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Virtual Learning Environments Research Laboratory
(University of Craiova)

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Advances in Education Sciences
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THE INTERACTION OF UNDERGRADUATES WITH DISTANCE EDUCATION DURING COVID-19 PANDEMIC

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Abstract:

With the spread of the COVID-19 pandemic, we wanted to study the interaction of students in Algerian universities with distance learning. The study sample included 410 students from more than 36 universities. The study used the questionnaire as a tool to collect information, based on electronic distribution. Besides, the descriptive method was used to analyze the results. The study concluded that there are a negative interaction and weak demand on the part of students. especially that the process is still in its infancy, which requires a great time and more readiness to reach the coordination of the teaching process and reach it to achieve the desired goals. Moreover, the study concluded that there are no differences between the interaction of students with distance learning regard to academic disciplines and gender. This is due to several factors, the most

important of them is social distancing between people resulting from quarantine, numerous deaths, and the problem of the internet. However, distance learning is a good alternative in these current circumstances, but the students' psychology and the problem of the internet prevented it.

Keywords: COVID-19 pandemic; home-quarantine; distance learning; academic disciplines; gender.

1. Introduction

A new outbreak of the viral disease was announced in the last of 2019. This gained global attention as it quickly evolved into a pandemic (Xiang, Yang, Weni, Ling , & Qinge, 2020). On February 11, 2020, a new virus name was formally announced by the World Health Organization, which is COVID-19. The situation was declared a pandemic by the World Health Organization on 11 March 2020 (WHO, 2020). All countries have taken the necessary measures to contain the outbreak of COVID-19, which affected millions of people in all countries of the world. This effect was on the level of social, economic, and even psychological. Moreover, countries relied on distance learning. On the other hand, home-quarantine led to the deterioration of the psychological state, especially among students.

In Algeria, the Ministry of Health announced the registration of the first case of the Coronavirus, COVID-19, on 02/25/2020, which infected an Italian parish working in Algeria (Ministry of Health and Population, 2020).

On 12/03/2020, the study was suspended after new cases have recorded that express the spread of the pandemic. Universities have adopted distance education as a solution to continuing teaching.

Gender and tutorial disciplines differences have received lookup interest as an element that influences science adoption. In (Qing, Yi-Jing, Yu-Hang, & Min-Chen , 2020), the authors aimed to check out MBBS international students' appreciation of the online TCM course and to verify the efficacy of online learning. They used ZJU and DingTalk online learning platforms. Many students had preferred face-to-face classroom learning. They didn't suppose online studying is an appropriate choice when classroom learning is suspended, whereas it can't replace the need for on-site and face-to-face learning. Among the online learning limitations are the lack of clinical practice and face-to-face high-quality communications with different classmates and teachers.

Parka et al. examined the multimedia technology adoption for sex and learning difference. They suggested an integrated model for understanding the adoption of multimedia mechanism. The obtained results showed that multimedia technology positively affected the user's perception of fit in learning. This last is positively affected the multimedia technology adoption for learning. Moreover, the authors found the moderating effect of sex difference in the multimedia technology adoption for learning (Parka, Kim, Cho, & Han, 2019).

Gefen & Straub examined the gender effects on the adoption of electronic mail service and perception. The sample drew from comparable groups of knowledge workers using E-mail systems in the airline industry in North America, Asia, and Europe. Gefen and Straub founded that there is a gender difference in the perception and adoption of communication technology (Gefen & Straub, 1997).

In (Cai, Fan, & Du, 2016), The authors acknowledged the gender difference. Males seem to have more favorable attitudes towards the use of technology than females, especially regarding the dimensions of "beliefs" and "self-efficacy". It should be noted, however, that while women may have

displayed slightly lower rates of attitudes than men, their attitudes towards the use of technology were still positive rather than negative.

Vezzani et al. explored how academic discipline, sex, and level of study affected the learning conceptions of university students. The participants were either from technical-scientific or humanities areas of study. Moreover, they were attending either a Master's or Bachelor's degree course. The results showed that no difference was found between the learning conceptions and academic discipline. On the other hand, there was a difference between males and females (Vezzani, Vettori, & Pinto, 2018).

Alsahhi et al. examined the blended learning impact on the students' achievement in science and their attitudes towards its use. The results showed that the application of blended learning had a positive impact on the achievement of students. Besides, the results indicated that the students' attitudes towards the use of blended learning varied depending on the student academic performance in a science subject, in favor of the performance level (pass). No statistical significance was found in this respect concerning sex (Alsahhi, Eltahir, & Al-Qatawneh, 2019).

In this paper, we study if there are differences in the attitudes of Algerian students towards the use of distance learning during the home-quarantine period due to the outbreak of the epidemic COVID-19. Besides, the study hypotheses are:

- There is a positive interaction on the part of students in the distance learning process during the COVID-19 period
- There are differences in attitudes among students by gender towards the use of distance learning during the home-quarantine period due to the outbreak of the COVID-19 pandemic.

- There are differences in attitudes between students that study STPSA specialty and students that study in other specialties towards the use of distance learning during the home-quarantine period due to the outbreak of the COVID-19 pandemic.

The remainder of the paper is organized as follows: Section 2 presents methods and materials. Section 3 and section 4 provide the results and discussion. Finally, Section 5 concludes the paper.

2. Methods and materials

Participants

The sample comprised more than 36 universities across the country 199 (48.5%) females and 211 (51.5%) males). Regarding academic disciplines, 148 (36.1%) participants studied in Sciences and Techniques in Physical and Sport Activities (STPSA), while 262 (63.9%) studied in other specialties (i.e., engineering, medicine, and mathematical sciences, psychology political sciences, literature). The joint frequency distribution between gender and academic disciplines is shown in the table below (Table 1). Each participant in the sample gave consent to take part in the study.

Table 1. Participant demographics

Characteristic	Participants (n=410)	Frequencies
Gender		
Male	211	51.5

female	199	48.5
Academic disciplines		
STPSA	148	36.1
Other specialties	262	63.9

Instruments and procedure

We distributed the questionnaire electronically to a sample of 11 students and collected the results. After a while, The questionnaire was answered by the same group to measure the validity and reliability Coefficient. The Alpha Cronbach coefficient that measures the correlation between the answers in the first and second application equals 0.76. Moreover, the coefficients were extracted by the second method, which is the mid-way segmentation of the questionnaire, its result equals to 0.85, which indicates that the questionnaire has a high degree of stability. The Intrinsic validity coefficient equals 0,87. This means that the questionnaire contains Intrinsic validity.

The questionnaire covered the following factors: (i) the access to the distance learning platform. (ii) the understanding of the distance learning content (iii) The future of technology at the university. The whole questionnaire may be consulted under appendix 1, at the end of this paper.

Data analysis

The statistical analysis was performed using SPSS version 20.0. The normal distribution was checked according to the Kolmogorov Smirnov test and the Shapiro-Wilk test. The result shows that we have an abnormal distribution. For this, we use a non-parametric test which is the Mann-Whitney test. The

independent comparison tests were performed with a Significance level of $P < 0.05$.

3. Results

There is a positive interaction on the part of students in the distance learning process during the COVID 19 period

Table 2 shows A comparison between negative and positive trends towards the interaction of students, members of the sample, with distance education during the quarantine

Table 2. Comparison between negative and positive trends

<i>Items</i>	<i>Positive</i>		<i>Negative</i>		χ^2	<i>P</i>
	<i>NN</i>	<i>%</i>	<i>N</i>	<i>%</i>		
- Did you access to the online learning platform during the home-quarantine period?	219	53.4	191	46.6	1.91	0.16
- Are you communicating with your professors by e-mail or other means of social media during the home-quarantine period?	178	43,4	232	56,6	0.11	0.008
- Is it possible to study all disciplines remotely distance learning?	54	13.2	356	86.8	22	0.00

- Is the distance learning sufficient to understand the pedagogical supports?	28	6.6	382	93.2	305	0.00
- Did you use the distance learning platform before home-quarantine?	73	17.8	337	82.7	169	0.00

We selected five questions that have a direct relationship with the students' interaction with distance education.

Through the table, we noticed that most of the answers were in favor of negative interaction through high percentages.

Except for the first question, whose results (P) were not indicative.

The statistical significance for the rest of the questions was less than 0.05, which indicates the negative interaction of students with distance education during the quarantine period so that there is no communication between students and teachers.

- Not all subjects can be studied via distance learning.
- Distance teaching alone is not sufficient for students to absorb the content

Most of the students have never used distance education platforms before.

There are differences in attitudes among students by gender towards the use of distance learning during the home-quarantine period due to the outbreak of the COVID 19 pandemic.

Table 3 shows the relationship between gender and the three factors of the survey. The gender had a significant effect on the access to the distance learning platform factor (F1), where $P < 0.05$. Whereas gender had no significant effect on factor 2

and factor 3, and as well as in the overall degree of responses, where $P > 0.05$. This indicates that there are no differences between males and females (see Table 3: Mann-Whitney test result of the first hypothesis). Moreover, the results of χ^2 of factor 1 are presented in Table 4 below. The χ^2 of items 1, 2, 3, and 5 were statistically significant ($P < 0.05$).

Table 3. Mann-Whitney test result of the first hypothesis

Factor	Statistics	P
F1	-2,967	,003
F2	-1,365	,172
F3	-1,761	,078
ALL	-,313	,754

Table 4. Result of the chi-square test

Items of factor 1	Statistics	χ^2
Are you aware of the online learning platform	7.204	0.027
Did you access to the online learning platform during the home-quarantine period?	7.370	0.004
Did you find it difficult to access the online learning platform?	8.219	0.016
Did you download pedagogical supports to study during the home-quarantine period?	5.168	0.075
Did you find all the materials you are studying posted on the platform during the home-quarantine period?	12.884	0.005
Are you communicating with your professors by e-mail or other means of social media during the home-quarantine period?	0.015	0.492

There are differences in attitudes between students that study STPSA specialty and students that study in other specialties towards the use of distance learning during the home-quarantine period due to the outbreak of the COVID 19 pandemic

Through the results of the Mann-Whitney test, we found the result of the total value showed no significant ($P=0,831$). So, the significant results obtained for each factor dimensions will not take into account. We find that there had a significant effect on all factors (table 5 below). This indicates that there are no differences between students that study STPSA specialty and students that study in other specialties.

