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CONCEPTUAL IDENTITY OF NUTRITIONAL PSYCHOPEDAGOGY AS A SUBJECT OF UNIVERSITY STUDY

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Summary

Abstract: *The conceptual appearance of the nutritional psycho-pedagogy represents a new way of approaching to individuals' development and value in a certain given conjuncture. Thus, it has to respond atitudinal-behavioral through education, but also structural to the social-economic command, defining and then enframing the individual in a qualitative segment of its existence, starting from the nutritional act itself.*

Being a new and interdisciplinary domain, the nutritional psycho-pedagogy determines by its involvement in the personalized nutritional act, being aware of the fact that "eating is an art" and also charging those who plead for the concept "I live to eat" and/or "I eat to live".

This fact involves intellective the acquaintance but also the application of necessary elements in approaching a healthy lifestyle which will determine a valuable growth of life quality, as a response of the personal identity.

Making an elocutionary question, can nutritional psycho-pedagogy give an answer to: "Tell me what you eat, so I tell you who you are?"

The need to understand human reporting to food, determines the existence of a behavior and attitudes in line with the arrangements that determine the development and human evolution, under a structural aspect. Basically, when we are in our reporting as being not object to the environment, makes the development of interdisciplinary elements to become a sign of knowledge through acceptance, understanding and tolerance in terms of development and human value.

In this context, nutritional psychopedagogy is that dimension that involves behavioral-educational act concerning the nutritional phenomenon, in terms of training and human development and reporting to the community in the pattern of a

positive attitude about the concept and importance of a healthy life, due to the balance between soul and body / body and soul.

In its conceptual identity, nutritional psychopedagogy starts from clearly defined objectives namely:

- maintain physical and mental health;
- knowledge and application of particular nutritional requirements by age;
- involvement of educational elements in nutritional acts;
- training and adopting a healthy life style by improving quality of life;
- maintaining a balance of evolution and values between body and soul, as a result of a healthy life;

- eliminate weaknesses attitude-behavioral-educational nutritional targeting act itself;
- development of structural concepts of the role of nutrition in pedagogical and social assistance to persons SEN (special educational needs).

In this context, nutritional psychopedagogy standards will prevent deviation from normal life and health of people, from new-born until old age, emphasizing the need for conditions that can foster the elements mentioned above, in personal involvement.

Under such auspices, nutritional psychopedagogy will subject, the human being involved in training their own act, feeding and development, while managing to understand and solve those problem situations in which conceptual deviance can lead ultimately to destructuring of human personality, without forgetting that everything is in our power, from the famous Latin dictum "Men sana in corpore sano." (healthy mind in healthy body.)

Also nutritional psychopedagogy concurs through its conceptual identity to achieving the personalized nutritional act, starting from those referred to Holford P. (2008 personalized-nutrition), is required to:

- increase the I.Q. level;
 - improve physical performance;
 - improve quality of sleep;
 - improve resistance to infection;
 - defending ourselves towards the illness;
 - enjoying a longer and healthier life;
- adding physical and mental performance, reported to the low incidence of disease.

As a discipline that is based on interdisciplinarity, it is necessary to mention that connections created to this end, reinforce the need of its conceptual identity. Thus, nutritional psychopedagogy has structural affinities with:

a) - medical psychology, in terms of health-disease concept, networking and communication between physician and patient vs. patient-physician and nutritional impact of the phenomenon in the patient's medical educational act;

b) - medical sociology, targeting the quality of human life in terms of social development of a community, the matrix of a

healthy lifestyle values, necessary to a valuable implication by professional status and not only (role, position);

c) - psychology of human nourishment as an element of complementarity concerning, Iordachescu G. (2006), the physiological needs context without which life is not possible: food, oxygen, a certain level of temperature, rest, etc.. ;

d) – special psychopedagogy, in order to understand the need for implementing a proper nutritional regime, taking into account that this science, Green E. (1997), dealing with disabled persons, the study of mental peculiarities, of their training and education, changes and their psychological development, the corrective-regenerative procedures for unlocking the existing human potential and formation of their personality to integrate socio-professional as appropriate.

Also, nutritional psychopedagogy has its roots in philosophical concepts about the soul and body and their reporting to the essence of life, ethics and morals being those which, along with religion, complete the interdisciplinary palette which aims: traditions, customs, initiation, prohibition, styles, cultures and civilizations, all of which, a priori speaking, the idea that human survival and may be or has already made from food: friend, foe, attitude and / or philosophy of life, managing to live by the time and the times at which, willingly or not, is reported.

Our entire conceptual approach lies in the fact that nutritional psychopedagogy must find a deserved place alongside to the other components of knowledge and human development, and determining its progress and not regress, fulfillment and no disappointments, love and not hate, loving nature and referring to it as component part and not as an abyss or gulf.

Basically, as a subject of study in tertiary care, nutritional psychopedagogy is addressing to students in first year at Faculty of Medicine- speciality Nutrition-Dietetics, having allocated two hours per week during a semester course, its main purpose being to achieve specific methodology, training of future professionals to implement in practice personalized nutritional act, taking into



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account all the strategic goals and logistics of assigned person / patient in question. In the preparation of students, in addition to the related literature are also available and those directly involved, namely:

1) - the book "Elements of nutritional psychopedagogy"-2009-Ed. Univerity Press, Tg. Mures;

2) - the university coure support "Nutritional psychopedagogy"-academic year 2009/2010, edited by the printing house of UMF, Tg. Mures.

3)- foods cooked in Romanian stories and fairy tales- 2010, Ed. " Ardealul"

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