

Violence in Media-culture and the Deviant Behavior in Teenagers

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The problem of juvenile deviance and delinquency is not just a very complex one, but also of interest for the recent scientific research, also considering the fact that in Romania, the phenomenon of pre-delinquency and that of criminality is continuously spreading. We are aware not only of the fact that the psycho-sociological research in this area has value and also a past, but we know that the phenomena we are studying is, at the same time, uncomfortable for the social space, but also a challenge for knowledge. In addition, let us not forget the significance of the fact that the cruel reality of juvenile delinquency is often put in front of either a decreased institutional capacity of finding efficient ways of stopping the spreading tendencies of the criminality phenomenon, or of the answer – often inadequate and just aggressive – that the adults of the social environment, in general, give when meeting with the phenomenon of norm's transgression by the teenager. It is frequently forgotten that every human being has attitudes, behaviors, phantasms and desires that are not completely rational and reasonable. Any human being fights against a part of itself and no one can reach self-control on their own. Therefore, every research in this direction should be... both “scientific” and “participative” in the “reality” of possibilities of understanding and resolution. This way, not only a more gradual understanding of the phenomena, of the and deviant acts is ensured, etc., but also the possibility that, at least some of these acts that produce disorder (on so many levels) can be “corrected”.

The researches in *Age's psychology* repeatedly underline the fact that adolescence represents a “*stage of emotional and intellectual restructuring of personality*”, a period of life in which intensive changes happen, marked by the conflict between the need of self-centering and the need of social integration. This stage seems to raise the biggest difficulties in the educational process, due to the frequency of physiological disturbances, emotional unbalances, character deviances, conduct disorders, which always accompany the maturing process. Thus, the specialty literature speaks of a real adolescence “crisis”, that consists of multiple internal and external conflicts (also known as “development conflicts”), impulsive acts or deviant conducts, expressed through hostility towards parents, resentment against educational restraints, rejection

of cultural models and moral norms, proposed by the adult, and assertion of disputed conduct models. Specialists in this field consider that adolescence is not only a period of biological growth, but also a phase of socio-cultural acquisitions, throughout which the conflicts not only have a negative significance, because they involve the young person in being aware of the moral limits of his or her freedom and in maintaining an adequate relationship with the environment. The variations observed during the of teenager personality development process prove that the crisis periods, that are characteristic for this age, are relative, and depend on a series of factors – in relation to familial and social conditions which determine its personality. As Sorin Rădulescu states in *Sociology of deviance*, “when such a crisis occurs and it manifests itself through violent and spectacular episodes, it can apparently be generated by the ambiguity of the adolescence status itself. The identity of being a child is denied to the teenager, but neither the ability of fulfilling the roles of an adult is recognized. On the other hand, modern society is poor in rituals and ceremonies of initiation, which in traditional societies were meant to establish the status of a young person, its entrance in the social life of the adults, without being guided by heteronomous exigencies”¹. As a result, the recognition of personal identity for the young ones is hardly explicit, and the extension of the educational period, as long as the hesitation of parents in providing them a special status, defrauds them of the social role which they aspire to exert already in their social life and make them independent of the adult from that moment on. “From this arise a series of conflicts, feelings of solitude, rebellion, egocentric tendencies and even a certain fluctuation of the teenager’s personality at the limit between ‘normal’ and ‘pathological’. There are some authors that talk about a real ‘normal pathology’ of adolescence, represented by multiple emotional, character and cognitive disorders, originality crisis and marginal behaviors, that can easily be mistaken for extreme pathological states.”²