Table 5. Mann-Whitney test result of the second hypothesis

Factor	Statistics	<i>P</i>
M1	-6,377	,000
M2	-3,512	,000
M3	-2,253	,024
ALL	-,213	,831

Table 6. Result of the chi-square test

	Items	χ^2	<i>P</i>
FACTOR 1	Are you aware of the online learning platform	23.165	0.000
	Did you access to the online learning platform during the home-quarantine period?	10.951	0.001
	Did you find it difficult to access the online learning platform?	11.233	0.004
	Did you download pedagogical supports to study during the home-quarantine period?	19.060	0.000
	Did you find all the materials you are studying posted on the platform during the home-quarantine period?	23.422	0.000
	Are you communicating with your professors by e-mail or other means of social media during the home-quarantine period?	4.088	0.028
FACTOR 2	How do you see online content in terms of understanding and clarity?	15.081	0.001
	You are satisfied with the content of the course	12.717	0.005
	Did you contact the professors of matter to increase understanding in this period?	0.096	0.425
	What is your evaluation as a student of this technology?	9.229	0.010
	In your opinion, is it possible to study all disciplines remotely?	4.804	0.065
	Do you find everything you look for in particular pedagogical supports?	3.386	0.184
	Is the distance learning sufficient to understand the pedagogical supports?	0.595	0.282

FACTOR 3	Did you use the distance learning platform before home-quarantine?	0.399	0.312
	How do you see the trend towards online learning in Algerian University in the future?	5.338	0.013
	Do you think that we can successfully adopt distance learning?.	9.454	0.009
	How do you see the students' desire to study remotely?	5.141	0.162
	As a student, What do you think about the Algerian university's orientation towards distance learning at this period?	1.053	0.591
	Do you think that distance learning in the future returns the student's presence to the university unnecessary?	2.732	0.063

4. Discussion

In this paper we wanted to know the interaction of students in the distance learning process during the COVID 19 period Table 2 shows that there is negative interaction on the part of Algerian students.

The reason can be attributed to the lack of good preparation for the operation, the psychological state of health that the students are going through during the quarantine period because according to (Cao, et al., 2020), The COVID-19 pandemic affected The psychological state of students. As well as their fear of catching the epidemic in addition to the lack of technical capabilities such as the weak Internet flow.

According to (Drennan, Kennedy, & Pisarski, 2005), two main factors that positively influence students' attitudes towards learning via the Internet. Technology provides access to educational materials on the Internet.

This paper also examined the relationships and impact between distance learning and academic disciplines and gender variables during home-quarantine in the COVID-19 pandemic period.

Regarding the first hypothesis, we found that females and males have no difference in the use of technology. This last is the opposite of what was stated in (Parka, Kim, Cho, & Han, 2019), (Gefen & Straub, 1997), (Cai, Fan, & Du, 2016), and (Vezzani, Vettori, & Pinto, 2018). In other hand, Alsalhi et al. found that no statistical significance concerning the variable of gender (Alsalhi, Eltahir, & Al-Qatawneh, 2019).

The findings do not confirm our hypothesis in the first factor. Where we found that gender had a significant effect on access to the distance learning platform factor (F1). whereas gender had no significant effect on factor 2 and factor 3, and as well as in the overall degree of responses. This indicates that there are no differences between males and females.

In the second hypothesis, we found that academic discipline has no difference in the use of technology. This finding is the opposite of what was stated in previous studies (Alsalhi, Eltahir, & Al-Qatawneh, 2019), (Orji , 2010), and (Vezzani, Vettori, & Pinto, 2018). We found that there are no differences in attitudes between students that study STPSA specialties and students that study in other specialties towards the use of distance learning.

Through the obtained results, we refer to the students' reluctance to study in this period to the psychological state of students. Because according to (Cao, et al., 2020), The COVID-19 pandemic affected The psychological state of students. This may have been caused by social distancing between people resulting from the quarantine and a large number of deaths. Moreover, it may be due to the problem of internet connection, Lack of understanding, and the ability

to focus on distance learning. Vettori et al. found that the majority of students preferred face-to-face classroom learning (Parka, Kim, Cho, & Han, 2019).

5. Conclusion

With the spread of the pandemic, we wanted to study The interaction of students in Algerian universities with distance learning as a new option they were not used to before, which was a must option in the current circumstances. We found that there is weak interaction on the part of the students, especially that the process is still in its infancy, which requires a great time and more readiness to reach the coordination of the teaching process and reach it to achieve the desired goals.

Concerning the relationships and impact between distance learning and academic disciplines and gender variables during the home-quarantine period. The study concluded that there are no differences between the interaction of students with distance learning regard to academic disciplines and gender. This is due to several factors, the most important of them is social distancing between people resulting from quarantine, numerous deaths, and the problem of the internet.

Appendix

Table 7. The factors and items of the questionnaire

Factors	Items
Access to the distance learning platform	<p>Are you aware of the online learning platform</p> <p>Did you access to the online learning platform during the home-quarantine period?</p> <p>Did you find it difficult to access the online learning platform?</p> <p>Did you download pedagogical supports to study during the home-quarantine period?</p>

	<p>Did you find all the materials you are studying posted on the platform during the home-quarantine period?</p> <p>Are you communicating with your professors by e-mail or other means of social media during the home-quarantine period?</p>
<p>The understanding of the distance learning content</p>	<p>How do you see online content in terms of understanding and clarity?</p> <p>You are satisfied with the content of the course</p> <p>Did you contact the professors of matter to increase understanding in this period?</p> <p>What is your evaluation as a student of this technology?</p> <p>In your opinion, is it possible to study all disciplines remotely?</p> <p>Do you find everything you look for in particular pedagogical supports?</p> <p>Is the distance learning sufficient to understand the pedagogical supports?</p>
<p>The future of technology at the university</p>	<p>Did you use the distance learning platform before home-quarantine?</p> <p>How do you see the trend towards online learning in Algerian University in the future?</p> <p>Do you think that we can successfully adopt distance learning?</p> <p>How do you see the students' desire to study remotely?</p> <p>As a student, What do you think about the Algerian university's orientation towards distance learning at this period?</p> <p>Do you think that distance learning in the future returns the student's presence to the university unnecessary?</p>

Conflict of interest: The authors declare that they have no conflict of interest.

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GENERAL CONSIDERATIONS REGARDING THE SPECIAL PROTECTION OF THE CHILD TEMPORARILY OR PERMANENTLY DEPRIVED OF THE PROTECTION OF HIS PARENTS

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Abstract

Currently, in Romania, the legislation in force regulates placement, emergency placement and specialized supervision as special child protection measures. All these special protection measures that fall under the umbrella of the law have the role of providing increased attention to children in various difficult situations. The special protection measures are applied on the basis of the individualized protection plan, a legal instrument of particular importance, based on which the planning of services, benefits and measures for the special protection of the child is carried out, with a view to the rapid integration of the child who has been separated for various reasons not imputable by his family, in a family environment that allows him a physical, mental, spiritual and moral development. Recently, all central and local institutions are making a sustained effort to harmonize the legislation in our country with the legislation of the European Union.

Keywords: protective measures, placement, monitoring measures.

In the current context, the internal legislation in the field of the protection of children's rights is in a period of crystallization, a fact materialized by the numerous normative acts adopted, but also by the draft laws that are introduced in the legislature and are subject to discussion, parliamentary debates, and that later undergo the voting procedure. At the European level, the rights of the child are provided for in four main acts, namely the European Convention on Human Rights, the European Social Charter, the European Convention on the Exercise of the Rights of the Child and the Convention on Personal Relations Concerning Children.

It should be specified that „all these normative acts, which we have referred and will refer to throughout the paper, are supplemented with national legislation, when it is more favorable to the child, and, likewise, they exclude it from application when it is in contradiction with European principles"(Nicolescu, 2019, pp.73).

These mentions gain importance in the context in which, in the last period, Romania, as a member state of the European Union, „went through and continues to go through stages of harmonization of national legislation with that of the Community." It is about legislation in multiple fields, a complex process of legislative coordination and unification" (Nicu, 2013, pp.50).

Returning to Romanian legislation, more specifically to art. 54 of Law no. 272/2004 on the protection and promotion of the rights of the child, it should be emphasized that it provides a clarification of the special protection of the child, defining it as the set of measures, benefits and services intended for the care and development of the child deprived, temporarily or permanently, of the protection of his parents or of the one who, in order to his interests, he cannot be left in their care. Being an international legal instrument, the Convention on the Rights of the

Child, adopted by 196 member countries of the United Nations (except the USA), defines in art. 1 the notion of a child as „any human being under the age of 18, with the exception of cases when, based on the laws applicable to the child, majority is established under this age" (European Convention on the Rights of the Child, art. 1).

Law no. 272/2004 on the protection and promotion of children's rights regulates special child protection measures as follows: placement, emergency placement, specialized supervision.

In accordance with the provisions of art. 60 of Law no. 272/2004 on the protection and promotion of the rights of the child, the beneficiaries of special protection measures are children whose parents are deceased, unknown, lapsed from the exercise of parental rights or to whom the punishment of the prohibition of parental rights was applied, placed under prohibition, declared by the court dead or missing, when guardianship could not be established; the child who, in order to protect his interests, cannot be left in the care of his parents for reasons not attributable to them; the abused or neglected child; the child found or the child abandoned in health facilities; the child who committed deeds provided for by the criminal law and which is not criminally liable.

With regard to the child who committed an act provided for by the criminal law, the specialized literature (Udroiu, 2022, pp. 955-957) states that „minors who have not reached the age of 14 at the time of the crime are not criminally liable (...), minors who have reached the age of 14, but did not reach the age of 16 at the time of the commission of the crime, are criminally liable only if it is proven through a medico-legal psychiatric examination that they committed the act with discernment (...) , minors who have reached the age of 16 on the date of the crime are criminally liable."

The provisions of art. 55 of Law no. 272/2004 on the protection and promotion of children's rights provide that special protection is granted to the child until the acquisition of full exercise capacity, i.e. until reaching the age of 18. After acquiring full exercise capacity, at the express request of the young person and with the condition of continuing their studies only once in each form of full-time education, the law provided for the possibility of granting special protection throughout the duration of the continuation of studies, but without exceeding the age of 26 years. In the situation where there is a risk of social exclusion, and the young person has acquired full exercise capacity and, at the same time, has benefited from a special protection measure and cannot complete his studies and does not have the possibility of returning to the family environment, he benefits upon request on a period of up to 2 years of special protection for the purpose of his integration into society. This is not an absolute right, which cannot be waived under any circumstances. Article 55 of Law no. 272/2004 on the protection and promotion of children's rights, however, provides for the loss of this right in the situation where the young person was offered a job or a home at least twice, and he refused them or lost them for imputable reasons.

The special protection measures instituted according to the law are carried out based on the individualized protection plan, which is undertaken in accordance with the requirements imposed by the Ministry of Labor and Social Justice. In accordance with the provisions of art 58 para. 1 of Law no. 272/2004 on the protection and promotion of children's rights „the General Directorate of Social Assistance and Child Protection has the obligation to draw up the individualized protection plan, within 30 days after receiving the request to institute a special protection measure or immediately after the director of the general directorate of social assistance and child protection ordered the emergency placement." The objective of the individualized plan drawn up by the Directorate in accordance

with the legal provisions is to reintegrate the child into the family environment, and in the situation where this is no longer possible, to proceed to the adoption procedure.

