

SANCTION – VIRTUES AND LIMITATIONS IN EDUCATION

Adriana RÎȘNOVEANU

Letiția TRIF

Ph.D., lecturer, “Carol I” National Defense University

ad_risnov@yahoo.com

Ph.D., lecturer, “1 Decembrie” University, Alba Iulia

trifletitia@yahoo.com

Abstract: Reward and sanction are reactions of a person or an instance to a behavior that supports, respectively affects norms, values and people that are part of a constituted group (the collective of a classroom that is supervised by a teacher or the school community). If reward is always accompanied by positive affective states which value people and place them in a positive light, sanction, which has the role of correcting by showing that the way things are in the present is wrong becomes a “two blade knife”: it can do good (fix things by showing the right way they need to be done) or wrong (by humiliating the person who is sanctioned, by punishing), depending on how it is designed and used. Our purpose in the present article is to present several considerations on the rather non-educational way in which sanction is used in Romanian schools.

Keywords: sanction, educational sanction, non-educational sanction

BIBLIOGRAPHY:

1. *** Regulations for the organization and functioning of pre-university educational units (<http://www.edu.ro/index.php/articles/555>).
2. Darmon, Muriel. *La Socialisation*. Paris: Armand Colin, 2007.
3. Dubar, Claude. *La Socialisation – construction des identités sociales et professionnelles*. Paris: Armand Colin, 2002.
4. Houssaye, Jean, *Autorite ou education?*. Paris: ESF Editeur, 2007.
5. Păun, Emil. *Școala – abordare sociopedagogică*. Iași: Editura Polirom, 1999.
6. Perrenoud, Philippe. *Métier de l'élève et sens du travail scolaire*. Paris: ESF, 2004.
7. Prairat, Eirick. *Sanction et socialisation. Idées, résultats et problèmes*. Paris: PUF, 2001.