As far as the content of the deviance concept is concerned, we state that it involves the reunion of three elements: the existence of a norm, a transgression behavior of this norm and a **penalty** process of this transgression. Seen from the perspective of these elements, the deviance can be subject to interdisciplinary research, in which the studies of social psychology, sociology, cultural anthropology, psychopathology and law become complementary. Then, such a perspective does not reduce deviance only to behaviors that involve breaking the law, or to those that fall under the incidence of psychopathology, this actually representing, a polysemantic concept, an argument in this sense being the semantic sliding that the concept of deviance implied in its research history. As far as adolescence is concerned, firstly we should take into consideration the difficulties that can arise in the socializing of young people, in their relationship with their family, school or with the “reference groups” (for example, friends), difficulties that actually make the transgression of norms easier for the teenager. Regarding the problem of norm transgression, researchers turn to the concept of “juvenile pre-delinquency”, treated as a kind of symptomatic clue of an eventual “delinquent career”. The following can be considered pre-delinquency manifestations: language aggressiveness, nonconformity

in outfit, indiscipline, running away from home, physical violence of a certain degree: all these are conducts that violate cohesion and moral cohabitation, but they do not represent, simultaneously and at all times, penal acts.

Our study of diagnosis concerning the psychical characteristics of minor subjects, and especially teenagers in our investigation, has focused also on the *juvenile delinquency* as a reality with manifestations and characteristics surprising even for Romania, being interested also in the tendencies this phenomenon involves, as well as the solution that become necessary in this context. The statistical analysis that underline the magnitude of this phenomenon and its progress in the last 10 years mainly show the following: 85% of the minors that commit crimes are between 14 and 18 years old; the growing evolution of the number of minors with no activity, that have abandoned school, or are not schooled at all who commit crimes; the pre-eminence of thefts in relation to other kinds of crimes; the amplification of the cases in which minors use violence, even cruelty; the growth in the numbers of robberies committed by minors; the majority of minors that commit crimes comes from an urban environment, etc. As *tendencies* of the deviant phenomenon in Romania, we recall: proliferation of extreme and extravagant behaviors; the higher involvement of minors in acts of violence in the family; *the growth of violence degree under mass-media influence*; the emphasis and the multiplication of ways in which drugs can be consumed; the growth in numbers of consumers of psychedelic substances and the broadening of placement areas; the – growing – exploitation of minors through prostitution networks.

As the title of this study indicates, what mainly concerned us in this research was the growth of juvenile delinquency degree under the influence of mass culture and especially the influence of movies with commercial and violent character on teenager's behavior.

We can state today without being mistaken, that mass-media greatly influences attitudes, behaviors, moral standards and presence in the social environment etc. It is obvious that, starting with the second half of the 20th century, modern techniques of information and communication have become very diverse. At the same time with the diversification and perfecting of modern ways of transmitting messages, the oral communication receives a strong mass character, meaning that the same message, from the same source (that has become a social, usually institutional, factor) is broadcasted simultaneously to a vast audience, through movies, radio, television, disks or magnetic tape, etc. Given the extraordinary multiplication of channels used for transmitting information, it can be said that nowadays mass communication has reached *globalization*, decreasing not only geographical distances between people, but also historical ones, contributing in a way to the *homogenization* of human civilization. All these have led to more and more discussions about humankind's passing to a new stage of culture, namely in the stage of *oral-visual culture* or *audio-visual* (Marconi era), to which the electronic means of mass communication are the specific means.

The 20th century has put in a new light the mythical structures of images and behaviors that were forced on collectivities via what is called MASS-MEDIA. Like Valentin Perciun (in *Theory and practice of audio-visual*, 2004), who we follow in these pages says, this phenomenon has constantly asserted itself, especially in the United States. Characters from *Comic Strips* (cartoon series – that are accompanied by short legends and dialogues – which tell humoristic or sensational adventures, initially published in the American magazines) depict the modern version of mythological or folkloric heroes. They embody so much the ideal of a great part of society, that the possible touch-ups brought to their behaviors or even more, their deaths, generate real crisis among readers; they react with violence and they protest, sending thousands of telegrams to the authors of *Comic Strips* and to newspaper directors. Just like that, a fantastic character, “superman”, satisfies the secret nostalgias of the modern man who knowing himself decayed and limited, dreams to reveal himself one day as an “extraordinary character”, as a “hero”. On the other hand, through an unconscious process of design and identification, the reader participates in the mystery and the drama, has the feeling of being personally involved in a paradigmatic action, meaning dangerous and “heroic”. It has also been proved that creating mythical personalities through MASS-MEDIA leads to their transformation in exemplary images. Also, discovered mythical behaviors could be in the obsession of “success”, so characteristic to modern society, and which translates the obscure desire of transcending the limits of human condition, and also in the “suburban” exodus, in which we could decipher the nostalgia of the “primordial perfection”. Also, let’s think about what an actor is nowadays – a star for his audience. The star represents a symbolic image of the audience that sees in him either an expression of their ideals, goals, or an expression of their real social, psychic and philosophical experience.