The first measure of special protection regulated by the legislation in force is that of placement, which consists of placing the child with a person or family, a maternal assistant and, last but not least, placing the child in a residential service (art. 62 par. 1 of Law 272/2004 on the protection and promotion of children's rights).

The person or family that receives a child in foster care must cumulatively fulfill two fundamental conditions, established by art 62 par. 2 of the aforementioned law. These two conditions refer to the fact that the person or family must be domiciled in Romania and, at the same time, the person or family must be evaluated by the General Directorate of Social Assistance and Child Protection with regard to the material situation, but also with regard to moral guarantees.

The legislation in force (art. 63, law 272/2004) imposes the obligation that for the entire duration of the special protection measure of placement, the child's domicile is, as the case may be, with the person, the family, the maternal assistant or the residential type service that has it in care.

In the situation where the child has not reached the age of 2 years, the legislator provided that the measure of placement can be ordered only with regard to the extended family or to the substitute family (art. 64 par. 1 of law 272/2004 on the protection and promotion of children's rights).

If a child suffers from serious deficiencies and needs special care in specialized residential type services, there is a derogation and in this situation and the placement measure of the child who has not reached the age of 2 can be

ordered in a residential type service (art. 64 paragraph 2 of law 272/2004 on the protection and promotion of children's rights).

Article 64 para. 3 of law 272/2004 provides that when establishing the placement measure, as a special protection measure, there should always be kept into sight the child's placement, with priority, with the extended family or the substitute family and, at the same time, keeping the siblings together and, not lastly, facilitating the parents' exercise of the right to visit the child and maintain contact with him.

At the level of the General Directorate of Social Assistance and the Protection of Children's Rights, a commission for child protection is set up, which has, among other duties, the one regarding the establishment of placement measures, when there is the consent of the parents, in the situation where the child who cannot be left in the care of the parents for reasons not attributable to them, but also in the situation where the child has committed an act provided for by the criminal law and is not criminally responsible because he has not reached the age of 14 (art. 65 paragraph 1 of law 272/2004 on the protection and promotion of children's rights).

In the current regulations, in the situation in which there is no consent of the parents or, as the case may be, of one of the parents, at the request of the General Directorate of Social Assistance and the Protection of the Rights of the Child, the court is the one to rule on the measure of placement in the situations mentioned above (art. 65 paragraph 2 of law 272/2004 on the protection and promotion of children's rights).

Also, in accordance with the provisions of art. 65 paragraph 2, the placement measure is determined by the court at the request of the Directorate, if it is necessary to replace the emergency placement ordered by the Directorate, in the following situations: the child whose parents are deceased, unknown, lapsed

from the exercise of parental rights or whose the punishment of the prohibition of parental rights was applied to, placed under prohibition, declared judicially dead or missing, when guardianship could not be established; the child found or the child abandoned in the health facilities; the child who committed an act provided by the criminal law.

In accordance with art. 66 paragraph 2 of law 272/2004, „parental rights and obligations towards the child are maintained throughout the placement measure ordered by the court in the case of the child provided for in art. 60 lit. b) and e), when there is no consent for the institution of this measure of the parents or, as the case may be, of one of the parents, if in order to respect the best interests of the child, the court does not order otherwise, depending on the circumstances of the case" and according to art. 66 paragraph 3 of law no. 272/2004, „parental rights and obligations towards the child throughout the placement measure ordered by the court in the situation of the child provided for in article 60 letter a), as well as in the situation of the child provided for in art. 60 letters c) and d) are exercised by the director of the General directorate of social assistance and child protection."

The second measure of special protection regulated by law, that of emergency placement, is ordered in accordance with the provisions of art. 68 of law 272/2004 in the following special situations: when the child is abused, neglected or subjected to any form of violence or when the child is found or abandoned in health facilities.

Also, another case provided by the legislation in force is the one in which the child whose sole legal guardian or both have been detained, arrested, hospitalized or in the situation where, for any other reason, they cannot exercise their parental rights and obligations regarding the child.

As in the case of the measure of special protection of placement, emergency placement, as a temporary measure, consists of placing the child with a person or family, a foster carer or a residential type service licensed under the law.

The family or person who receives a child in emergency foster care must cumulatively meet the same conditions as in the case of fostering a child. Thus, the conditions for the person or family to be domiciled in Romania and, last but not least, to meet the moral and financial guarantees remain valid. Article 63 of law no. 272/2004 regarding the protection and promotion of the rights of the child provides that, „for the entire duration of the placement, the child's domicile is, as the case may be, with the person, family, maternal assistant or residential service that takes care of him."

The measure of emergency placement will consider the placement of the child with the extended family or with the substitute family, keeping the siblings together, but also the possibility for the parents to visit the child and keep in touch (art. 64 paragraph 3 of law 272/2004 on the protection and promotion of children's rights).

Article 68 para. 5 provides that, „for the entire duration of the emergency placement, the exercise of parental rights is suspended by law, until the court decides on the maintenance or replacement of this measure and on the exercise of parental rights. During the period of suspension, the parental rights and obligations regarding the child are exercised and fulfilled, respectively, by the person, the family, the maternal assistant or the head of the residential service who received the child in emergency foster care, and those regarding the child's assets are exercised and, respectively, fulfilled by the director of the general directorate of social assistance and child protection."

The last special protection measure provided by the legislation in force is that of specialized supervision.

In accordance with the provisions of art. 71 paragraph 2 of law no. 272/2004 on the protection and promotion of children's rights, the measure of specialized supervision is ordered by the Child protection commission in the event that the child has committed a criminal act and is not criminally liable and there is, of course, the consent of the parents or the legal representative, and in the situation where there is no such agreement, but the measure of supervision is ordered by the court.

The legislator provided that the monitoring of the application of these special protection measures be the responsibility of the General Directorate of Social Assistance and Child Protection. Thus, in accordance with the provisions of art. 72 para. 1., the circumstances that were the basis for the establishment of special protection measures, ordered by the child protection commission or the court, must be verified quarterly by the general direction of social assistance and child protection."

At the same time, private entities also have an important role in monitoring the application of special protection measures, so that „in addition to the General Directorate of Social Assistance and Child Protection, there is an authorized private body that fulfills the same role as the Directorate, in the sense of analyzing the way in which the special protection measures are implemented and of verifying the manner in which the child is taken care of. Both the General Directorate of Social Assistance and Child Protection, as well as the authorized private body, draw up reports on the evolution of the physical, mental, spiritual, moral or social development of the child, as well as on the way it is cared for. Based on the reports drawn up, the General Directorate of Social Assistance and

Child Protection informs the child protection committee or the court if the measure needs to be modified or terminated" (Nicolescu, 2019, pp. 71).

Article 74 of law no. 272/2004 provides that „upon the termination of special protection measures by reintegrating the child into his family, the public social assistance service, organized at the level of municipalities and cities, the persons with social assistance attributions from the specialized apparatus of the mayor, as well as the general direction of social assistance and child protection, in the case of the sectors of the municipality of Bucharest, from the domicile or, as the case may be, from the residence of the parents, have the obligation to follow the evolution of the child's development, as well as the way in which the parents exercise their rights and fulfill their obligations regarding to the child. For this purpose, they draw up monthly reports for a period of at least 6 months."

The Commission for the Protection of Children's Rights and the court have the legal obligation to act in order to apply special protection measures, but there should not be forgotten the private bodies that are legal entities under private law that work in accordance with the law interdependently with the General Directorate of Social Assistance and Protection the child. In accordance with the law in force „private bodies that organize and develop services to prevent the separation of the child from his family, as well as other services for the special protection of the child deprived, temporarily or permanently, of the protection of his parents, have the obligation to notify the General directorate of social assistance and child protection on the date of their actual operation and to allow the department's specialists access to the premises where the services are provided" (art. 126, Law no. 272/2004 on the protection and promotion of children's rights).

In conclusion, all these special protection services regulated by the legislation in force have as their purpose the reintegration of the child into the

family, and in the situation where this is no longer possible, the adoption procedure is carried out.

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**THE DYNAMICS OF HIGHER EDUCATION IN
ROMANIA
FROM THE PERSPECTIVE OF THE RELATIONSHIP
OF
TERRITORIAL CENTRALIZATION-
DECENTRALIZATION**

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Abstract

Centralization is of course necessary and useful within certain limits and times. Limiting equality and freedom, excess centralization obviously has negative effects. Among these negative effects can be mentioned: "the stimulation of bureaucracy by emphasizing statuses and roles, the support of a rigid, albeit humiliating, hierarchy, but especially through the cult of the leader. Emphasizing

the elements of subordination and dominance causes social imbalance, generating conflicts" (Strungă, 2002, p. 111).

Keywords: social-political centralization, educational centralization, territorial centralization, decentralization, higher education dynamics

1. Social-political and territorial centralization-decentralization. The effects of territorial centralization of higher education

We could understand by the territorial centralization of higher education the concentration (increase in the number) of university students and teaching staff in the capital of a state or in a few larger cities.

At the opposite pole, decentralization implies a balanced distribution of the university population in as many localities as possible in different areas, located as far as possible from the capital.

Territorial centralization, in general, correlates with the social-political centralization of the latter, determining the concentration of the decision by a limited number of people. In extreme cases, the Communist or Nazi regimes of the 20th century, centralization becomes totalitarianism: a single dictator rules over all citizens in almost all areas and issues.

Territorial centralization facilitates decision-making centralization. The more and closer the subordinates, the more effective the control. If the subordinates are more scattered and at a greater distance, the decision is more difficult and the supervision is weaker.

Although at first sight centralization is necessary and logical, a sign of modernization and brings certain advantages, a deeper analysis demonstrates that excess centralization seriously affects democracy, freedom, equality, culture, education and even social-economic progress.

If in the 19th century, analyzing the excessive centralization tendencies, Alexis de Tocqueville "came to the conclusion that France's lagging behind England, in the second half of the 18th century, in terms of agriculture and trade were mainly due to the high degree of centralization of the French monarchy, compared to the multiple freedoms and facilities offered by British legislation" (Strungă, 2003, p. 131).

The social and political problems of centralization have been meticulously analyzed through the concentric circles of power model (Wallenstein, 1974) of the analysis between center and power, including marginality (Faric and Lemnitz, 1947, etc.). More recently, Janos Hickel reveals the disastrous effects of centralization and division resulting in inequality: wealth in the center and poverty in the rest. (Hickel, 2017).

