EDUCATIONAL RELATIONS AND INTERACTIONS IN THE STUDENTS CLASS

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Abstract: The present project is an attempt to investigate the extent to which socio-emotional relationships within the classroom can contribute to optimizing its cohesion. Interesting is the knowledge of the cognitive and socio-emotional potential of the known students being the fact that any educational activity is based on the psychological knowledge of subjects who are subject to such intervention.

The process of socialization begins during childhood when the first social contacts and life experiences take place throughout life, as the individual acquires new statuses and roles.

Socialization is realized as individualization - socialization - personalization, processes that are in close connection and have different rhythms. If, in primary socialization, a process of individualization is predominantly carried out, the child learning his uniqueness of being distinct from other human beings, through socialization of the school type, the child builds a social identity, following a very complex process that does not exclude manifestations individualization.

Child in school assumes the role of a new form of social adjustment reflecting the extent that it fails to meet the program requirements regarding the conduct and the accumulation of knowledge.

The teacher has the mission to encourage the students' spontaneity, showing creativity, openness and flexibility. The group gives the pupil an ideal of self, a soothing image of my own. Only the group can fulfill its valences of affirmation, it can give it a sense of value, strongly shaken otherwise.

Children who learn together learn to live together.

Keywords: socio-emotional relationships, social group, optimization of cohesion.

1. INTRODUCTION

When classmates have the feeling that they are a small community ("family"), they are more likely to work to carry out work tasks, enthusiastically participate in class activities, and plan to reach levels high training. Such a feeling is associated, moreover, with a decrease in the frequency of indiscriminate, violent behaviors. It is the feeling of the conviction that all of us share the same duties, respect and support each other in what they have to do, and I think each of them contributes to what is learned in the classroom. The cohesiveness of a class of students expresses the extent to which its members are willing to give up some of their gratifications, opinions and personal conduct in favor of the group as a whole. It involves awareness that the actions and behaviors of each member have direct or indirect consequences, manifest or latent, for everyone else. Maintaining group unity requires that each class member assigns a certain priority to the group as a whole beyond their own desires, attitudes and opinions.

Class cohesion depends on the extent to which the group has unitary objectives, possesses a set of values and norms that regulate members' conduct according to the group, has a unitary leadership in achieving common goals, and members assume mutually grateful roles. Otherwise, group life is dysfunctional, because dissensions, conflicts can arise, and participation in the group's activities is relieved of any satisfaction.

The main characteristics of the strategies adopted by teachers to create this sense of cohesion for a class of students are related to:

- creating a climate in which students are convinced that they can express their opinions and feelings openly and honestly; the teacher will systematically ask them to express their ideas and opinions, which they will incorporate into class discussions and activities;

- creating mechanisms by which students can help the classroom perform well (for example, entrusting role-playing roles to colleagues); promoting social values favorable to cooperation, fair sharing of tasks; creating opportunities for classroom students to help each other (for example, asking "Who has a problem and thinks someone else in our class might help him solve it?");

- the recognition and public mentioning of those who have contributed - little or no - to the successful defragmentation of some class activities.

Research objectives and motivation for choosing this theme

Through this research, the importance of the socio-emotional relationship within the pupils class and its importance in optimizing its cohesion is seen, this relationship is a very complex educational and social phenomenon that will not cease to assert its difficulties, offering everyone a horizon unlimited study and knowledge.

The research pursued was:

1. the socio-emotional relationship within the pupils class;
2. level of class cohesion;
3. interinfluence of these two variables.

Research hypotheses:

1. If the class has a high level of socio-emotional relationships, it affects the optimization of its cohesion;

2. If the class has a high level of cohesion based on interpersonal relationships, then the class has a high level of cohesion based on task execution;

3. The more students appreciate their performance at a high level, the more they appreciate the high performance of the class.

2. RESEARCH METHODOLOGY

Discussions were held with teaching staff teaching in the class of students undergoing research, and a questionnaire was applied to them to observe students' attitudes during classroom sessions, the relationship between pupils and its effect on the instructive-educational process.

The school documents (psycho-pedagogical papers, characterizations, student portfolios) as well as evaluation sheets and school results obtained in the previous school year were consulted.

Methods and techniques used in research

Considering the children 's personal data, the school catalogs, the enrollment sheets and the psycho - pedagogical sheets drawn up by the class teachers, we achieved the influence of the school results on the socio - emotional relations within the classroom and implicitly on its cohesion.

The observation, the main method of direct investigation, manifests itself as a systematic act of careful follow-up of the educational process as a whole, or under its different sides, aspects, situations, without making any changes from the researcher. It has a concluding character of educational diagnosis. The data obtained is recorded as accurately as possible in a special notebook, called the observation log (protocol).