Often, not just the actor, but the movie itself produces unimaginable effects. For example, let’s think about what Douglass Kellner (2001) names the “Rambo Effect – Rambomania”. For the American teenagers, *Rambo* has become very fast synonymous with “tough”, “virile”, “patriot”, many of them feeling the need of imitating the famous character. As Kellner recalls in the news, it is said that: *“the population of a select neighborhood from Rochester have complained about vandalism acts of some teenagers, Rambo’s Raiders, a group of teenagers, admirers of the movie character, portrayed by Stallone, the freedom fighter. Advertisements have been torn, little trees have been destroyed and the teenagers have opened the water hoses turning them towards houses. All these have happened in the last few weeks in the Monroe County of Penfield. The sheriffs have mentioned that responsible for all these acts could be a group of teenagers from the neighborhood masked as Rambo. There have been two Rambo clones of Stallone in the last week; they were dressed in military camouflage clothes, shredded shirts and had their faced painted. We can understand why they dress in military uniforms and carry with them knives, said Joane Cortese, one of the people whose houses were the target of the vandalism attacks. They feel like the members of Rambo’s group. They feel that if Rambo can do this, then they can do it too’ ”* (United Press

International, 17 august 1985).³ Other reports have brought to light other contraventions, including murders that were, as it was said, inspired by the movie *Rambo*. The *Los Angeles Times* newspaper mentioned that a murderer used a Rambo type knife and it is believed that the suspect was inspired by the movie (August 16th 1985). And the list goes on: *Rambo* has firmly made its place in the United States folklore and the “Rambo effect” continued to produce violence.

Let's also recall the movie *Slacker* that allows a criticism on the way in which the media culture infuses to saturation the today's youth culture and offers starting material from which the young can extract meaning, identities and connections. In a way, the movie represents a “postmodern” vision of the hard condition of young people in modern society. *“Young people abandon themselves to the moment and apparently they live a fragmented life, passing from one activity to another, most of the times accidentally. None of them seem to make plans or projects on long term basis and all seem to only live the present moment, sliding through life like through a nobody's dream. As the movie's characters pass from one scene to another, new characters appear and others disappear, a certain 'slacker' spirit of the community takes shape, in which all these drifter teenagers feel tied to one another, even though temporarily or superficially. But this community is based on nomad roaming, on accidental bonds, on a senseless back-and-forth and on a vision of life seen as a series of separate moments of euphoric intensity, marked by periods of platitude and senselessness.”*⁴

Starting from these examples and arguments, we put together a research having its *general objective* the outlining of the way in which the tested lots react to watching movies with violent scenes. Within the *specific objectives* we focused on: highlighting the psychical characteristics of the under-age subjects of our investigation; making a comparison between the studied groups of boys and girls, based on the psychical characteristics resulted after the applied tests; highlighting the manner in which the subjects react, after seeing a movie with violent scenes; developing a formative activity, through creative group activities, with part of the subjects from prison.

