

HABITAT RECONSTRUCTION FROM THE VILLAGES OF APUSENI MOUNTAINS IN ROMANIA

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Abstract— The concept of rural location or rural habitat supposes the presence and interrelationship of social and territorial components, which define the rural system or complex. A central part of my research, in the area of rural geography, being owned by the role and the place held by the rural households in the entirety of socio-economic activities in the saddle of the Apuseni Mountains. In addition, my research was also motivate by the manner in which the rural households established and still establishes in the present, as a basic core of rural development phenomena.

Keywords: rural habitat, sustainable development, village, peasant household.

I. INTRODUCTION

The study of depressions areas from the Apuseni Mountains is a personal passion and scientific concern. This particular area of the Apuseni Mountains has fascinated me since childhood, with its rural households and all socio-economic activities specific to depressions in the Apuseni Mountains.

The rural household it has development core of the so-called "rural phenomenon. In my turn, I have roots in a village and I think without exaggeration that the village is marked valences of progress in all areas of everyday life.

I will stop on the types of rural households from this area, I will try to highlight trends in sustainable development, the most popular and valuable part of the Romanian village "peasant household"![3].

II. MATERIALS AND METHODS

A. Overview of the rural domain from Apuseni Mountains

The concept of rural settlement requires the presence and interaction of social and territorial components, defining complex areas respectively. The fundamental components of the areas are the village, the estate population.

The contemporary science defines the nature as a succession of inter-conditioned systems, it appears as a based hierarchy on complexity of the organization and functioning, factors that influence its dynamics. The geographical concept of rural settlement cannot be considered only in relation to all environmental elements.

The village is the basic of life. It is the geographical landscape of Romanian human continuity, as old as the

organization and housing of the Carpatho-Danubian-Ponto space. The village is located in space and time which blends harmoniously side very social, natural, economic and technical. [4].

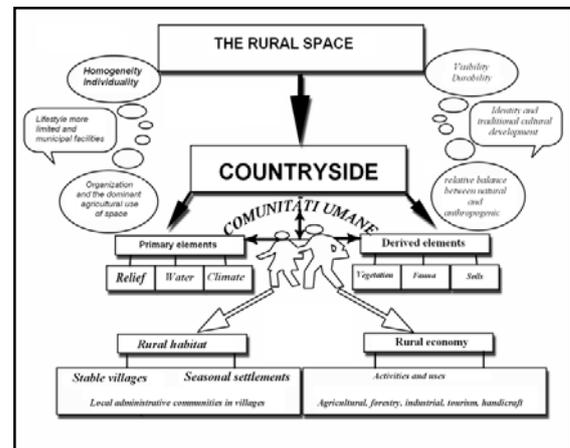


Figure 1. Hierarchy, organization, functionality and features of the space and countryside.

At the core of any rural settlements, specific to the Apuseni mountain area to, it was found always all the benefits they provide and the certain allowance and most efficient use by humans.

The relationship with the natural environment, human settlements are in close contact with the environment, forming what we call frame or position of a settlement. That position on certain channels of communication or the natural environment as a whole.

Such sociological influences are also very important, especially economic. Includes: agricultural production, trade, traffic, livestock, industry ... etc... Also in this category is social organization in different historical periods, cultural and religious influences.

We can say that the village is an ancient form of organization, which by its functions: agricultural, pastoral, craft, has kept most authentic characteristics of material and spiritual culture of our people.

Romanian village especially in mountainous areas is an element of continuity; it remains well organized as a rural entity, being the most widespread habitat in the Carpathians, the most characteristic element of the humanized landscape.

The Transylvanian Depressions, Apuseni Mountains represent a particular geographical area in which rural is an overwhelming weight; it is the defining element in those areas. They adopted a very specific modeling areas classified into the mountains, so the element type as observed in its functioning.

The specific habitat of mountains has some specific features of general relief, generally fragmented and varied on one side and the presence of large platforms of erosion, bystander's valley pastures ridge, on the other hand.

He has two forms of organization of living space: permanent and seasonal settlements. Specificity than the rest of the Romanian of Carpathians is that has a number of special features which give the mountain habitat of Western originality and specificity.

Apuseni Mountains is best populating of all the Romanian Carpathians. The large number of settlements in the area due to their accessibility and that is surrounded by big depressions, with great possibilities of farming, crop cultivation and the top is characterized by high erosion platforms that offer extensive lawns, some of them converted into agricultural land. These defining features were gradually emerged throughout history. [1]

Scattered villages on the heights, households are grouped in groves, inhabited in the past and sometimes even today, the families of the same nation. Groves is a unit in which distances are measured not from house to house but from household to household, and household unit includes a land ruled by a mountain family.