We used the observation method at all times of research. Initially, it was global in nature, being the starting point that gave me the opportunity to catch up with the problems. Then she accompanied the experiments and contributed to verifying the hypotheses and confirming their justice in the instructive - educational practice. Using this method, we explored the facts and manifestations of psychic processes, emotional expressions, and the environment in which students work.

The conversation is the method of direct research that deliberately discusses with subjects and educational factors for obtaining data about the conduct of the instructive-educational process. It takes the form of dialogue-interviewing or in the form of discussions (debates). The discussion between the researcher and the subjects must be based on mutual trust. Such a conversation offers good conditions for obtaining real, unmodified data on the educational aspect we are concerned with. In order to avoid subjectivity, it is necessary to have dialogue with as many subjects as possible and to correlate the data with those obtained through other methods of pedagogical investigation.

Soiometric techniques are the set of tools and procedures designed to capture and measure the configuration and intensity of interpersonal relationships within the student group. Under this name are included both the material collection tools and the materials for processing and interpretation of this material.

These instruments include: sociometric tests, sociometric matrix, sociogram.

The sociometric test designed to provide primary information requires members of a group with well-defined limits (eg a class of students, a workforce, etc.) to indicate their colleagues with whom they would like to associate for a concrete action or in a future situation.

For example, in school: arranging or re-arranging children in banks, organizing groups of practical work, choosing a trip or traveling (neighborhood neighbors), sending an illustrated postcard or postcard (during the holiday, or being in the camp), choosing a responsible person, pointing friends or close colleagues in the classroom, appointing your favorite partners in the game, etc.

The test only provides raw material about the relationship between the student and the group as a whole. Subsequently, this material will be processed and only on the basis of those results we will know these aspects.

A sociometric test with 4 questions was used in this research asking students to indicate 3 names of colleagues for each question. These questions may have as a reference various aspects or areas of interest: leisure time, participation in school tasks, cooperation within the sports team, etc. At each given answer, motivation was also pursued because of these motivations the objective evaluation of the pupils can be achieved to some extent.

The sociometric test can be used in cross-sectional research to capture the evolution of collective relationships. Thus the test is to be administered periodically and the results obtained are compared to each other. It should be specified that repeating the test at too short intervals diminishes its effectiveness, subjects focusing more on previous responses that are still alive in memory than what they feel right now. Also, if the intervals are too high, we risk losing sight of the strict dependence of phenomena.

3. PROCESSING AND INTERPRETATION OF RESEARCH RESULTS

The mental state of each class student is more or less influenced by the socio-emotional climate in the class, which can lead to satisfaction or dissatisfaction, balance or conflict, efficiency or inefficiency.

In terms of the research groups, if in terms of intelligence, they had the same characteristics, there were many differences in terms of pupil participation in collective life and interest in learning. While in the control group 80% of the subjects were interested in the life of the team, they showed an initiative of particular concern for the school activity, they had two leaders whose actions positively influenced the whole class in the experimental group at the end of the first semester of the school year there were five shy children, 7 suffering from the "listening syndrome", half of the students learning the most necessary and a tense state due to the conflicts generated by the five pupils' attempts to become leaders.

In the questionnaires applied according to their purpose, the questions were grouped into several categories. Questionnaire no. 1 aimed to obtain indicative data on the children's concerns and the relations established between them, giving directly information about the structure of the school classes. Questionnaire no. 2 through this questionnaire was aimed at obtaining data about the pupil's family, who likes to spend his spare time if he is part of a sports team or circle highlighting the importance of social attitudes in developing friendship relations in class. In the questionnaire no. 3 extra-curricular concerns are noticed, what books and films they prefer, if they are more attached to school or family, of house. In Questionnaire 4, the emotional stability, the relationship of the student with the family (mother, father) and the relationship of this relationship with the behavior towards the classmates were followed.

The consequence we have here is the organization of concrete, varied moral exercises that allow the emergence of affective feelings, initially in the form of emotions, then by stabilizing them in the form of moral desictions (collegiality, friendship, love for learning and work).

Students are the judges of the teaching staff. They question the entire personality of the educator: language, exigency, understanding, level of information, teaching method but also clothing, physical posture, look, voice modulation.

For juniors, jokes, fun, joy are more appealing and more effective in the educational act, for even more difficult disciplines like mathematics can be enjoyable if the teacher sneaks a joke. The idea that "the teacher jokes" or "plays with us through mathematics" does not exclude authority, prestige, respect, but consolidates them, harmonizing together. At the same time, students will be eagerly and delighted to have such activities, will learn the subject matter with pleasure, and develop friendship relationships within the group of students.