The investigation's lot was formed by 62 minor boys, delinquents, prisoners of the Maximum Security Prison of Timișoara and the Reeducation Center for Minors from Buziaș. Along with them, other 84 boys have been tested and 8th grade girls from two middle schools in Timișoara, and 10th grade 118 boys and girls, from three high schools in Timișoara. A number of 12 tests have been performed: Freiburg Inventory of Personality (FIP), Questionnaire of emphasized personalities of Karl Leonard (EP); Frustration Test of Rosenzweig; Progressive Matrix of Raven; Emotional Intelligence Scale; Questionnaire of self-respect; Distributive Attention Test – Prague; Aggression Test; Hostility questionnaire; Interests questionnaire; Scale of Anxiety Evaluation “WAIT”; Evaluation scale of depression “Beck”. The statistical technique used in processing data was the ANCOVA technique, an extension of the ANOVA techniques.

The research activity took place in *three stages*: *the first stage* was a diagnosis one, that meant applying all 12 tests to all of the 264 subjects of the investigation; *the second stage*, the deep experimental one, meant that all the subjects watched a movie with violent scenes and after that the immediate testing with the Buss & Perry aggression test and the Rosenzweig frustration test were performed; *the third stage* involved the achieving and highlighting of the positive effects on a delinquent of deviant behavior, of a creative group activity, alongside with part of the subjects.

We enunciated **five hypotheses** which we propose for validation, appealing to laborious statistical work. *The first hypothesis*: the watching of a movie with many aggressive scenes determines a significant growth of aggression, both to non-delinquent teenagers, and to delinquent ones. This hypothesis has not been verified for the whole studied lot of boys. After viewing the movie, the subjects from group I (boys from the Reeducation Center and from Prison) have a grown level of aggression, with no exception. This is an obvious evidence of the movie's contribution to the growth of the aggression level, that finds fertile land especially in the people with behavioral deviations and for whom aggression has become almost a way of life. It is the only group in which the aggression growth occurs on all subjects.

On the group of 8th grade boys, some sort of effect has been seen, paradoxical at a first glance: aggressiveness decreases in all subjects, after watching the film. A reason could be the fact that the aggressive processes are part of the age's dominants anyway, and when they are augmented by outside interventions, defense mechanisms are initiated and aggressiveness is decreased. Another plausible reason is that these young people have envisioned on the movie characters their own aggressiveness, a phenomenon of catharsis (venting the aggressive phenomena) appearing.

On the group of 10th graders an interesting phenomenon appears. On the one hand, their physical aggressiveness decreases, but on the other hand, the other components of aggressiveness, especially the hostility degree, increase. The involvement of 16 years old pupils in our study, wishes to contribute to observing in what manner mass-media influences them later on. The fact that the physical aggressiveness decreases and the other forms of aggressiveness increase shows us that education, age, different issues that arise at 16 years of age (first love) mark a personality. It appears a certain dose of dissimulation that leads to situations in which aggressiveness can no longer relieve in its brutal, unfinished, mainly physical manner, but more veiled states are preferred.

Thus, watching movies with violent scenes leads to a growth in aggressiveness on the majority of the studied subjects, with the exception of the 8th graders, where evolution is reversed.

The second hypothesis presumed that after watching the movies with many violent scenes, the tolerance to frustration decreases statistically significantly, both in delinquent teenagers and in non-delinquent teenagers. For this hypothesis two parameters were discussed: *the index of group conformity* and *total tendencies*. This hypothesis has not been verified for neither of the

parameters brought into discussion. Even more, in the case of the *total tendency* parameter, for the model I, from the group of boys, a significant decrease can be observed, which means that watching the movies not only decreased the tolerance to frustration, but induced an increase through the effect of catharsis. We expected the aggressiveness to be determined by a decrease of tolerance to frustration, but our experimental results have not confirmed this. Other studies and further research that will follow will certify or not our results.

The third hypothesis launches, for validation, the supposition that tolerance to frustration of delinquent teenagers is small, statistically significant, in contrast to that of the non-delinquent teenagers. In order to verify this hypothesis, two parameters were analyzed: *the index of group conformity* and *total tendencies*. This hypothesis has been verified in the case of delinquent boys versus 10th grade boys. Also, this hypothesis was validated only partially for the group of delinquent boys, compared to the groups of 8th grade boys (only for the GCR parameter, meaning the index of group conformity).