Centralization is of course necessary and useful within certain limits and times. Limiting equality and freedom, excess centralization obviously has negative effects. Among these negative effects can be mentioned: "the stimulation of bureaucracy by emphasizing statuses and roles, the support of a rigid, albeit humiliating, hierarchy, but especially through the cult of the leader. Emphasizing the elements of subordination and dominance causes social imbalance, generating conflicts" (Strungă, 2002, p. 111).

Centralization of education is usually a consequence of socio-political centralization. Authoritarianism of communist origin does not disappear so easily from Romania. Adrian Miroiu, for example, found helplessly in 1997 that Romanian education is hyper-centralized and hyper-hierarchized. "The organization of our Education would be based on the principle according to which those from the lower level are infantilized and treated as acephalous, in the absence of the head of command". (Miroiu, 1997, p. 63). The same author observes that Romanian education works based on of an "inflexible hierarchy"

outside the "head of command" subordinate to him are "territorial satraps" such as county school inspectorates.

Directly referring to higher education, Lazăr Vlăsceanu appreciates that it "came to be almost completely centralized financially and managerially, operating under the undisguised control of relevant officials". (Vlăsceanu, 2020, p. 218).

The same phenomenon can be observed in the field of higher education, decision-making centralization prefers territorial centralization and hence the tendency to agglomerate students and teaching staff in a few large university centers.

The excessive centralization of higher education causes imbalance, in the sense that a large part of the country's territory is occupied by higher education institutions. Young people from disadvantaged areas are forced to move to university centers that are sometimes far away, under the conditions of a deficient infrastructure. "We consider not only the expenses, but also the physical or mental effort required to adapt to another locality. In fact, in the conditions of generalized poverty in Romania, most of the young people from less favored university areas do not have adequate financial resources and are dependent on the faculties and freebies offered by the state. Another part of students gives up their studies or postpones them". (Strungă, 2002, p. 132).

On the other hand, it was observed that "the presence of a university in a county has not only beneficial economic or cultural effects. Demographically, it was found that the population of a city with a university is growing progressively". (Bădescu, Mihuț, Sunpe, 2018 apud Vlăsceanu, 2020, p. 198). It is true, however, that there is a danger of exaggerating and in the opposite direction.

2. Methodology

The present study is part of a panel research that began in 2001 and was completed in this first phase by publishing the work *Some aspects of the territorial centralization of Romanian education* (in the Annals of the West University, Timișoara, 2002, vol. XIV, pages 111-123). The data were collected from the Statistical Yearbooks. It is important to note that these yearbooks appear late. For the research carried out in 2020, they could only use data from the earliest academic year 2017/2018. For consistency, we have considered five consecutive academic years: for the first research: 1996/1991, 1997/1998, 1998/1999, 1999/2000, 2000/2001. (Strungă, 2002, pp. 114-122), and for this investigation: 2013/2014, 2014/2019, 2015/2016, 2016/2011, 2017/2018 (see Tables 1, 2 and 3).

N .	University Center	2013-2014	Perc ent	2014-2015	Perce nt.	2015-2016	Perce nt	2016-2017	Perce nt	2017-2018	Perce nt
1	București	128883	29.75	171065	31.58	170353	31.82	172038	32.36	176199	32.69
2	Cluj-Napoca	49597	11.45	65761	12.14	66534	12.43	67262	12.65	68391	12.69
3	Iași	44132	10.18	55220	10.19	54653	10.21	53174	10.19	53392	9.90
4	Timișoara	31544	7.28	39556	7.30	39564	7.39	40002	7.66	40692	7.55
5	Constanța	21700	5.00	24111	4.45	23892	4.46	23118	4.43	22374	4.15
6	Craiova	18383	4.28	22087	4.07	21687	4.07	21929	4.20	22339	4.16
7	Brașov	18123	4.24	21652	3.99	21366	3.99	21292	4.08	21516	3.99
8	Oradea	13499	3.11	16381	3.02	16144	3.02	15833	3.03	15971	2.96
9	Galați	11806	2.72	14747	2.72	14790	2.76	14141	2.71	14980	2.77
	Total	433234		541653		535218		531586		538871	

Table 1. Student Dynamics 2013-2018 (Statistical Annals of Romania)

N .	University Center	2013-2014	Percent	2014-2015	Percent.	2015-2016	Percent	2016-2017	Percent	2017-2018	Percent
1	București	9021	31.97	8790	31.29	8703	32.30	8732	32.80	8415	32.03

2	Cluj-Napoca	3858	13.67	3967	14.28	3817	14.16	3760	14.12	3806	14.49
3	Iași	2917	10.33	2893	10.41	2871	10.65	2818	10.58	2818	10.72
4	Timișoara	2533	9.04	2524	9.08	2412	8.95	2426	9.00	2422	9.22
5	Craiova	1328	4.70	1294	4.65	1261	4.67	1230	4.62	1238	4.71
6	Constanța	907	3.21	922	3.31	906	3.36	903	3.39	905	3.44
7	Brașov	878	3.11	864	3.11	786	2.91	772	2.90	774	2.94
8	Oradea	1247	4.42	1240	4.46	1098	4.07	1078	4.04	1055	4.01
9	Galați	637	2.25	635	2.25	628	2.33	684	2.56	635	2.41
	<i>Total</i>	28211		27772		26949		26618		26266	

Table 2. University Teaching Staff 2013-2018 (Statistical Annuals of Romania)

To simplify the analysis, only eight university centers were taken into account: Bucharest, Iasi, Cluj-Napoca, Timișoara, Craiova, Brașov, Galați and Constanța. The selection of these centers was made in 2002 and was not modified in 2020. Throughout the investigation, we had numerous conversations with students, university teachers, specialists in educational sciences, politicians, etc. who guided our research path and conclusions. Based on the collected data, we compiled three tables: T1. Student dynamics, T2. Dynamics of teaching staff, T.3. Higher education in private institutions. For the convenience of interpreting the tables, we ordered the data in the form of rankings, with the size of the values as a criterion, thus obtaining a direct image of the degree of centralization. The rules established in the first phase of the panel research (2001-2002) were rigorously followed for the second phase (2019-2020). In the statistical processing of the data, we used two categories of indicators: that of the percentage weight of the university center, of the national total of PP(st) students and respectively of PP(ed) teaching staff. The second category of indices S/P (st) and S/P (ed) have a more intensive character, determining the ratio between the number of students and teaching staff in a university center and the population of the respective locality.

No.	University Center	Students	Percent	Teaching Staff	Percent
1.	București	39194	64.60	1402	55.18
2.	Arad	4141	6.83	348	13.70
3.	Galați	2715	4.47	59	2.32
4.	Cluj-Napoca	2488	4.10	278	10.94
5.	Constanța	2195	3.62	59	2.32
6.	Tg. Mureș	2069	3.41	47	1.85
7.	Timișoara	1850	3.05	86	3.38
8.	Oradea	1770	2.92	119	4.68
9.	Craiova	1478	2.44		0
10.	Brașov	1407	2.32		0
11.	Iași	1366	2.25	143	5.63
	<i>Total</i>	60673		2541	

Table 3. Private Higher Education in Romania 2017-2018 (Statistical Annuals of Romania)

3. Conclusions and proposals

We focused our attention primarily on the share of students from Bucharest, the capital of the state and the largest university center in the total number of students. We started from the worrying observation of professor Adrian Neculau that the share of the Bucharest's students went from 37.7% in 1989/1990 to 40.6% in 1995/1996. (Neculau, 1997, p. 46). It seems that Neculau's observation was a signal for the leaders of Romanian higher education.

In our first study we found that the share of students from the capital decreased from year to year but at a slow pace: 38.62% in 1996/1997, 37.79% in 1997/1998, 36.13% in 1988/1999, 33.48% in 1999/2000 and even 32.42% 2000/2001. (Strungă, 2002, p. 112).

It seems that our study, published in the Annals of the University of West Timișoara in 2002, had a certain effect, especially since we took care to disseminate the results, not only for teaching staff, researchers, but also for deputies and responsible factors (deans and rectors). From our recent research we found that the share of the capital's students had reached somewhere below 30%

(29.75%) in the 2013/2018 academic year, but it continued to grow, it is true, at a slow pace: 31.58% in 2014/2015, 31.82% in 2015/2016, 32.36% in 2016/2017 and 32.69% in 2017/2018 (see Table 1). The same phenomenon is also observed among the share of teachers in Bucharest: 31.97% in 2013/2014, 31.29% in 2014/2015, 32.30% in 2015/2016, 32.80% in 2016/2017 and 32.03% in 2017/2018. Not only Bucharest is involved in centralization, but also three other university centers: Cluj-Napoca, Iași, Timișoara, which gathered in 2017/2018: 14.49%, 10.72% and 9.22% respectively of the total teaching staff and 12.69%, 9.90%, 7.55% of the national total of students, i.e. 30.14% of students and 34.43% of teachers (the concentration is higher for teachers than for students), as it can be observed in Tables 1 and 2. If we take into account the population of the four university centers: about 3 million inhabitants and the total population of Romania, about 20 million inhabitants, then the S/P (st) ratio for it is 16.24% (162,475: 1 million) against of 8.8% (176,199: 2 millions) for Bucharest, from which it would result that the strength and capacity to attract students is greater in the three secondary university centers (see Table 1). S/P (st) ratio and for all four university centers is 11.29% (338,674: 3 mil) compared to S/P (st) = 0.0117 (200,133: 17 mil, see Table 1) and for the rest of the country's territory. The same concentration trends can be observed from the analysis of private education from the year 2017/2018. Bucharest has 39,194 students and is almost double the amount of students in the following 10 university centers (21,489, see Table no. 3). The analysis of private higher education in Romania offers suggestions for a possible decentralization. Leading positions, at the moment of the study, in the ranking of private university centers are occupied by: Arad with 4147 students, Constanta - 2895, Galati - 2715 and Oradea - 1770 (see Table no. 3).

Private institutions of higher education tend to compensate for the shortcomings arising from the excessive centralization of private higher

education by suggesting higher education centers that have potential for development.

Without proposing the development of educational policy programs regarding the decentralization of higher education in Romania, we nevertheless express our opinion that a firm action in this direction is necessary.

In our opinion, an optimal higher education in Romania should include three levels of centralization: Bucharest, of course, not with PP (st) of 30-40%, but only 20-25%, the three large university centers: Cluj- Napoca, Iasi, Timișoara, which could remain at 30% and another 30% could be completed by university centers with potential for decentralization such as: Constanța, Brașov, Galați, Craiova and Oradea, arranged geographically, in such a way as to compensate for the territorial imbalance.

