

THE IMPORTANCE OF THE PARTNERSHIP FAMILY-KINDERGARTEN-COUNSELOR IN PREPARING PRESCHOOL CHILDREN

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Abstract: *This paper presents a synthesis on the psycho-pedagogical premises of children's preparation for school. It presents the framework of the informational content of the knowledge that a child has to possess at the entrance to the school, as well as the most important, instructive-educational functions of the education. At the same time, it offers the possibility of improving acceleration adaptability to school request.*

Systems of concrete measures to prevent, reduce and avoid school adaptation difficulties can be helpful in educating children, kindergartens or schools to ensure school success and prevent the persistence of some of the difficulties that may arise in the process education.

The present paper tries to provide theoretical and practical information useful in the work with children, carried out both in institutions - under the leadership of teachers and in the family under the guidance of parents.

The adaptation of the child to the educational process, to the new living conditions, to the physical and social environment of the school is an imperative psycho-pedagogical and medical-social requirement necessary to maintain and improve morpho-functional, psycho-moral and social integrity of the pupil. It is important for each school teacher to quickly and easily adapt to the new requirements, to comply with them without bio-psycho-social disturbance. The way in which adaptation to the requirements of everyday life takes place can be felt, both positively and reversely, over the years.

Keywords: *kindergarten, adaptation, school immaturity, didactic game, evaluation criteria.*

1. INTRODUCTION

School adaptation is a process of achieving a balance between the evolving personality of the student during his multilateral training and the upward exigencies of the entourage, given the assimilation of informational content according to his / her own availability. The child's preparation for school adaptation still begins in the family, being continued in crèches, kindergartens frequented before the school period. However, during this period only the fundamental milestones of the adaptation are established, as they are complemented and gradually deepened in the following years of professional development

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The preparation of children for school must be conceived in close connection with the psychogenetic principle of development, without minimizing the biological and the social one, through which the child's multilateral and harmonious development is possible. Optimal school adaptation therefore depends on the general and harmonious development of all aspects of personality. Through creative and creative activities, the child learns to perceive, understand, think, evaluate, make decisions, and act. A child fit for school must have a correct and expressive speech so that it can correctly express its thoughts, desires, intentions and emotional feelings, verbalize correctly what it wants to communicate to others, using the correct lexical and grammatical use of words

The emphasis is on pre-school development on the development of the training dimension, because not acquiring a large amount of knowledge makes the child fit for school, but also the acquisition of some of the skills, abilities and intellectual operations necessary for the act of learning that favors learning. Preschool education is meant to offer children a sum of learning experiences that will make it easier for them to integrate into primary education.

In the current context, characterized by a transition to new structures and content, pre-school education is also covered by the current of change. This attitude change refers to a greater freedom for the child and its ability to express, and its development is viewed from the perspective of the support it is given to fulfill its needs.

The positive attitude towards school and the success of the child's education are greatly influenced by the climate that is being established in the family.

Thus, the optimal school adaptation or any difficulties that may arise during schooling may often reveal some of the deficient issues in the pre-school years, or predict the evolution of future adaptation, the way in which the duties towards the family will be satisfied, the place work and society.

The purpose of the paper:

This study aims to contribute to the delineation of specific symptoms and differential difficulties encountered in adapting school.

Research objectives:

The aim of the paper is to study the way in which attendance of the kindergarten more than two years has an important role in adapting the child to the requirements of the first grade, so the child will better meet the requirements of writing, reading, reckoning.

Research hypotheses:

1. Children who have attended the kindergarten (more than 2 years) have better perceive-motor function compared to those who have not attended it for at least 1 year. They respect the principles of Gestalt, being able to play without difficulty so simple geometric elements (line, point) and complex geometric elements (circle, square, etc.)

2. Children who attend kindergarten (over two years) have a well-developed vocabulary and can render the test phase words (proven Rey minutes) than those who did not attend kindergarten at all or only one year.

3. Parenting style (permissive, directives), organization of the environment (divorced families, normal families from the point of view of relations between their members) contributes to the optimal adaptation of the child to the requirements of the first class or, on the contrary, can lead to the child's inadequacy in school life.

2. ORGANIZATION AND RESEARCH

In order to achieve the proposed objective, we used two experimental groups: the first group consists of 14 children who attended the kindergarten for more than 2 years (group A), and the second group consists of 14 children who attended the kindergarten at least 2 years or not (group B). The children in both groups were randomly chosen from the first grade students from School no. 30 Braşov. Samples were applied in the first week of the school year, so that the school activity did not influence the results.

The **working tools** we used to test the hypothesis and achieve the goals we proposed were as follows:

- systematic observation (observation sheets);
- formative pedagogical experiment;
- analysis of the products of the activity;
- knowledge tests;
- sociometric techniques.

To test and measure the hypotheses we developed, we used the following tests: Rey verbal memory test;

- Bender-Gestalt test;
- Raven Color matrix-progressive .

The **Rey Verbal Memory Test** aims to determine the volume of verbal memory (ML), reproduction quality, attentional resource engagement and effort resistance.