The next hypothesis, *the fourth*, proposed to research if there are statistically significant differences between the aggressiveness of male delinquent teenagers and non-delinquent teenagers. After the centralization of the results, we observed that this hypothesis was only partially verified. Thus, there are no significant differences between the group of delinquent boys and those of the 8th graders. At a first glance, the fact that the 8th graders have a behavior that resembles that of those in the Prison or Center for Minors can vex us. On an in-depth analysis, things are explainable, if we think that puberty, by its own structural configuration is an agitated age with many asymmetries and discordances of all kinds. It is important that all these subjects (the questioned ones, from the 8th grade) didn't take the delinquent path and didn't commit antisocial acts. When comparing the group of delinquent boys with the 10th graders, there are significant differences as far as the physical aggressiveness, anger (in case of one model), hostility (a model) and general aggressiveness (a model) are concerned. We observed that delinquents are on top of the hierarchy, as far as the physical and general aggressiveness is concerned. The subjects of the 10th grade are more furious and hostile than the delinquents. This result is explainable by the fact that education was more effective for those already in the 10th grade and the boys no longer express themselves aggressively in physical aspects, but embrace more veiled forms, like anger and hostility.

Even if it can be linked to the forth hypothesis, the comparison of the groups of 8th grade boys versus 10th grade boys give us supplementary information. Thus, the 8th graders have the physical aggressiveness and the general one, placed on a higher index than the consistent one in relation to the 10th graders. Also, the 10th graders are more hostile and more furious than the 8th graders. The causes must be searched the following: as a passing is made from puberty to adolescence, the asperities and bursts calm down, and the individual gradually gains a supplementary capacity to censor his behavior.

The last hypothesis presumes that there are statistically significant differences between the aggressiveness of male non-delinquent teenagers, compared to female non-delinquents of

the same age. For the 8th graders, this hypothesis has been only partially verified, in the case of physical aggressiveness (model I and II) and in the case of general aggressiveness (model III). In all cases, the boys have proved to be more aggressive than the girls. For the 10th graders, the fifth hypothesis has been also partially verified, in the case of general aggressiveness (model I) and in the case of hostility (model I).

These results help us conclude that the physical aggressiveness is present more in teenage boys, compared to girls, and in addition, this characteristic is diluted with age. This state of things is determined not only by the breaks induced by education, but the individual's maturing process itself, which induces an exceeding caution and care in handling the relationships that they have with the others and the generated effects. The fact that as far as the verbal aggressiveness and anger are concerned, there are no significant differences between the groups of boys and girls, shows us that some differences between sexes have decreased, also because of the emancipation of the feminine representatives. Unfortunately, we cannot make comparisons with other studies of the same type, to see if there are significant changes in time. It is certain that the legal provisions of equality of rights of the two sexes have produced collateral effects like the "feminization" of men and "masculinization" of women. Of course, the future will prove how far things will evolve.

As we said at the beginning, we designed things in such way as to complete our investigation with possible intervention activities, which involve important reeducation possibilities for the behavior of juvenile delinquents. We insisted on the so called **activity of a creative group**. In our process of research, we formed two "creative groups", one at the Reeducation Center for Minors in Buzias with 11 subjects and a second one at the Maximum Security Prison Timisoara, also with 11 subjects. All the subjects were minors, with ages between 16 and 18. As their level of education, we indicate that the members of the respective groups could read and write, having studied at least the 5th years in school setting. The activity took place once a week, during a period of 4 months (for details, see Mugurel Gabriel Dragomir, *Juvenile deviance and delinquency under the influence of mass-media*).⁵ From the 16 programs of our meetings we could observe (in spite of the difficulties that we encountered) some of the benefits of the *creative group*, especially from the perspective of the challenging environment that it induces, freeing unsuspected resources, blurring the erosions of self-image and, through all of this, generating a great measure of the way towards a new existential sense.