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THE DEVELOPMENT OF THE SOCIALIZATION OF PRESCHOOLERS THROUGH THE PRISM OF THE KINDERGARDEN-FAMILY PARTNERSHIP IN THE CONTEXTS OF FORMAL, NON-FORMAL, INFORMAL EDUCATION

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Abstract

Developing the socialization of a preschooler involves dedication and a harmonious relationship between the implicit educational environment with the educator and the family environment with the preschooler's family.

If in kindergarten, the teaching staff plans activities for formal, non-formal, informal education with the aim of developing the social competence of preschoolers, thus stimulating the progress of preschoolers and respecting the Curriculum for preschool education, at home the family, continuing to carry out activities related to the development of social behaviors and thus contributing to the social development of one's own child, the main actor, the child, has nothing

but to gain and his development will be in continuous growth, respecting the natural educational path.

By creating a favorable atmosphere and a collaborative relationship between the educational environment (kindergarten) and the family environment (home), the preschooler will not feel the break between these two environments that work together to meet their needs and to help them develop optimally, to adapt in society.

Keywords: socialization, preschool, partnership, formal, informal, non-formal education.

1. Introduction

The problem of personality socialization has always been a concern among theorists, but also practitioners, who work in the field of education and education sciences. Moreover, now, given the current context created by the Sars Cov 2 virus and the worldwide pandemic that came with social distancing restrictions and more, the social benefits of humanity in general are being felt.

Whether we are talking about an education that is based activities of formal, informal or non-formal education, the development of the socialization of preschoolers is imperative to highlight in the educational activities carried out in the kindergarten. Moreover, if their parents are also involved in these activities through an educational partnership, the results will not be long in coming.

2. Theoretical approaches regarding socialization

In specialized literature, the notion of socialization has several definitions. Durkheim's definition, which considers socialization a property of human nature, of personality, has been in place since ancient times (Montessori, 1977). Emile Durkheim (2003) stated that all societies are „born from other societies, without

interruption, we can be sure that throughout the course of social evolution, there has not been a moment when individuals have really deliberated, to know whether to enter or not into collective life, and whether to enter a particular association rather than another”(Durkeim, 2003).

Ralf Linton (1968) specified that: „socialization is the process by which the human individual learns what he must do for others and what he can legitimately expect from them” (Linton, 1968).

Also interesting is the definition of the researcher Popescu Neveanu (1970), who points out that „the socialization process represents social integration and the identity of the person”. The process as such has an ontogenetic evolution that is subject to the social-historical one through traditions, mentalities, the level of culture and civilization transmitted from generation to generation (Popescu Neveanu, 1970).

According to Vlăsceanu (1988), socialization can be defined from several perspectives:

- from an anthropological perspective, where anthropologists use the term enculturation, which represents a process of acquiring new members of a community internalize aspects of their own culture, such as customs, traditions, language, legends, myths, folklore. Also, the term acculturation is used, where it is defined the way in which people move from one society to another and „re-socialization” takes place. The role of mass media here is to instruct the child about the nature of the social order or the immigrant about the customs of the host society, for example.
- from a psychological perspective, socialization is the way to teach the child to control his innate instincts and is an aspect of personality development. Freud, the main representative of this perspective, emphasizes that socialization starts from the idea that the three parts of

human consciousness (id, ego, superego) constantly compete for control over individual behavior. Therefore, socialization encourages the individual to accept society's values such as „good” and „bad”. Socially unacceptable startups must be controlled. The moral norms of society must be learned, and daily behavior involves resolving conflicts between the two.

- from the sociological perspective: socialization is seen as a process that prepares the individual for participation in group life. The focus is on two issues, one is how people acquire the knowledge they need to become members of special groups such as the family, a school, a work group, etc. and the other that ensures a broader understanding of the different types of groups that make up society (as cited in Vlăsceanu, 1988).

At the same time, sociologists emphasize the interaction society - social group - individual, that is, socialization is, first of all, a process of acquiring different social roles, of the formation of competence that give the individual the opportunity to acquire new roles and behaviors, according to the expectation of those around.

We cannot fail to notice the constructivist theories regarding the development of the child's socialization.

The Swiss psychologist Jean Piaget (1968), faithful follower of constructivism, established himself through the stage theory of the child's cognitive development, according to which the child's intellectual development goes through several successive stages or stages. It should be noted that he claims that children go through the same stages in their development, but they do so with different steps, therefore age does not overlap with the stage. With each stage the child learns certain operations as organized mental structures. The new stage does not exclude the previous one, the new conditions overlapping the previous ones.

If certain operations were not assimilated at one stage, learning difficulties will be inherent in the next stage. By following in particular the mistakes that children make in solving problems and in applying various models of exploration, Piaget demonstrated the active role of the child in exploring people and things, thus progressing in his cognitive and moral development. According to Piaget's theory, the child interacts with external forces actively rather than passively: he carries out an extremely intense mental activity, while he tries to find an explanation for the events and the world around them (Piaget, 1968).

Piaget's ideas, regarding the impact of learning through discovery and exploration on the development of young children, constitute the basis of early childhood education. Here we find the principle of individualization with a major impact on the child's development, namely by organizing activities that take into account the child's own pace of development, his needs, ensuring the children's freedom to choose activities and tasks according to their needs (as cited in Cucoş, 2006).

Erik Erikson through the theory of psychosocial development complements the theory of cognitive development of J. Piaget (Erikson, 2015).

Significant for this research is Erikson's theory of personal and social development, which proposes the staged approach to personality formation on the socialization side. If child psychology describes the child's cognitive development together with Piaget, Erikson's theory proposes a staged development of self-knowledge in interaction with others, respectively, emphasizes the social environment of the child's development (as cited in Glava, 2002).

Table 1. The stages of social-emotional development E. Erikson, 1963 (Glava, 2002).

Stage	Age	The determining social factor
Trust vs distrust	0-1 year	Mother
Autonomy vs dependence	1-3 years	The parents
Initiative vs withdrawal	3-6 years	The family
Diligence vs the feeling of inferiority	6-12 years	School and playgroup
Identity vs confusion	12-18/20 years	Peers/models
Intimacy vs isolation	20-30/35 years old	Friends, couple relationship
Achievement vs routine	Adult age	The family, the socio-professional environment
Fulfillment vs despair	The age of senescence	Retirement, social withdrawal

The socio-emotional development model offered by Erik Erikson was initially inspired by Freud's theories on emotional development.

We cannot fail to remember the social constructivism where the mark was left by Vygotsky, which complements the other forms, by emphasizing the social nature of knowledge, based on social interactions, of language, as a means of communication and enrichment of the individual cognitive experience, to which adds the role of culture, of the cultural context, of the group (Joița, 2007).

True knowledge is in authentic reality, not only at the mental level, and mental activity progresses based on the use of various forms of language, prosocial interactions, of different individual interpretations, which have become tools (Joița, 2003).

Interpersonal relationships, negotiations, confrontations, debates, group solutions mediate the construction of individual knowledge and make everyone aware of the „area of proximal development”, which can be the remedies and solutions to achieve it, the appropriate roles for the affirmation of competences (Joița, 2007) .

Therefore, according to Lev Vygotsky with reference to the social character of learning: new information is acquired daily, embedded in everyday events and acquires meaning by virtue of its relevance through its importance, complexity, interactive nature and the social character of experiences (as cited in Joița, 2007).

Studying the way children process and assimilate information, we recall the psychologist Howard Gardner (2006) who identified several ways of learning, also called multiple intelligences: social (interpersonal), personal, spatial, linguistic, logical-mathematical, musical, corporal- kinesthetic, naturalistic and existential. Gardner, believes that a large part of the child's potential is lost, if we do not give him the opportunity to develop a wide spectrum of mental abilities. Gardner's theory draws attention to the unique talents of each child. The merit of this approach is that it helps parents recognize the child's strengths and those abilities that may develop later than others, taking into account the fact that development in different areas/domains occurs at different rates (as cited in Jinga, 2000).

Starting from the idea that any uniform way of teaching is obviously unsatisfactory, since every child is different, Gardner (2006) considered that the educational process planned and carried out from the perspective of multiple intelligences: conditions child-centeredness and individualization, facilitates interaction with the world, ensures and supports success in self-expression, strengthens self-image and sense of competence.

Jerom Bruner observes that, while children manipulate the social environment, they acquire the ability to communicate through language (as cited in Joița, 2003).

Kaminsky's educational philosophy aims to keep the child, the needs/needs, particularities (physical, cognitive, socio-emotional), rhythm and

individual level of development, in the central position in thinking and planning education (as cited in Jinga, 2000).

Thus, we can list among the strong points of constructivism in the Romanian education process the fact that learning and development are social, collaborative in activities; each student builds his own understanding, at the mental level; learning in context requires the provision of relevant and authentic situations for students; The curriculum and training are centered on the student (Joița, 2003).

Therefore, education is structured into three major categories: formal (official) education; non-formal education (extracurricular); informal education (involuntary, spontaneous). We consider useful here the brief presentation of the defining characteristics of the three forms of education, presented in the specialized literature (Văideanu, 1988; Cucuș, 2002; Joița, 2003; Oprea, 2003):

- *Formal education*: represents the set of systematic and organized actions, designed and carried out in specialized institutions, pursuing explicit goals, with the aim of training and developing the human personality. Formal (or official) education is „institutionalized education, hierarchically structured, chronologically graded, run from the center” (Jinga, 2000).
- *Non-formal education*: represents the set of educational influences structured and organized in an institutionalized framework but carried out outside the education system. Non-formal education and/or education carried out outside the explicitly stated forms, as school institutions, with a degree of independence, with differentiated objectives, with the participation of other social factors, with compensatory functions in relation to the school, directed according to the specifics, but in a partnership

relationship with the school. Non-formal education refers to all systematically organized activities outside the formal system to meet a wide variety of learning needs

- *Informal education*: represents the totality of non-systematic, unorganized educational influences, not subordinated to explicit objectives and purposes, which are exerted on the individual. Informal and/or unorganized, spontaneous, diffused education, present through information received unintentionally, coming from the environment (natural, social, cultural), but in relation to the level of organization, culturalization, awareness of the individual. It is the product of the individual's life experience. Informal education includes lived experiences or values tried in everyday life. The most significant informal influences are those exerted by the mass media, by some aspects of family life (the example of parents, their attitudes), the influences exerted by groups of friends, colleagues, but also by various cultural institutions (e.g. museums, theaters, libraries, etc.), religious, political, military, trade union etc.

If we are to conclude, in our view, for the entire process of learning, educating preschoolers' and implicitly the development of their socialization, it is imperative that the organized activities be in addition to the formal and informal and non-formal ones.

Among the functions of education is also the function of socialization, which in the view of the researcher Ballantine J.H. (1993) is supported by the fact that by learning social roles, the child learns how to interact with others and integrate into society. That is, „the educational system socializes students to become members of society, to fulfill significant roles in the complex network of

social interactions. Sociologists have found, however, that the socializing experiences experienced by children in schools differ depending on their social origin, racial affiliation, the community in which they live and other variables that influence their education” (as cited in Jinca, 2000).