Regarding the history of the Apuseni Mountains village this grafted on a hearth of Dacian settlement in most cases have occurred over the past for social change, then how to use natural resources differently in different historical stages. Whatever the difficulties, the Apuseni Mountains village played a significant role in growing their own spiritual background provided, which remained above ages customs and rules of life, so-called "habits of the land." [5]

However over the years have occurred spatial shifts in these areas. The extent of a large area of land so made difficult land, small fields or fields often gritty subject torrential, did not give good fruit. This area is specifically to potatoes, oats or barley, fine, but all involve difficult working conditions and little harvest. Orchards were also restricted, and gardeners do not cover consumption needs in the area.

The post-war years, particularly those of the socialist system have not essentially radical improvement of the area. Anomalous process of systematization of villages, contrary to what he wanted to be, tending to a Romanian village for patterns of some settlements generally faced with an exodus of population to industries, leaving the villages (especially the young people), aging population and villages, ... etc..

The period after 1989 marked a new period in rural development. Extensive programs like conversion of labor, agro-tourism development and upgrading utilities will be

discussed in Parliament in our country like international programs. We hope that soon the so-called "Tara Motilor" will be capitalized in all respects to its fair value.

B. Rural household in the late 1999, early 2009

Rural home areas (situated at high altitudinal) have a total record of 103,000 living rooms, a rural prominence by 69% the number of dwellings and 67.4% in the number of living rooms.

Total area of permanently living rooms amounts rise to 95.3% and 4.7% remained unfilled. Most homes have been unoccupied in cities Cimpeni (14.5%) and Zlatna (8.3%) and municipalities Ciobulești Șoharu and Gura Ciobulesti (approximately 9.3 to 8.1%).

Most of the homes were constructed during the years 1961-1985, 45.4% respectively. During the period 1986-1992 their share has fallen considerably, building is only 0.8%.

The difference between urban and rural mountains area is that buildings are in rural areas declined from those in urban areas. This phenomenon is explained in conjunction with economic development especially in industrial areas.

Regarding these housing facilities in rural areas shows that this area in the Apuseni Mountains is under of "European standards"! [2]

Although the present note an increase in living rooms the past about 15%, upgrading their latent is only 15% (double-glazing, thermal insulation materials, are becoming more common usefulness of bath, the toilets from outside moves inside etc.). However, the average is below European standards. This is an issue such as positive and negative.

Because we find some positive developments, it tends to be negative for destroying traditional peasant village type or modernization stands a much slower.



Figure 2. Wooden house model from Apuseni Mountains.

We can distinguish the following issues regarding rural mountains area:

- 1900-1940 stage is the stage when the Apuseni Mountains village had a flourishing, especially after unification in 1918, after which the standard of living has improved considerably, bounded specifically and rising gold and silver mines in the

area. Cities such as Brad Abrud Cămpeni were raising urban centers, which takes its toll over the surrounding villages and the respective depressions. For example: Roșia Montana has sewer, paved roads, hotels, casinos, restaurants, etc ...

- 1940-1945 phases are a period of reorganization under urban layout and then the second stage of reconstruction and renewal. For example: Brad town had a college with mining profile which in 1957 moved to Bucharest, which resulted in a decrease in relation to culture, but also economically.
- 1970-1989 phase marks a renewal of villages with dispensaries, schools, houses of culture, shared libraries (e.g.: Stei, Baita, cotton, Lonciu Lower Țebea). However, it comes at another aspect of environmental degradation in the famous case being due to depression Zlatna mine exploitation. During this period, the “moți” construct a relatively large number of houses, which increased with 34.4% in rural areas. However, it was noted a decrease in technologies relating to water, sewerage, heating, will remain backward areas to other areas, like Brașov. In many villages, access is becoming increasingly difficult, more difficult; some vehicles couldn't be used anymore. Even some county roads e.g. DN 74 Oradea-Deva-Brad is one of the most modern.
- After 1990, we meet as both positive and negative effects. Positive is that the economy creates competition type premise beneficial development of private property, change the appearance of many villages, especially the physiognomy of houses. Renewal index stands at 22% during 1990-1997. Then increases the capacity of residential facilities, grow the number of houses with central heating, sanitation ... etc... On the other hand the villages of "hamlet" type are abandonment, which belonged to the common depression, especially where access was difficult, which require longer time, low production efficiency, reduced efficiency. In addition, a negative aspect is that the urban influence is lower, especially by reducing the mining areas: Brad, Băița, Rosia Poieni, Zlatna Cimpeni. Instead, villages know some upgrades in terms of facilities for tourism, agrotourism in the more common mountain taking a real scale.
- Stage 2000-2015, is a unique stage characterized by social and functional mutations, a step that will prioritize sustainable development of intra-depression areas. Under functional aspect it was manifested a total extinction of mining in villages. This phenomena involved mutation of the social type: many families have emigrated permanently or temporarily, especially to work in Italy, Spain, Germany, Austria. Some households, especially those who were thriving 10 years ago, are now closed almost all the year. Others are in a stage of great prosperity, especially where the remaining family members at home is about 1-2 and

