

SOCIALIZING AT SMALL AGES

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Abstract: The child evolves continuously along its existence and participation in education is key to ensure this development. More than ever, education is fundamental priority of preparing children for life, for specific requirements, real existing and future relevant work, life, social and early childhood may be marked culturală. Perioada unfortunately dramatic changes in behavior social and emoțional. Din light of these changes, it changes the concept of self and children go through different roles, from the actors to the directors, experiences that make them pass through both positive and negative experience, experience which gradually influence their development. Socialization process which seeks human being in its evolution, gradually being influenced by their own experiences, traditions, mentality and so on It is natural to approach this process as initiated in the family from which each child. Until the entry into an institutionalized form, the child comes into contact with the different situations that affect their social adaptation, even when entry into kindergarten remains a remarkable social event.

Keywords: education, social and emoțional behavior, gradually influence

Introduction

As a component part of her family, community and cultural values, the young child needs to be supported in the development of her physical, mental, social skills, which facilitates her survival and later individual and social realization. The context of respecting children's rights and knowledge of their development needs. The preoccupation for the gradual establishment of a motivational field appropriate to any field of work carried out by the preschool is a pedagogical requirement for the organization of work in the kindergarten.

Early childhood may be marked by dramatic changes in social and emotional behavior. From the perspective of these changes, the self-image changes and the children go through different roles, from actors to directors, experiences that make them pass through both positive and negative experiences, experiences that gradually influence their development.

The socialization process actually pursues the human being in its entire evolution, being gradually influenced by its own experiences, traditions, mentalities.

Theoretical approach

Throughout its life and existence, the human person undergoes quantitative and qualitative transformations, changes that integrate into three types of development:

- biological development, characterized by physical, anatomo-physiological changes of the human body;
- mental development, characterized in the generation, maintenance and modification of the person's functions, processes and traits;
- customized social development in changing the behavior of a person in relation to certain norms, values and requirements of the social, cultural and educational environment;

The development of the child is sequential, because a child does not develop at random, but in a succession of successive stages that build on each other. Their order remains the same. There are children who are moving more slowly to one stage or another, and progress in one field has an influence on others. Individual development depends on both the environmental and the innate characteristics. This principle helps us understand that a child comes to the world with only one innate capacity, educability. An important requirement of intellectual education is to adapt it to the realities and trends of our society, the contemporary age. It is essential to intensify the preoccupation to form an active intelligence, creating the future speculators, to stimulate their initiative, their ability to adapt to situations We, unpredictable, to mold them intelligent behavior, a rational style of work in the sense of mental anticipation of actions, the anticipation of their consequences, the planning and organization of labor, the rationalization of efforts.

Research data

It has become clear that our society is increasingly concerned with improving pre-school education as the first step of organized child socialization. The lack of knowledge tools, the impossibility of orienting in social situations without adult orientation, the accelerated dynamics of its evolution, make the child dependent on how to establish the relations with the adult, the model and the educational practice directed by him / her. The research is based on the following assumptions

- If socializing techniques are used for individual age and particularity, then preschoolers will be able to express their opinions more easily, and initiate action on their own initiative without any reservations or fears.
- socializing techniques will help children with relationship and communication problems to initiate verbal and nonverbal contacts, stimulating their emotional and social maturity.
- The application of socialization techniques helps children to understand oneself, to free themselves from accumulated anxieties, tensions, and develop interpersonal communication and interpersonal skills. The objectives are the influences of socialization techniques in the age group of 3-5 years with respect to the following variables:
 - capacity to adapt the preschool to the educational and social requirements specific to the curriculum environment in the kindergarten;
 - the level of development of the verbal and non-verbal expression skills of desires, feelings, experiences;
 - the ability to crush emotional blockages and reduce internal tensions;
 - the capacity of self-knowledge and self-acceptance, the level of self-esteem and self-confidence;
 - the level of development of cognitive, creative, and group cooperation skills;
 - voltage release capacity, accumulated anxieties, frustrations and negative feelings;
 - Improving the psycho-pedagogical training of teachers;
 - Parent counseling capacity

The subjects of the study were small and medium children aged 3-5 years

The work carried out has determined the application of differentiated treatment and the individualization of learning in all forms of activity. Differential treatment involves adapting the content of the curriculum to the particularities of each child.