However, the most effective way of pursuing and educating the affective universe of the student in his classes remains the study of school subjects and, within them, the lesson.

And as reading and writing has a particular weight in the training and education of pupils in small classes, it is natural for this discipline to make the greatest contribution to the development of students' affectivity.

The main value of the game lies in the fact that it makes the participating students directly interested in their own training. Introducing the game into the very structure of the lessons is also a means of preventing, removing fatigue, straining the effort of small school children.

To dynamify the classroom of students, to transform cognitive emotions into intellectual sentiments such as: intellectual wonder, the desire to discover, to create, in the formulation of problems are used both concrete materials and games involving all the students of the class trained on to a relationship of friendship, cooperation.

Through music (melotherapy) it impresses children from the early moments of entering school. Music produces strong and pleasant emotions to students, brings them together games and walks, fun, but also learning.

It has been noticed that in the behavior of class I students subjected to the analysis of this research, how they project the affective potential of the teacher by considering him as a central figure of the group, the unifying factor that mediates not only the intercommunication of the lesson but also the relations of recreation or even those outside the school. Obedient and disciplined, most of the pupils in the class have a conformist attitude, no initiative, no personal contributions, original lessons.

The requirements of the teacher are respected especially for sake and in the presence of the teacher. The intense affective color of relationships prevents the manifestation of critical spirit and independence.

It was intended to know the reasons for students of the class to meet the requirements of the teaching staff. So it has been noticed how students in this class are concerned about hierarchizing their colleagues, learning outcomes playing an important role at this age. Even if he is not a good college, the "good student" enjoys prestige.

The results of the investigations made at the 1st grade at the General School No. 13 Braşov place the relations between the colleagues at the level of a purely rational evaluation and less in the affective adherence.

The above were also revealed in the applied sociometric test. Thus, in the control group (fourth grade) we found the existence of two leaders, friendship, attraction among the students in the proportion of 75%, the coefficient of the coefficient being 0.42. In the experimental group, the boys class is divided into microgroups, many choices are undecided, there are only two reciprocal choices, so there is no group cohesion. The girls' class faces lighter problems, there are 7 reciprocal choices, but the low coefficient of 0.15 indicates that there is no welding between class members. Instead, in the 7th grade there is a strong group cohesion of 0.71.

After the implementation of an intensive program to improve tensions of affective nature among the pupils of the 1st grade (experimental group), the second test of the sociometric test was applied during the second semester of the school year.

If the first test applied to grade I pupils revealed small but gentle amalgamations, however, there can be no discussion of group cohesion. So there were two subgroups in the boys class, and there were still tensions because each group wanted to promote their leader, and in the girls' class, the Cohesion Index took a higher value - 0.22.

By comparing the sociograms of the elections with those of the rejections, it was found that the intensive program of improvement of the affective tensions existing in the first grade of the students gave the desired results.

In the course of time, it was observed that the experimental group experienced a real evolution, so the last test registered a coefficient of 0.33 in the class of boys and a 0.55 girls class. Instead, there is a slight change in the value of the Cohesion Index in the control group: from 0.42 (initial testing) to 0.40.

The ability of class I to integrate individual colleagues into the unifying category of the team overtakes over time another way to conceptually integrate his new social relationships, namely his belonging to the collective. It requires a certain practice of common activities in class so that each student understands that in the new reality he has entered he has to adapt, accept transformation, communicate with the other.

Non-integration into college, school failure in grade I is often caused precisely by the child's weight to achieve this relationship between himself and the colleague who overturns his egocentric orientation characteristic of the previous period. The child's effort to perform such restructuring is facilitated by the systematic interventions of the teacher.

Among the students in the first classes, integration into the group of colleagues relies heavily on the regulation of school activity during lessons. They are able to respond to requirements that make order in their behavior, little pupils feel a special pleasure when they succeed in following the rules presented by the teacher. The deviation of one of the students from what "teacher said" usually raises a disdainful astonishment from the class. Solidarity in covering up the wrongdoer is a rare phenomenon, as collective misconduct is committed with difficulty and without conscious, organized adherence.

It has been noticed that in friendly relations he is subordinated to this mentality of unconditional compliance with the requirements of the school authority, which directs, to a great extent, the approaches and separations of micro groups in the classroom.

There must be strong motivation for friendship - and at this age it is not the typical situation - to resist, if that friendship opposes the teacher.

Such attitudes often meet in pre-adolescents, the stage when conformist attitudes, stemming from the group's tendency and pressure to uniformity, remain the status of "good students" of official leaders. With the increasingly prominent interest of pupils in grades V-VIII to assert "emancipations", to distinguish themselves from others and to obtain a superior status in the collective.