households have invested heavily in resources received from other family members which are working abroad.

III. NEW SOCIAL INSIGHTS AND GOOD PRACTICE WITHIN THE EDUCATIONAL REASSESSMENT APPROACH

Substantiation of a discursive strategy in terms of education involves a pedagogical analysis of the educational process. In this way, the educational analysis focuses on the correlation aims – methodological content - assessment. Thus, the presence of specialized methodologies provides the necessary premises for effective assessment of educational content. There are visible in this context precisely those ways of optimizing specific to the educational activity. Furthermore, the communication that takes place both in terms of content (what is communicated), but also of relationship (how is communicated) implies a certain contextualization of the educational process. In other words, the promoted normative values are generated at the level of an educational model assumed by the social actors engaged in this task. Therefore, a teaching strategy which stresses upon the reassessment of educational process can only highlight the specific forms of guiding teaching-learning activities and planning and organizing the educational approach.

This approach sends from an operational point of view to a conceptual reassessment of communication in the context of teaching strategy. We consider in this regard, a teaching experience reporting to a rational philosophy of education, through which can be materialized, in fact, the assumed aims/skills. It is about an understanding of teaching communication by establishing links between different levels of reality. In fact, this paradigm of educational reality implies a conceptual-theoretical understanding in terms of a well-defined scientific language.

Specialized language consists of specific rules with certain scientific terminology. In other words, the specialized language may be acquired depending on the (structural) architecture designed to give logical coherence and scientific rigor. In this way, assessing the experience at ontological level generates an outline of the language framework designed to capture the complexity of the practical component within the educational system. Therefore, when pursuing a recursive analysis of research in education the idea of progress is challenged by a pragmatic reassessment.

Through a specialized language, socio-educational actors can organize, implement and produce new knowledge relevant to the informational content. Specialized language involves a prospective view on education, because, in fact, education is a fundamental part of humanity. In the process of realizing the specific forms of language an important role is played by the social environment. Moreover, social condition is a decisive factor in the manifestation of consciousness and hence of language in general. However, univocity is not characteristic to the relationship society-education, meaning that although education is trying to meet certain social needs (and sometimes succeeds) however, this is not subordinated to the principle of satisfaction (i.e. it is

not waiting for the delivery of orders coming from society). In this respect, we believe that is justified the idea that education acts on the society only regionally, in private and not globally.

The methodological approach specific to specialized language refers to training ability and attitude so that the relationship between student and teacher should be one built on effective communication. Therefore, an effective evaluation does not necessarily involve a process of assimilation and consolidation of pedagogical information. In this respect, there are rather concerned the practical and applicative aspects characteristic to the learning process.

The effectiveness of a specialized language depends on the quality of certain actions designed to stimulate intellectual education. Of course, this is an advantage of using a specialized language. In this way, the educational process itself responds to micro- and macro structural goals that define a particular school level. Thus, the role of learning refers to the quality of training, but also to the specific peculiarities of the teacher, determined precisely by the psychological stimulation of the subject (teacher) – object (student) correlation. This suggests that the need of a sociocultural environment close-connected with qualitative education in general. Moreover, the operational dimension involves a realization of educational resources involved in this educational approach.

However, using a specialized language does not allow every time an understanding of the information content as well. In other words, the specialized language is accessible only to those who are familiar with the idea of that specific area. Also, through a specialized language used excessively the interest of the persons involved in an educational approach is likely to drop. It is, in this case, a paradox of education in the sense that the methodology specific to the educational is interesting in so far as the variety of theories and concepts proves its effectiveness in practice, and the use of the conceptual-theoretical apparatus implies sometimes an insipid picture of reality. Moreover, not always a specialized language can lead to positive attitudes of the people who want to learn something. Therefore, it is recommended that when using a specialized language to take into account the context in which this is reflected (types of receptors, the information dimension, unit, time, space, means of transmitting information, applications, etc.).