Work has been done to stimulate children's receptivity and sensitivity, inspiring confidence in those around them and in their own strengths, always with calm, patience during their kindergarten program and beyond. The style approached was the democratic, empathic, permissive-participatory, which puts the child at the center of information and training for the future human personality.

There were always individual conversations, highlighting the example of those around us, the educator towards all children, the positive example of literature, facts, by realizing different individual tasks and gradually became aware that it is not good, beautiful and must Help the helpless in every situation, how can they behave in a decent way.

During the joint activities, attention was paid to each child being trained to perform various investigations, to discover new things on the basis of acquired knowledge, so to rely on the positive side of the personality to estimate development, after thorough knowledge of each child. Individual work is necessary for all children regardless of the pace of their development, they can acquire the knowledge and skills of their own at the pace and possibilities. With these children, intensive work has been done in the chosen, common activities, free-choice activities, the nature of the work depends on the child who has to practice his or her skills or to recover the knowledge.

The affective factor, to a large extent, favors or disfavors, accelerates or prevents the establishment of social relations. Children who are emotionally shy and anxious have been struggling to establish relationships from the beginning with the people they come into contact with; A period of adaptation is needed to overcome anxiety and restraint that I can isolate from the beginning. And children who are affectionately held, controlled, controlled, but emotionally affectionate at a certain point in time, have more easily succeeded in establishing and maintaining relationships with more children, generally with those in Around them.

Conclusions

The development of socialization techniques at the age of 3-5 years is a permanent concern in the activity with the pre-school child. Child accommodation in kindergarten can take place naturally, gradually, but unfortunately, failures can also occur. These failures can be due to a less favorable educational environment. Other times failures are due to educational factors. There is a mutual relationship between learning and development. The learning process must be based not only on the psychic functions formed, but also on the potential capabilities, on the training functions. It is known that at this age, the appraisals of children, no matter how scientific and rigorous they may be, can remain definitive. The child aged 3/5 is in constant change. Some children are recorded for long periods of accumulation in the development plan, then suddenly a stagnation occurs.

Both joint activities as well as pairs and individual activities have been planned so that rhythm, thinking, stimulating imagination, creating a playing atmosphere and good will can be taken into account.

The requirements for easy integration were:

- primeful reception of children in the classroom;
- for the beginning of the affinities between them;

- value their knowledge and experiences of life in all kindergarten activities;
- differentiation of socialization techniques;
- the participation of families in the activities carried out in the kindergarten;

Through the game the sphere of the child's psychic life is enriched, the curiosity develops, the interests are shaped, the sphere of interpersonal relations is expanded.

From the age of 3, we can talk about friendship between children. At the beginning the interactions between the children were negative, as gradually, attitudes of understanding or "negotiation"

If the observable results are variable due to the continuous development of the child, the proper behavior of adults towards the needs of children must remain constant.

Children need permanent support and, if treated indifferently, feel the need to revolt. In order to gain self-confidence, it must be valued at all times, all assessments must be made on the basis of the individual progression. In the case of children, the child will become shy, even with some manifestations of enuresis. The child needs to stimulate his independence, otherwise he will not have the courage to start something new.

Gradually, the child needs to learn self-control, adhere to certain rules, otherwise he will not deal alone with other children. The child develops only by playing daily with a variety of materials, leaving him alone to choose, to become a creative child, to learn to take care of himself, to give him a sense of security that he can do In collectivitatea,

The child feels the need to share his feelings, and then the adult has to support or initiate dialogue with the child.

The child fads at this age and should not be punished or seen as a lie.

The child needs friends, and the criteria they choose for their friends are different from ours.

The child starts to have curiosities from different domains, and ignoring or forbidding their discussion will trigger in the child feelings of shyness, rage, fear.

Kindergarten is the social-educational environment impregnated by numerous formative problems. It highlights two characteristics that give it the formative role:

- In the kindergarten there are collective activities
- The activities carried out provide conditions for adaptation to nuanced social relations.

In the garden, the child is in a position to report to his colleagues his written or unwritten rules. Hence the importance of integrating into a collective from the earliest ages.

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