Of these students eager to oppose the norms of school life are recruited informal preadolescent leaders who can be both very good students and weaker children - the problem of giving the educators work. In the first case, they do not disturb the hour, but they want their release from guardianship and restrictions to other areas of activity (free time, acquiring status in the family group, in the group of friends).

Thus, it was found that the 7th grade preadolescent has more critical spirit than the student in the first classes, having greater possibilities of organizing the "group" actions, emanating from the fascination that colors the preschool emotions in relation to the novelty of student life , is ready to be trained in small frauds (blown, copied, "chi" from the hours). Such manifestations are sometimes prestigious reasons for the preadolescent in front of the group of colleagues, satisfying those who participate in them because they give them the impression of independence, pride for the face of danger.

In some classes of students, solidarity also finds expression in acts directed against teachers.

Obtaining a good place in the class hierarchy, made in the function of learning performance, is often the only motivation of the students' work.

The formal student leader appears either as a result of his choice by class members or by his appointment by the teacher. He is in charge of the class, and the small classes also appear: responsible for cleanliness, discipline, floral care. In class there are functions that rotate each student: the "on duty" function.

The student leader lives more closely than the teacher, the pulse of the class and the requirements he issues can be accepted more easily than those directly coming from the teacher. However, the student leader lacks the experience of life and leadership.

The informal, unofficial, non-institutionalized leader is the result of the network of sociometric structures in the class, of the preferences in the sympathetic interpersonal relations between the students. As he does not exercise his power in the same way as the formal leader, contradictions may arise between the two. The informal leader can become more popular than the more formal and influential.

4. CONCLUSIONS

Currently, there is no doubt that scientific psychology offers teachers reach investigative methods cohesion classroom and the field functions affective-motivational, temperamental peculiarities, will and personality of character. But the methods of investigating the affective universe of students are very demanding in that they assume from the teacher a thorough training, rich practical experience, perseverance on the part of the student regarding the relationship with the student.

In this research we have pursued the analysis of the following aspects:
- the socio - emotional relationship in the class of students;
- level of class cohesion - interpersonal and load;
- interfluency of these two variables.

The advantage of sociograms is to provide a radiograph of the state of positive and negative relationships at some point, and may be radically different for another situation.

To know how the collective evolves: we are interested in how the group spontaneously structure, what are the unofficial relationships that appear in the group. From the group relationships scheme, you can also get insight into the isolated members of the class, those who are unable to adapt, the most affluent, or the less well-liked.

Knowledge of the stage reached in the formation of cohesion: calculating the cohesion index before an important stage for the group and at some distance after that stage showing the effectiveness of the steps taken. Calculating the index at different stages will reveal in which direction the group evolves: increases cohesion, stagnates the group or is in a regress.

Phenomena that can cause such changes are numerous, so it is advisable to periodically apply the sociometric test and implicitly compare the results and identify the factors that produced the changes.

The two instruments proposed in this paper can be a great help in knowing the socio - emotional fundamentals of a group, which usually escapes direct observation but in particular offers the possibility of an action, an intervention on the group, taking into account its organization to improve its functioning, to improve group cohesion, but also to reconstitute homogeneous teams.

Following the investigations, the students stated, overwhelmingly, that relations between students are characterized by friendship. This information reveals the existence of a high level of cohesion within the class of students.

The hypothesis regarding the inter-infiltration between the socio-emotional relationship of the class of students and the level of its cohesion has been confirmed. It has been found that there are friendships in the class, that students do not want to leave the class, nor do they want other colleagues to leave. They communicate on any subject, mobilize in school competitions, carry out extracurricular activities jointly, and help each other within the group. Their belonging to this class gives them feelings of gratitude and pride.

The teacher is also responsible for the affective tone of the students. The anger, the refusal, the envy of the students make it harder for co-operation within the classroom, even for the purpose of fulfilling certain educational tasks. It has been noticed that in the instructive - educational process it is necessary to permanently adapt the teacher to the requirements of the class of students. Permanent adaptation of the teacher's behavior to the pupil's personality and group sentiment is necessary not to make the child happy to stay at school, but to awaken his desire and willingness to respond through appropriate behavior to educational action.

By addressing a systematic, effective educational influence, acting on the basis of a methodological strategy, we can accelerate the socio-emotional maturation process in the pupils class, thus preventing and even eliminating the negative phenomena that could prevent the achievement of cohesion within the group students.

Finally, it can be argued that a factor that largely influences the cohesion of the group is the socio - emotional relationship inside the class of students.

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