The advanced solutions in using a specialized language are not absolute ones and do not solve each time the problem. Chiefly, the true solution depends on the educational actor that promotes it. Therefore, an important role in this whole approach belongs to the teaching experience. An inexperienced teacher cannot really build a method that can solve almost entirely an educational problem. Of course, we do not question the educational actor's intelligence, but rather we support the fact that intelligence associated with optimal teaching experience can provide, through a well-used specialized language in terms of contextuality the quality of learning process.

Undoubtedly, this kind of socialization is built on a previously acquired motivational basis so that socio-cultural elements of the educational environment represent the

starting point in such a process of (self) training the personality. Professional knowledge transmission is rather a socialization form designed to support a permissive educational style than a way of communication of the kind leader-subject that reflects most of the times an authoritarian style incorrectly applied (understood). The emergence of such traits arise thus from the very essence of education, that primary state that “betrays” a strong need for communication, for socialization in general. Perhaps, therefore, in society we also need another type of education which, beside the system of norms and values generally accepted by the society, must consider the socio-educational abnormalities generated by this system. In other words, the emergence of such socio-educational abnormalities within an “open” system should not be seen as purely negative state, but rather as a starting point in correcting any deficiencies. In this way, the absence of precise standards, of a realistic value guide can be counterbalanced precisely by this well-intentioned activity belonging to educational creativity at the level of specialized didactics.

Adapting the educational system to the contextual conditions should be a priority under the circumstances where involvement in the act of teaching requires qualitative differentiation. This presentation form of educational evaluation process can only capture some fixing and systematic operations of the teacher. It is he who decides on the manner of approaching his own speech within a teaching/informing activity. On his discursive manner depends as well the knowledge consolidation achievable through an ongoing process for stimulating the student's free activity. In this way, the acquisition of both intellectual skills and teaching strategies designed to provide output and efficiency to the educational process allows the realization of a pragmatic pedagogical model on which the operationalization of the assumed goals/skills can be achieved. Therefore, a teaching strategy enjoys an informational cognoscibility to the extent that the operationalization of the goals/skills aims on the one hand, explicitly the content that should be assimilated and, on the other hand, implicitly a stimulation of the student's personality training-development process. Thus, this perspective highlights at the level of discursive performance a complex functionality that can relate to certain standards of evaluation.

IV. CONCLUSION

Characteristic of the Apuseni Mountains is the absolute dominance of small and very small villages. Socio-economic problems of the Western Mountains region, including western part of Alba County and adjacent territories belonging to the counties of Cluj, Bihor (Northwest Region), Arad and Hunedoara (western region) are related to the high degree of dispersion in the area of human settlements. However, we have to note both positive aspects such as rural development and negative in the Apuseni Mountains.

It is noted tourism development in the rural part of the Apuseni depression area, particularly in villages on the mountain range, which occurred in recent years with both internal and external customers. Apuseni mountains natural

tourism background is extremely rich and varied, but used only partially. These occurrences lead to default and mutations in the region both in town as part of structural changes to employment, especially rural settlements.

Ethnographic and historical resources are great: many historical social objectives (Avram Iancu, Tebea, Birch, Albac, etc...) Traditional folk events (Girls Fair on Gaina Mountain, Autumn Fair from Negreni in Cris Quick Passage) in ethnographic areas of great originality – Țara Moșilor from the upper basin of the White Cris, Country Zarand, Beius Depression, Sălaj area and Huedin etc.. All these aspects are added and phenomena associated with mining at Rosia Montana, with all its implications. Nevertheless, what is regrettable is that the tradition is lost, the default values.

Education for environment includes some challenges that need to be implemented, more or less accepted by society, although sometimes the relationship between various educational principles depends on them. The problem appears when the difference between needs and education becomes noticeable in the conditions where they are not always compatible with individual requirements. Thus, the education actor is the one who must take a middle path that can lead to the identification of the best way for the acceptance of decisions considered as necessary. We are thus talking about an assessment of the principles applied in order to find the most appropriate resources to help at the recovery of the significance of evaluation, education and knowledge.

But the new knowledge society requires much more, prevailing a continuous enhancement of the educational system building through various methods. One of them is assessment, which completes its status, being in search of a paradigm based on artificial intelligence through various motivational technologies. Motivation can be found in each space of education dimension, being an opportunity to discover the privileged valences of human learning and the environment where the training takes place. The most attractive part is that the educational perspective is not a strict one, but one full of mystery that allows to be addressed in any way that strengthens it through thought stimulating within a genuine model applicable in practice.

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