in implementing measures, simplistic measures, inconsistent control and discipline, misled prevention –focusing on violence and not education, failure to understand the phenomenon of gangs – failure to impose observance of territory. For the society to function it needs a set of rules or laws that can be written or unwritten. The individuals in the society, comply with these rules in varying degrees. The violation of one rule falls within the scope of what we call deviant behaviour also encountered in terminology as anti-social behaviour because it violates social rules. Thus, this incompliance with the social model by resorting to socially unaccepted means to satisfy some moral or material goals, falls under the category of deviance. From the legal point of view, the term of delinquency is defined by criminal-law criteria, being called delinquent the individual who practiced acts that resulted in a conviction by the court of law. The behaviours considered delinquent include offenses such as crimes, if committed by an adult or illegal because of the young age.

From the sociological point of view, delinquency refers to the manifestation of behaviours that are considered to be in opposition to society's norms. Hence the use as parallel term for delinquency of the concept of anti-social behaviour. The distinction between the terms delinquency and juvenile delinquency is provided by the age of the person included in the pattern of such behaviours. Juvenile delinquency refers to anti-social behaviour of young persons up to the age of 18.

Given the increase in crime in recent years, more and more researchers and practitioners are interested in the explanation of deviant behaviour, especially of the criminal behaviour. For a long time the theories on deviance were classified based on the hereditary or mixed nature of deviant behaviour but today most of them recognize that deviance appears as a result of the interaction between biological factors and psychological and social factors. Another classification was made according to the field in which theories have been developed and in this respect there are the biological, psychological, psycho-pedagogical, psycho-social, criminological, sociological, economic theories, and so on.

The purpose of the research consists of the acquisition of skills for an assertive management of situations, for improved relations within the group based on the existence of delinquency risk factors.

The objectives are:

- intensification of experiencing positive emotions and diminishment of negative emotions;
- multiplication of positive social relations within the group;
- identification of prevailing factors for delinquency.

Research hypotheses

-Positive emotions experienced by children in delinquency risk situations are intensified following intervention and negative emotions are diminished.

- Intervention mitigates aspects such as negative social relationships and behaviours characterized by anxiety and aggressiveness in the studied group.

- Intervention influences the validation frequency of delinquency risk factors.

There are 27 subjects of the intervention. The age range is between 17 to 18 years, of which 19 subjects are aged 17 years, all boys. The relationships in the classroom were characterised from outside the group, by the teachers, they saw the class as one where students do not communicate with one another, do not cooperate, ignoring each other, most of them being individualists. The group is the main reference at the age of adolescence, but groups are conditioned not only by physical spatial closeness of individuals but also by similar experiences, by the existence of affinities, shared interests. But all this is revealed only through interaction and hence communication.

Social structures, including school, have the leading role in determining a certain behavioural career. The specific pre-delinquency values and skills are acquired in a specific environment that would allow the fulfilment of a certain role and supporting its maintenance after it is learned. Keeping this role in time makes the individual to become gradually from a simple teenager, a pre-delinquent and then, a real delinquent who can adapt to all requests.

The data indicates that the proposed intervention program impacts the emotional experiences of subjects. Positive emotions like happiness, vivacity, energy, dynamism, optimism intensify as a result of the intervention. We can talk about some connection between intense experience of positive emotions and decrease of tense relations in the group, good disposition facilitating good communication and positive relations between individuals.

The delinquency risk factors are numerous and relate both to the internal environment of the subject and to the external one. Hence the complexity and difficulty of finding "weapons"

and suitable alternatives. Among them, we can mention: the level of intelligence, type of personality, family environment, close social environment, group of friends, school, economic level, politics. Rebellion against adults is "normal" in adolescence, hence the difficulty of transmitting information from the adult to the teenager and finding a more efficient method of communication.

Unfortunately, juvenile delinquency continues to be topical and therefore the continuous study of this issue is relevant. The investigation of the factors associated with this phenomenon is an important step in terms of theory and practice, and in terms of prevention and intervention. A future approach of this issue might consider finding behaviour alternatives in dealing with such factors.

### Conclusions

This research is an action for an extremely important and unfortunately common issue, namely: attitudinal and behavioural deviations of adolescents leading to pre-delinquency and delinquency. The phenomenon of pre-delinquency has multiple causes and multiple implications and expressions, among them being also the school environment. All this comes to emphasize the importance of research in this field and the need in our society and community for intervention programs adapted to the needs of students and young people coming from risky environments. There have been reported difficulties in motivating subjects to be open to activities, their reluctance to new and to sharing their thoughts and emotions. These difficulties can be somehow explained by the fact that all subjects are teenage boys. And although the novelty of activities had an inhibitory role, it also ensured the success of the action and the presence of subjects within the action.

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