From this experience, some **suggestions** can be made, which can form a precious guide for similar future initiatives. We mention from the beginning, that the leader has to have a lot of patience, inspiration, flexibility, and perseverance, because the initiation of an activity of a *creative group* for the benefit of the minor delinquents is full of numerous obstacles, traps and flaws. But if you manage to overcome the difficult moments and to persevere, the final satisfaction will be rewarding. Also, as an effect of the experience with the two groups, we consider as necessary the following recommendations – for anyone who desires to get involved in organizing a *creative group* for juvenile delinquents:

- the group must not exceed a maximum of 6 members;
- the suggestion is that the *creative group* meeting should be associated with other instructive activities and should not last more than 1 hour;
- the suggestion is to respect a frequency of two meetings per week;
- the methodological aspect is that not all the specific methods of a standard *creative group* can be used in the case of minor delinquents. To be more precise, there is the problem of varying the instruments used, with proof that would better match their psychological and behavioral profile, but also their current existential condition. As a result, the focus must be moved towards practical techniques, in other words with an explicitly utilitarian character, that can imply problematic situations or not. Techniques that require motion must be added to all of these. Finally, reading of meaningful and formative texts – under a moral aspect – are especially recommended;
- the presence of a permanent employee of the Center for reeducation at each meeting of the *creative group* will temper the animosities, ensuring a better involvement of the participants;
- the use of incentives like candy, cookies by the leader, especially in the first meetings.

In conclusion, at the end of this paper, we would like to make a statement from an observing perspective. Because the solid and balanced structure of human personality various, especially in the way in which the challenges of adolescence are managed, it is a real need for them to be filtered, understood, and rationalized along with all the bad influences that can affect a person, in the ontogenetic stage. Among these influences, the violence in the mass-media is a major damaging factor, reason for the authorized institutions to rationally and gradually step in to control this source of psychical pollution. By generating arguments gathered by a lengthy field investigation, what we tried to prove through this study, the manner in which the watching of a movie, even though done in small and gradual doses, but full of violent scenes, influences various categories of teenagers. The important idea is that, since even such rare cinematographic productions induces a series of dangerous psychological and behavioral consequences in the life of teenagers, we can configure the magnitude of the impact that the inflation of aggressiveness in the mass-media induces on any person, regardless of age, and especially on a child or teenager.

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² *Ibidem*, p.15.

³ KELLNER, D. *Cultura media*. Iași: Institutul European, 2001, p. 90.

⁴ *Ibidem*, p. 172.

⁵ DRAGOMIR, M.G. *Juvenile deviance and delinquency under the influence of mass-media*. București: Eurobit, 2009, p 479-508.

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Mugurel Gabriel DRAGOMIR – **Violența din cultura-media și comportamentul deviant la vârsta adolescenței**

În cele ce urmează, încercăm să prezentăm câteva din datele unei investigații cu caracter evaluator, realizată în perioada 2005-2007, în legătură cu influența mass-media asupra comportamentului la vârsta adolescenței, insistând pe un studiul de caz realizat cu privire la felul în care grupuri diferite de adolescenți reacționează la vizionarea unui film cu scene violente. Ceea ce ne-a interesat pe noi, cu precădere, în această cercetare, a fost creșterea gradului de devianță juvenilă sub influența culturii-media și, în mod special, influența filmelor cu caracter comercial și violent asupra comportamentului adolescentului.