Socialization is a process of continuous interaction and social adaptation through which the competence and habits necessary for the activity specific to each individual possessing defined social statuses and roles are assimilated. The formation of value attitudes and value systems is an organic part of the socialization process (Antoci, 2018).

We consider the kindergarten-family educational partnership an important factor in the development of preschoolers socialization.

According to Mîsliṭchi, the partnership between the teaching staff and the family aims at the well-being of the child, the respect of the child’s rights. In order for educational interventions to be successful, they should be based on coherence, consistency, continuity. If educational influences and decisions are characterized by the same milestones in the child’s education, then the child’s development and learning will experience significant progress. Thus, the collaboration of the teaching staff with the family is essential (Mîsliṭchi, 2015).

If we are to talk about the social competence that the child can develop within the education system, we cannot fail to note the opinion of Goleman (2001), who claims that social competence refer to the ability of children to form functional social relationships with the other children and adults in their lives. Social competence facilitate positive interactions, corresponding to cultural norms, in such a way as to allow the achievement of one’s own goals and at the same time respecting the needs of others. Any social behavior is the result of a learning process of what is valued by society; for example, greeting or introducing ourselves to strangers are considered polite ways to initiate an

interaction. Because such behaviors are perceived as appropriate, their manifestation will be encouraged and as such repeated in similar contexts (Goleman, 2001).

Catrinel Ștefan (2010), defines social competence as the ability of children to form functional social relationships with other children and adults in their lives. In other words, social competence facilitate positive interactions, corresponding to cultural norms, in such a way as to allow reaching one’s own goals and at the same time respecting the needs of others. According to the above definition, any social behavior is the result of a process of learning what is valued by society (Ștefan, 2010).

The social competence of preschoolers are divided into two categories in the specialized literature:

- A. Interpersonal competence: initiating and maintaining a relationship
- B. Intrapersonal competence: integration in a group.

Table 2. The main social competence developed in preschool according to Catrinel Ștefan (2010).

No. crt.	Specific social competence	Examples of behaviors
1	Compliance with the rules	<ul style="list-style-type: none"> -follows instructions without being told; - keep quiet when asked; - responds adequately to the adult’s requests; - collects the toys at the end of the game, without being told; - easily accepts the change of game rules; - respects the rules related to a social situation
2	Initiating and maintaining a relationship (social relationship)	<ul style="list-style-type: none"> - initiates and maintains an interaction with another child; - listens actively; - share objects and share experiences; - gives and receives compliments; - invites other children to play together; - effectively resolves conflicts that arise.

3	Integration into the group of friends (prosocial behavior)	<ul style="list-style-type: none"> -cooperates with others when playing; - cooperates with others in solving a task; - offers and asks for help when needed; - takes care of other people's toys; - helps in different contexts (eg sharing supplies, sharing snacks).
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Thus, compliance with rules, initiating and maintaining a relationship as well as prosocial behavior are the main social competence that can be developed at preschool age according to Ştefan (2010) and how they could be developed better than in a group with educators and at home with by parents and family.

3. The purpose of the research

The purpose of the study was to develop and implement the socialization program for preschoolers through the kindergarten-family partnership.

The objectives proposed in the research:

1. Evaluation of the initial level of socialization of preschoolers.
2. Development and implementation of the Socialization Program for preschoolers in the experimental group.
3. Determining the impact of the Training Program on the level of socialization of preschool children.

4. Research methodology

The planned research was carried out on three stages: ascertainment, training, control. In the first stage, the observation stage, we diagnosed the level of socialization of preschool children.

The experimental group consisted of 62 preschoolers aged between 4 and 5/6 years, 62 parents and 3 teaching staff involved in the experimental and control groups.

For the development of socialization, the Screening of social competence-form for parents and the Screening of social competence-form for educators applied in the control stage and the observation stage, developed by Miclea Mircea (2010), were used.

At the time of the research, the parents' and teachers' consent was obtained for the children's involvement in the experiment.

5. Didactic technologies used in the Socialization Program

In the training program for parents, the planned topics were carried out in various ways, namely: webinars, round tables, debates, case studies, examples of good practices, lectures, trainings. Thus, through activities for formal, informal, non-formal education, the goal of the parents' program was: family involvement in the development process of preschoolers' socialization; informing and familiarizing parents with the benefits of preschoolers' social development; cultivating and developing the partnership between the family and the kindergarten.

The purpose of the program for teaching staff was: to support educators in order to become aware of and assume the educational role and involve them in the formation and development of the child's personality for his integration into social life; awareness of the importance of social development in preschoolers through kindergarten activities; knowing and educating preschool children through the positive influence of the kindergarten, establishing some basic principles that must be respected in the formation of children's personality, as well as some procedures for correcting some behavioral deviations. In order to achieve the goal within the training program for teachers, the themes planned within the activities for formal, non-formal, informal education were held in the form of webinars, debates, round tables, lectures, case studies, workshops.

Regarding the training program for preschoolers, the planned activities were both formal and informal and non-formal education: movement games, role-playing games, exercise games, stories, artistic and plastic activities, practical-household activities, excursions, hikes. Thus, the goal was: psychoeducation regarding social development among preschoolers; the formation of the child's social orientations and behaviors: compliance with rules, social relationships, prosocial behavior; training and shaping the ability to apply in practice the theoretical social knowledge acquired by children, the systematic acquisition of new social knowledge; the opportunity to form and consolidate feelings, beliefs.

6. Research results

Following the implementation of the kindergarten-family educational project, the training program for preschoolers and the program for teaching staff, progress was made in terms of the socialization of preschoolers. Thus, both the parents and the teachers together with the preschoolers, working together, obtained beneficial results.

The experimental group benefited from the training program based on the development of social competence and thus obtained the following results: no child has poorly developed social competence, 3 children have insufficiently consolidated social competence, 4,83% and 59 preschoolers have well-developed social competence and consolidated 95,17%.

The experimental program applied in the group of parents proved to be effective following the analysis of the results presented in table 3.

Table 3. Final results Social competence screening - form for parents in the ascertainment stage, the control stage, the experimental group, the control group

Group	The code					
	red*		**yellow		green***	
	The stage					
	ascertainm ent	contr ol	ascertainm ent	contr ol	ascertainm ent	contr ol
control	57 children 91,93%	42 childr en 67,74 %	4 children 6,45%	14 childr en 22,58 %	1 child 1,61%	6 childr en 9,67%
experiment al	57 children 91,93%	0 child 0%	3 children 4,83%	3 childr en 4,83%	2 children 3,22%	59 childr en 95,16 %

* indicates poorly developed assessed social competence

** indicates insufficiently consolidated evaluated social competence

*** indicates well-developed and consolidated assessed social competence

*

In table 3, you can see the final results obtained at the *Screening of social competence - the form for parents* in the control stage and in the ascertainment stage, both for the experimental group and for the control group. The results demonstrate that in the control group where the training program based on the Pedagogical Model for the development of social competence was not applied, 57 children have poorly developed social competence 82,30%, 14 children have insufficiently consolidated social competence 22,58% and only 6 children, 9,67%, have well-developed and consolidated social competence.

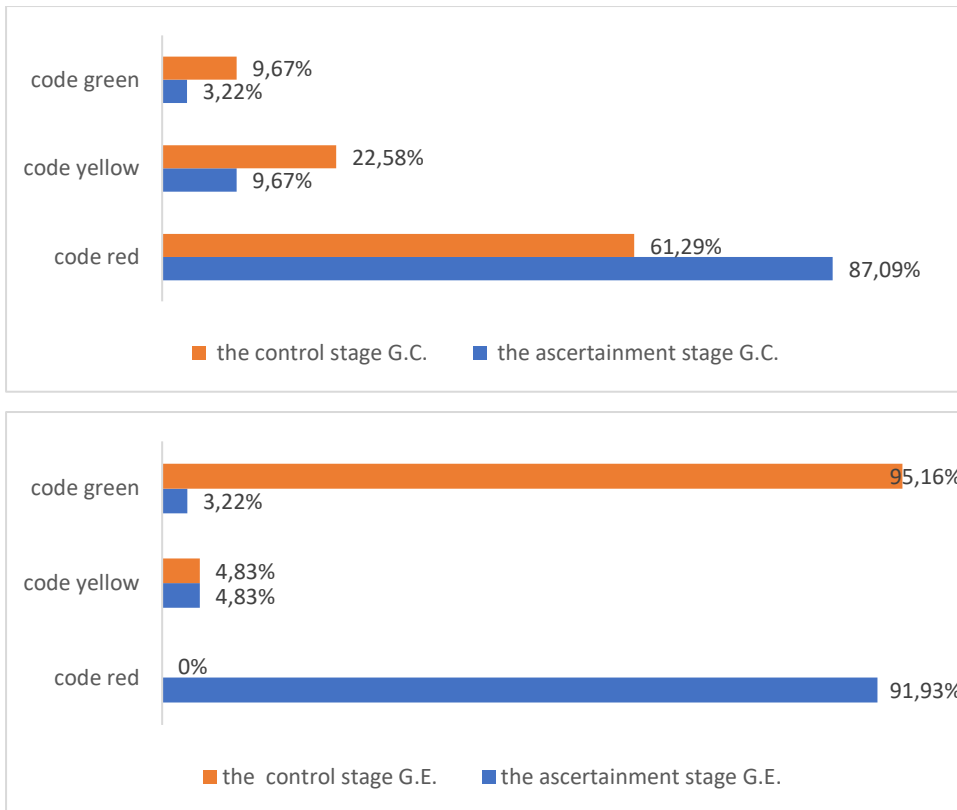


Fig. 1 Final results *Screening of social competence-form for parents*, control stage, ascertainment stage, experimental group and control group

According to fig. 1 the results from the *Screening of social competence-form for parents*, demonstrate that well-developed and consolidated social competence predominate in the experimental group, over 95% of preschoolers having well-developed and consolidated social competence. No preschooler in the experimental group has poorly developed social competence. In contrast, preschoolers in the control group, who did not benefit from the training program, more than 80% have poorly developed social competence, and only slightly more than 9% have well-developed and consolidated social competence.

According to the results in table 4 and fig. 2 it can be observed that at the *Screening of social competence - the form for educators*, the control group did not benefit from the training program and thus 38 children have poorly developed social competence, 61,29%, 14 children have insufficient social competence consolidated 22,58% and 6 children have well-developed and consolidated competence, 9,67%. The experimental group, following the completed training program, obtained the following results: no child is in a situation where social competence are not developed, 4 children, 6,46%, have insufficiently consolidated social competence and 58 preschoolers, 93,54% they have well developed and consolidated social competence. According to the analysis of the table and the figure, it is confirmed that the experimental program carried out with the children proved to be effective.