The test has three phases of information processing:

- The *Input processing* phase includes: perception of verbal stimuli, sequential attention, the use of overriding concepts that can influence discrimination and storage, the level of depth of information processing.

- The *Elaboration phase* aims at: using the concepts necessary for storing information, establishing the relationships between the stimuli, differentiating the stimulus, keeping the stimuli until their updating.

- The *Output processing phase* is aimed at: verbal stimulation of stimuli, activity control, impulsivity.

The sample contains a total of 15 words and a related story. It is carried out in six phases, the first five aiming at reproduction in the form of reproduction, and the sixth in the form of recognition.

The Bender Gestalt Test, developed in 1938 by Lauretta Bender, consists of 9 test planes, each geometrically drawn on each slab. These nine figures, along with others, were used by Wertheimer in his experimental studies on the perception of how the

principles of gestational psychology can be applied to perceptual processes. Lauretta Bender selects 9 of the configurations used by Wertheimer, which she incorporates into a test - Bender Gestalt Test / Video Gestalt Test - which evaluates the level of motor perceptual development.

In children, the Bender test was used for extremely varied purposes: to highlight school maturity as a predictive indicator of school success, diagnosis of learning disorders and learning disorders, identifying emotional disturbances, diagnosing brain injuries, studying children mentally retarded in the differential diagnosis of children with psychiatric disorders and delinquents, as well as the intelligence test.

The Raven Progressive Matrices are described by J.C.Raven as "Perceptual and Thoughtful Tests". Each problem of the scale is a "source" of a system of thinking, while the order in which the problems are presented provides a training in the operating mode.

There are three forms of Progressive Matrices: Standard, Color, and Advanced.

- Progressive Colored Matrices (MPC) comprise three sets of problems: A, B, and Ab. The Ab set was designed to accurately investigate the intellectual processes of children, mentally retarded and elderly people. The color presentation of the test captures the attention, it spontaneously becomes more interesting and avoids the use of too many verbal instructions.

- Progressive Color Matrices are designed to evaluate intelligence in young children (under 14 years) in the elderly for clinical purposes. The MPC is intended to assess the clarity of observation capacity as well as the level of intellectual development of children.

Based on experimental studies, J.C.Raven identifies 5 stages to solve:

➤ The child is able to distinguish identical figures from different ones, and then those similar to unlike ones.

➤ The child is able to appreciate correctly the orientation of the figure both in relation to his / her own person and to objects in the perceptual field.

➤ The child is able to perceive the whole.

➤ The child is able to analyze the elements, the characteristics of the perceived whole, and to distinguish between what is included in the matrix and what it has to find itself.

➤ The child is able to compare similar changes in the perceived characteristics and adopt the analogy as a way of reasoning.

3. PROCESSING AND INTERPRETATION OF RESEARCH RESULTS

1. The results obtained by applying the Rey verbal memory test to children's group A are as follows: 5 children have poor performance in terms of working memory (ML), 6 children have a medium performance in terms of ML and 3 children have a very good ML performance. In group B, the results are slightly different: 6 children have poor ML performance, 4 children have an average ML performance and 4 children have a very good ML performance.

2. By applying the Bender Gestalt test, we aimed to assess the level of development of the perceptual-motor function of children from the two groups. The results obtained were ranked on three levels of performance: weak, medium and well developed.

3. Thus, in the case of group A, 4 subjects have a poor development of perceptual-motor function, 7 subjects have medium developed perceptive-motor function and 3 subjects have well-developed perceptive-motor function. In group B, 9 subjects have a poor development of perceptual-motor function and 5 subjects are medically developed in terms of perceptual-motor function. No subject in this group has demonstrated a good development of visual-motor function. Using MPC, we aimed to assess the clarity of the observation capacity and the level of intellectual development of children in the first grade.

The results of the test were classified into 5 levels:

- above the median (2 subjects in group A and 2 subjects in group B);
- upper median (5 subjects in group A and 2 subjects in group B);
- lower average (6 subjects in group A and 7 subjects in group B);
- under-average intelligence (1 subject in group A and 2 subjects in group B);
- Limit intelligence (1 subject in group B).

3. Counseling plan for adapting the child to school life

Program duration: 11 weeks with a frequency of activities of maximum 30 min 2 times per week;

The basic approach: if children learn at an early age to develop their repertoire of coping abilities, they will develop fewer problems in childhood, adolescence and even maturity when they face inevitable stressful situations

Discussions do not tell the children what to do; they are not told that a solution is good or bad, but children are encouraged to research and think for themselves, communicate their feelings, make friends, cope with rejection and loneliness, solve conflicts, use different strategies coping.

Program Components:

- Emotions - Goal: Improve children's abilities to recognize difficult emotions and identify coping strategies for these emotions. Comunicare - scopul: Îmbunătățirea abilităților copiilor de a-și comunica sentimentele.
- Snapping and breaking relationships - the goal: Improving children's abilities to make friends and deal with rejection and loneliness.
- Conflict Resolution - Goal: Enhance Conflict Resolution Skills.
- Facing change and loss - the goal: Improving children's abilities to cope with change and loss.
- We meet - aim: Improve children's abilities to use different coping strategies.