Cuvinte-cheie: *cultură media, adolescenți, devianță juvenilă, dificultăți ale procesului educativ, activități de grup creativ*

Liliana DACHE – **Educația tehnologică în societatea cunoașterii**

Educația tehnologică este o componentă a culturii generale, aceasta contribuind la deschiderea orizontului elevilor pentru cunoaștere și pentru stimularea creativității, la integrarea acestora în spațiul social, economic și cultural al societății. Prin conținutul său, Educația tehnologică implică elevul în descoperirea mediului în care trăiește, îi oferă cunoștințe privind lumea materială și spirituală, îl inițiază în confecționarea unor lucrări simple, utile, necesare, rezultat al imaginației și al gândirii lui creatoare. Lucrarea tratează importanța educației și formării profesionale în societatea cunoașterii, dezvoltând relația dintre economia bazată pe cunoștințe și societatea cunoașterii. Investiția în educație se dovedește cea mai profitabilă cale pentru asigurarea unei forțe de muncă calificate și cu posibilități de reconversie profesională. Educația tehnologică este prezentată ca o disciplină care se găsește în toate școlile din țările europene, ea fiind nevoită să țină pasul cu dezvoltarea tehnicii și cu noile tehnologii specifice societății cunoașterii. În acest sens, lucrarea aduce în atenție scopul și obiectivele generale ale Educației tehnologice impuse de societatea cunoașterii.

Cuvinte-cheie: *societatea cunoașterii, educație, tehnologie*

Ion DUMITRU – **Educația dincolo de cunoaștere**

Lucrarea prezintă câteva idei, reflecții și probleme referitoare la educație și relația acesteia cu știința, într-o societate bazată pe cunoaștere, căutând posibile răspunsuri la întrebări precum: (1) Este posibilă educația fără cunoaștere (cunoaștere științifică)? Sau viceversa? Accesul la cunoașterea autentică poate fi posibil în afara școlii?; (2) Care este locul și rolul educației și al cunoașterii în societatea contemporană?; (3) Cum poate școala, în calitate de instituție fundamentală de educație, ce produce și transmite informație, să fie mai atractivă?; (4) Ce ar trebui să ofere educația (prin școală), dincolo de transmiterea și asimilarea de cunoștințe?

Cuvinte-cheie: *educație interactivă, cogniție, instruire*

Mugurel Gabriel DRAGOMIR – **Violence in Media-Culture and the Deviant Behaviour in Teenagers**

In the following, we try to present some of an evaluative investigation's data, made between 2005 and 2007, regarding the influence of mass-media on the behavior of teenagers, insisting on the case study that observed the way in which different teenagers' groups reacted at seeing a movie with violent scenes. What mainly concerned us, in this research, was the increase of the level of juvenile deviance under the influence of media-culture and, especially, the influence of commercial and violent movies on the teenagers' behavior.

Keywords: *media-culture, teenagers, juvenile deviance, difficulties of educational process, group creative activities*

Liliana DACHE – **Technological Education in the Knowledge Society**

Technological education is part of the general culture of the students helping to open horizon for knowledge and to stimulate creativity, to their integration in the social, economic and cultural society. Through its content, technological Education involves the student in discovering the environment in which he lives, it provides knowledge about the material world and spiritual, it initiates the production of simple, useful, necessary, a result of imagination and of his creative thinking. The paper deals with the importance of education and vocational training in the knowledge society by developing the relationship between knowledge-based economy and knowledge society. Investing in education is the most profitable way for ensuring qualified work force and retraining. Technological education is presented as a discipline that is found in all schools in European countries, being forced to keep pace with developing technology and new technologies specific to the knowledge society. In this sense, the work brings into focus the scope and general objectives of the technological Education of the knowledge society.

Keywords: *knowledge society, education, technology*

Ion DUMITRU – **Education Beyond Knowledge**

This paper presents a few ideas, reflections and interrogations regarding education and its relationship with science, in a knowledge-based society, seeking possible answers to questions such as: (1) Is education possible without cognition (scientific knowledge)? Or vice versa? The access to authentic knowledge can be achieved from outside the school? (2) What is the place and role of education and cognition in the contemporary society? (3) How can the school, as a fundamental institution of education, production and knowledge transmitter, be more attractive? (4) What should education (through school) offer beyond the release and assimilation of knowledge?

Keywords: *education, cognition, training*

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