Table 4. Final results in the ascertainment stage and the control stage at the *Screening of social competence - the form for educators*, the control group and the experimental group

Group	Code					
	red*		yellow**		green***	
	the stage					
	ascertainm ent	contr ol	ascertainm ent	contr ol	ascertainm ent	contr ol
the control	54 children 87,09%	38 childr en 61,29 %	6 children 9,67%	14 childr en 22,58 %	2 children 3,22%	6 childr en 9,67%
the experimen tal	53 children 85,48%	0 child 0%	7 children 11,29%	4 childr en 6,46%	2 children 3,22%	58 childr en 93,54 %

- *indicates poorly developed social competence
- ** indicates insufficiently consolidated social competence
- *** indicates well-developed and consolidated social competence

By comparing the results obtained in the ascertainment stage both in the experimental and in the control group, the red code predominates, with over 85% of the preschoolers, and the green code is very low, just over 3%.

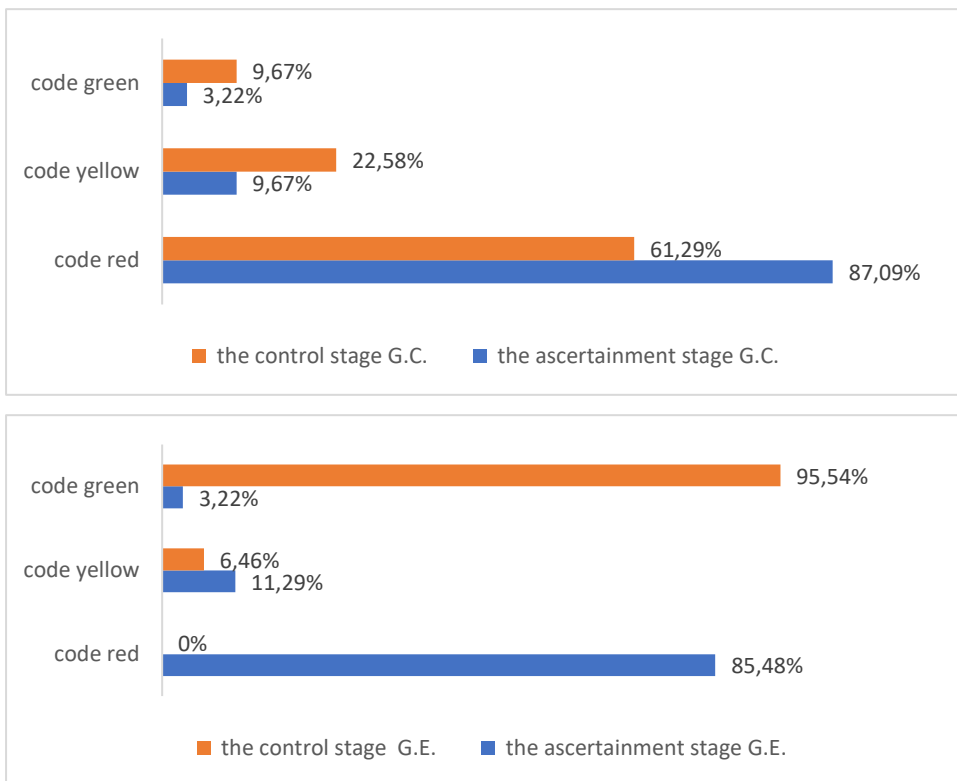


Fig. 2. Final results *Social competence screening-form for educators*, the control stage and the ascertainment stage, control group, experimental group

The purpose of the training program for parents was achieved: being informed and familiar with the benefits of preschoolers' social development,

parents got involved in the development process of children's socialization, therefore, the partnership between the family and the kindergarten was developed.

Thus, the positive experience acquired by parents in their relationships with their children was capitalized, by example; the cooperation between the kindergarten and the family was promoted in order to develop the socialization of children of high preschool age; the parents' interest in participating in the activities for formal, non-formal, informal education carried out in the kindergarten was stimulated; communication between educators and parents has improved in order to capitalize on the kindergarten-family partnership focused on the development of the socialization of preschoolers; various forms of partnership were organized and carried out (round tables, consultations, meetings, workshops, trainings, etc.) aimed at the development of children's socialization with the active involvement of parents and teachers; the parents' understanding of the socialization development activities carried out in the kindergarten, their specifics and how to ensure their continuity in the family environment was facilitated; to promote the necessity and need of preschoolers to be read to at home by their parents for their social development; the valorization of the game in the family with the aim of the social development of preschoolers was highlighted; shared with parents the importance of play at home and presented relevant resources.

Within the program for teaching staff, its goal was achieved, educators were supported in order to become aware of and assume the educational role and their involvement in the formation and development of the child's personality for his integration into social life; awareness of the importance of social development in preschoolers through formal, informal, non-formal education activities from kindergarten; knowing and educating preschool children through the positive

influence of the kindergarten; establishing some basic principles that must be respected in the formation of children's personality, as well as some procedures for correcting some behavioral deviations.

Therefore, within the training program for teaching staff, it was aimed to emphasize the individual knowledge of children, following their manifestation in kindergarten; the use of effective methods for psycho-affective development; finding common solutions in planning instructional-educational activities of formal, non-formal, informal education; studying books, documentaries, specialized magazines in order to hold debates on given topics, capitalizing on personal and professional experiences, exchange of experience, expressing the opinion of the participants regarding the actions undertaken within this program.

Regarding the training program for preschoolers, its purpose was to provide psychoeducation regarding social development among preschoolers; to form the child's social orientations and behaviors: compliance with rules, social relationships, prosocial behavior; to form and model abilities to apply in practice the social theoretical knowledge acquired by children; to systematically acquire new social knowledge; the opportunity to form and consolidate feelings, beliefs.

Therefore, preschoolers following the training program acquired knowledge about rules, relationships and behavior; they developed their ability to establish interactions with other children and adults; they formed skills to know and respect norms of behavior in society; they educated their positive traits of will and character of a positive attitude towards themselves and towards others; they developed their competence to enter into a relationship with those around them; they developed their responsible behaviors in kindergarten and outside it; they became aware of the importance of self-knowledge in adopting a responsible lifestyle, and developed the necessary competence for teamwork.

7. Conclusions

As Jinga (2000) specifies, the human being can act on his own being, having the ability to develop, he can develop those adaptive capacities considered necessary and valuable; „from everything that the culture and civilization of the age in which he lives (the social environment) offers him, he will select only what he considers to be in agreement with his needs and ideals. These, in turn, are strongly influenced by the value orientations existing in the society of which it is a part. Education consists precisely in the deliberate influencing of personal value options in accordance with what is considered, in a certain society, to be desirable to be adopted as a personal ideal to be achieved”(Jinga, 2000).

Teaching staff, through the educational activities they plan both formally, non-formally and informally, develop among preschoolers, beneficial capacities and attitudes for a natural adaptation in today's society; and collaboration with parents through an educational partnership increases and completes the family-kindergarten relationship.

The research results obtained within the pedagogical experiment carried out in three stages confirmed the effectiveness of the program, regarding the socialization of preschoolers.

Significant differences were established in all dimensions of the Screening of social competence: the dimension of compliance with rules, social relations and prosocial behavior. A significant positive increase is found in all dimensions of *Screening social competence* (experimental group). Preschoolers who demonstrated low results in some of the variables at the detection stage also obtained low results at the control stage of the pedagogical experiment. And the preschoolers who had high results in the first measurement, also have high results in the second measurement.

In conclusion, we can say that the training program designed both for parents and teachers, but also for preschoolers, led to an optimal, adequate social development, necessary for society.

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THE ROLE OF LITERARY AND ARTISTIC ACTIVITIES IN PRESCHOOL GROUPS IN THE FORMATION OF COMMUNICATION CULTURE

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Abstract

The artistic and aesthetic development of preschool children is determined by the task of directed and consistent formation of the fundamentals of artistic and aesthetic culture in order to promote the formation of an aesthetic attitude towards the world in a child and the harmonization of the worldview - the worldview.

Artistic culture is a way of spiritual and practical development of the world and includes various types of artistic and creative activities: development of works of art; own participation in a certain type of activity; creating your own works of art; dissemination of artistic knowledge.

Keywords: literary and artistic activities, preschoolers, language, culture of communication, samples

1. Introduction

Activity is a relationship, a relationship between the organism and the environment, in which energy consumption takes place, with an adaptive purpose. In a narrower sense, by activity we understand the totality of external or mental behavior manifestations that lead to adaptive results. The activity represents the most natural and truthful way of externalizing and objectifying the internal psychic organization of man, of attesting the instrumental-creative, temperamental and characteristic valences of his personality profile.(Ețco, Fornea, Davidescu, Tintiuc, Daniliuc, Carăruș, 2007).

The literary-artistic education of preschoolers focuses on the formative dimension of the literary text, contributing to the familiarization of children with the structure of the Romanian language, with its richness and expressiveness, through the acquisition of new plastic words and expressions, rhyming and rhythmic constructions, sayings, proverbs and grammatical structures correct.

Communication between children in kindergarten is carried out with the help of language, which "is a specific form of human communication" (M. Roșca, 2022), and the acquisition his is gradually realized from the earliest age in the bosom of the family, without methodical or scientific guidance. Of particular importance in the study of language in the instructive-educational process is the adoption of an appropriate methodology that allows understanding how language is organized, structured and developed at this age. (Boscaiu, 1979).

2. Theoretical approaches regarding literary and artistic activities in preschool

The activity is the main form of organizing learning in kindergarten, with preschoolers. This is a fundamental kindergarten, with the help of preschoolers they develop knowledge, skills, skills, abilities, achieving the objectives and then forming the skills of the children according to the Curriculum.

Literary texts proposed for artistic literary activities must be correlated in relation to the age characteristics of preschoolers and their level of knowledge, so that they understand the literary work, the literary text and transpose it into new situations of experience, create new ones. experiences. The literary text is an important tool in the development of communication and oral expression.

The researcher C. Şchiopu states that the literary text is a text through which the author aims to impress and excite the readers, expressing his own thoughts, ideas and feelings, by using an artistic language, strongly marked by subjectivity (Şchiopu, 2010).

The literary text is an aesthetic object: a message of ideas, conceptions, feelings and is appreciated, first of all, for its artistic value. It means text plus aesthetic value. The aesthetic is therefore the fundamental value of literature and the one that gives it autonomy. The goal is to please the reader, to excite, to arouse aesthetic and artistic emotion.