4. Individualized intervention programs for student adaptation to school tasks

4. CONCLUSIONS

Analyzing the children's results in the applied tests, it is possible to demonstrate the decisive role of the kindergarten in their preparation for the school. Thus, those who have attended the kindergarten for more than 2 years have better perceptive-motor function. This will facilitate the development of sensory processes and representations throughout the school year. Observing this category of children along Class I, we found a broadening of the field of vision, an increase in precision in color differentiation. Progress is made on the ability to receive high sounds and the ability to self-control their own voices.

Perception has gained new dimensions. Sincretism begins to diminish, due to the increasing perceptual acuity for the components of the perceived object.

Children who attended the kindergarten can easily render simple or complex geometric elements. Upon entering the school, the child has many representations about household objects, fruits, trees, animals, the surrounding people, and their actions and activities. However, his representations are still merged, confused, less systematized. Under the action of learning, however, representations undergo essential changes, both in terms of sphere and content, and in terms of how to produce and operate.

The child uses freely, voluntarily (in drawings, stories) the pool of representations he has come from the kindergarten, including them in new combinations, creating new images. Representation will serve to realize the processes of imagination, thinking and various forms of creative activity.

Significant progress made children thinking processes - appear reinforce logical constructions. These take the form of judgment and reasoning which allow the child to discern certain permanent certain invariants such as the amount of material, weight, volume, time, speed, capacity. Develop thinking operations absolutely indispensable to any intellectual activity: analysis, synthesis, comparison, abstraction, generalization, classification concretisation logic. Thinking becomes more productive, as a result of increasing the degree of flexibility and mobility, of using different mental processes.

Upon entering the school, the child has a relatively rich vocabulary and mastered in practical rules of correct use of words in speech.

In the small school is developing both oral language and the written word. Regarding oral language, one side is important to conduct listening. The child who listens more carefully attended kindergarten teacher explanations and walk "in the footsteps" of his advice and reasoning in solving arithmetic problems.

In the context of other school activities, work, drawing, physical education, nature observation, the former pre-set tasks solved easily.

The children who attended the kindergarten acquire much faster the reading, the writing, the reckoning, because in the pre-school the phonetic side of the language develops, although due to the particularities of the fonator, the verbal-motor analyzer and the auditory analyzer, the pronunciation is still not perfect.

The volume of memory increases considerably. The child memorizes and retains data about the signs and symbols with which they operate, about the rules they learn, about the objects, the animals they come into contact with. Due to the cooperation of memory with thinking, the logical, logical forms of memory, based on the links between the data, are installed and developed. Analyzing test results Rey verbal memory, I noticed some children who attend kindergarten, a memory and a reproduction of their words by their semantic value. In others, a reproduction of words beginning with the end of the list (especially in phases 4 and 5) was observed, indicating a mechanical memory. False words did not appear in significant numbers, and double words (said by some) indicate the tendency of subjects to say all they know. The focus of logical memory increases the volume of memory in school, pre-school, prolongs retention time, increases the liveliness and productivity of menses.

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The status of schoolchildren means that at this age, the child is given a new position, both within the family and among the other children, characterized by distinct external meanings and social meanings.

The child comes in contact with requirements and norms of conduct which in a way disagree with the perpetuation of some affective particularities of the pre-school age: the tendency to achieve at any moment some temptations of moment, the immediate, spontaneous, often capricious and uncontrollable experiences .

School and school environment represent a new community for the child, which often fills him with anxiety, making him frenzied with the thrill of contact with the unexpected. Changing the way of life, the new regime of activity, causes a lot of worries and troubles to the little school, making it feel full of the deep meaning of the new "step" in life. Gradually, anxiety spreads, appearing more and more appropriate adaptation processes.

Emotions and aesthetic feelings are closely related at this age to both the contemplative moments of artistic "objects" (paintings, poems, stories) as well as the active participation of the child in artistic creation.

Especially at the beginning of the school, the teacher has to act in the direction of cultivating the ability to master the primary, explosive emotional manifestations of the children. He also has to deal with cases of delay or emotional deviation, malicious manifestations, affective insensitivity of some, lack of affective co-participation of others. Children must be supported in order to understand and to correctly understand the content of the notions and norms underlying moral feelings. It is necessary to explain them at their level of understanding by resorting to practical life situations, which means morally and evil, beauty and truth, courage and cowardice, honesty and dishonesty.

The role of the kindergarten and the child's family is crucial in adapting the child to school activity. The child who comes from a normal, warm family environment, in which interpersonal relationships are based on quietness, friendship, understanding, helpfulness, will integrate very easily into the collectivity of the school.

For success to be fully guaranteed, there is a need for permanent links between the family, the kindergarten and the school, the center of interest of the three sides being the child. A good adaptation to school life will have major implications throughout schooling, and later in social life.

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