Methodists G. Bărbulescu and D. Beşliu note that literary texts are fictions, even if they start from reality, which they more or less reflect. The imaginary character can only be established by referring to the communication situation in which it is placed. For a text to be considered literary it must:

- to convey an individual, subjective impression of reality;
- to reflect generally human ideas;

- to excite the receiver;
- to have a specific construction (conative language, lexical richness, polysemanticism, uniqueness, expressiveness) (Bărbulescu, Beșliu, 2009).

Literary reception is a complex psychic, intellectual and cultural-spiritual process and includes perception, imagination and artistic thinking, associated with language and communication.

Tales and stories are the most beloved guided activities in kindergarten, which satisfy children's need for knowledge and affection, develop positive behavioral states and manifestations, stimulate their imagination and create the optimal framework for communication.

Under the phonetic aspect, through specific activities, didactic games, exercise games, poems, stories, readings after pictures, etc., preschoolers learn to articulate correctly all the sounds of the language, their auditory discernment is perfected, in sensing the sound in the whole word or in syllabic groups, learning to divide words into syllables, improving and removing some deficiencies in the pronunciation of sounds (omissions, inversions, substitutions, extensions, etc.). Organizing these activities in the most pleasant way, makes the child's expression as relaxed as possible, giving the educator the opportunity to know the possibilities of verbal expression of each child, having the possibility of a tactful intervention in correcting possible minor mistakes or calling to the speech therapist.

From a lexical aspect, the preschool child's language is enriched in terms of active and passive vocabulary with common nouns, proper nouns, adjectives, cardinal and ordinal numerals, verbs, prepositions and conjunctions.

Language development in preschoolers is not limited only to phonetics, to the quantitative growth of vocabulary, but with the assimilation of the lexical fund, children also acquire the meaning of words and the grammatical structure

in a practical way in the living process of communication. (<https://www.scribub.com/gradinita/Rolul-activitailor-din-gradini> viewed 02.12.2022).

Cultivating language expressiveness is of great importance at preschool age. This involves observing the intonation, accent, rhythm, tone pauses and nuance of the voice during current speech or in the reproduction of fragments of a known literary text without deviations from the subject, repetitions or omissions, the correct rendering of the dialogue.

3. Research methodology

The experiment aimed at validating the level of formation of communication culture through literary and artistic texts in preschoolers and was focused on:

- series of principles, which can capitalize on the freedom of imagination and opinion of preschoolers, stimulating interest in knowledge, updating the experience of listening/listening to stories;

- quantifying the formative potential of literary and artistic texts, which is edifying if preschoolers are provided with the opportunity to analyze a fact/case, to make and argue decisions, to foresee their consequences. The exchange of feedback with colleagues, to revise a solution, the skills to carry out a task in a group, to use different learning strategies that contribute to the formation of the culture of communication;

- the activation of literary-artistic education in the process of interpreting a literary text, leads to the strengthening of one's own knowledge and experiences, to compare one's solution with the values, ideals, visions of others. This correlation generates an emotional attitude towards the respective modalities.

As criteria for validating the values of preschoolers' communication culture, the literary and artistic characteristics, demonstrated by preschoolers and presented in Table 1.1, served.

Table 1. Criteria for evaluating the culture of communication through literary and artistic texts in preschoolers:

Test / Criteria	Level
1. Snow White and the Seven Dwarfs - Brothers Grimm	
Observing the facts and phenomena that occur in the literary work Discovering, exploring and following the rules in retelling the message of the literary work Characterization of the characters, identification of the relationships between the characters Enrichment of emotional affective and artistic experience to the message of the text The variety of expressive, aesthetic means and the volume of vocabulary Identifying new words/artistic expressions I play the opening and ending formulas of the stories	Advanced- A
Observe the partial facts and phenomena that occur in the literary work Discover and partially retell the message of the literary text Partially identifies unknown words It characterizes and partially identifies relationships between characters	Developing-D
He does not notice the facts and phenomena in the literary work He does not explore, he is not interested in the message of the literary work Identifies but does not characterize the characters in the text It does not suggest solutions to the problems raised in the text	Need Support-S
2. To cherries - Ion Creangă	
Observing the facts and phenomena that occur in the literary work The discovery, exploration and accuracy of the retelling of the message of the literary work, as well as its clarity Identifying and enriching the vocabulary with new words	Advanced- A

<p>Characterization of the characters, identification of the relationships between the characters</p> <p>Enrichment of emotional affective and artistic experience to the message of the text</p> <p>Identifying and suggesting ideas, solutions for the problems faced in the text</p>	
<p>Partially observes the facts and phenomena that occur in the literary work</p> <p>Discover and partially retell the message of the literary text</p> <p>Partially identifies unknown words</p> <p>It characterizes and partially identifies the relationships between the characters</p>	Developing-D
<p>He does not notice the facts and phenomena in the literary work</p> <p>He does not explore, he is not interested in the message of the literary work</p> <p>Identifies but does not characterize the characters in the text</p> <p>It does not suggest solutions to the problems raised in the text</p>	Need Support-S
<p>3. Pinocchio - Carlo Collodi</p>	
<p>Observing the facts and phenomena that occur in the literary work</p> <p>Discovering, exploring, retelling the message of the literary work</p> <p>The variety of expressive, aesthetic means and the volume of vocabulary</p> <p>Characterization of the characters, identification of the relationships between the characters</p> <p>Enrichment of emotional affective and artistic experience to the message of the text</p> <p>Artistic and creative imagination in making/describing facts, events, characters</p>	Advanced- A
<p>Partially observes the facts and phenomena that occur in the literary work</p> <p>Discover and partially retell the message of the literary text</p> <p>Partially identifies unknown words</p> <p>It characterizes and partially identifies the relationships between the characters</p>	Developing-D
<p>He does not notice the facts and phenomena in the literary work</p>	Need Support-S

<p>He does not explore, he is not interested in the message of the literary work Identifies but does not characterize the characters in the text It does not suggest solutions to the problems raised in the text</p>	
<p>4. Sleepy birds - M. Eminescu</p>	
<p>Great interest in hearing a text Observing the facts and phenomena that occur in the literary work Expressive interpretation: with intonation, rhythm, pause, accent, intensity and timbre of the voice; pronounce the sounds of the Romanian language correctly Identifying artistic expressions in the text Enrichment of literary artistic experience to the message of the text Imagining characters, facts, actions and descriptions of nature</p>	<p>Advanced- A</p>
<p>Partially observes the facts and phenomena that occur in the literary work Interpret the text/poem partially and with help He partially pronounces the sounds of the Romanian language Partially identifies artistic expressions, new words in the text Manifests some emotional states towards the taught text</p>	<p>Developing-D</p>
<p>Low interest in listening to a text Interpret only with support the text/poetry Does not identify artistic expressions / new words in the text It does not manifest any state or opinion of its own about the text</p>	<p>Need Support-S</p>
<p>5. What are you rocking... M. Eminescu</p>	
<p>Interest in hearing a text Observing the facts and phenomena that occur in the literary work Expressive interpretation: with intonation, rhythm, pause based on phonemic hearing and correct pronunciation Identifying artistic expressions in the text Enrichment of the literary-artistic experience with the message of the text The use of verbal and non-verbal means</p>	<p>Advanced- A</p>
<p>Partially observes the facts and phenomena that occur in the literary work Interpret the text/poem partially and with help He partially pronounces the sounds of the Romanian language</p>	<p>Developing-D</p>

Partially identifies artistic expressions, new words in the text Manifests some emotional states towards the taught text	
Low interest in listening to a text Interpret only with support the text/poetry Does not identify artistic expressions / new words in the text It does not manifest any state or opinion of its own about the text	Need Support-S
6. Who can know - Ana Blandiana	
Interest in listening to a text and understanding it Observing the facts and phenomena that occur in the literary work Expressive interpretation: with intonation, rhythm, pause; pronounce the sounds of the Romanian language correctly Identifying artistic expressions in the text Enrichment of the literary-artistic experience with the message of the text Reasoned expression of one's own moods/opinions, using language; generating ideas	Advanced- A
Partially observes the facts and phenomena that occur in the literary work Interpret the text/poem partially and with help He partially pronounces the sounds of the Romanian language Partially identifies artistic expressions, new words in the text Manifests some emotional states towards the taught text	Developing-D
Low interest in listening to a text Interpret only with support the text/poetry Does not identify artistic expressions / new words in the text It does not manifest any state or opinion of its own about the text	Need Support-S
7. The lazy bumblebee - E. Farago	
Argued expression of one's post-reading moods/opinions, using the language; The use of verbal and non-verbal means Imitation of states: anger, surprise, joy, sadness, fear Experimenting, solving problem situations, generating ideas, Imagining characters, facts, actions and descriptions of nature Imitation of states: anger, surprise, joy, sadness, fear	Advanced- A
Expresses some moods or personal opinions about the text/work	Developing-D

<p>Uses some verbal and non-verbal means Experiment and solve some problem situations in the opera Describes some actions or deeds of characters or descriptions of nature</p>	
<p>It does not express its own opinion or state about the text/work Low use of verbal and non-verbal means It does not present solutions to problem situations with only support Describe some actions or facts only with the support of the educator</p>	<p>Need Support-S</p>
<p>8. The petted girl - O. Cazimir</p>	
<p>Argued expression of one's post-reading moods/opinions, using the language; The use of verbal and non-verbal means; Using an intonation with rhythm, accent, intensity appropriate to the poem; Imitation of states: anger, surprise, joy, sadness, fear; Experimentation, solving problem situations, generating ideas; Imagining characters, facts, actions and descriptions of nature</p>	<p>Advanced- A</p>
<p>Express some moods or personal opinions about the text/work Uses some verbal and non-verbal means Experiment and solve some problem situations in the opera Describes some actions or deeds of characters or descriptions of nature</p>	<p>Developing-D</p>
<p>It does not express its own opinion or state about the text/work Low use of verbal and non-verbal means It does not present solutions to problem situations with only support Describe some actions or facts only with the support of the educator</p>	<p>Need Support-S</p>

4. Research results

By capitalizing on the communication culture formation strategies for preschoolers through literary and artistic texts, we find that we have competent children to explore a literary text, in the context of capitalizing on communication in relation to the transmitted message. The high-level preschooler: confirms the

presence of emotional-affective reporting to the message of the text heard by extracting essential and detailed information; the characterization of the characters denotes the detection of attributes, stylistic figures in the presented text; the exposure of personal opinions, experienced emotions, the externalization of the soul and moral characteristics of the characters, valued through language, intonation, expressiveness confirm the evaluation of literary texts; logically argue literary preferences. The preschooler with an average level: partially expresses his opinion regarding the problem of the text, without the presence of creative ideas; he has an unargued position towards his own states; the lack of communication prevents the valorization of the artistic language in order to form the culture of communication through literary texts, resorting to the phrases impressed me, I like; it usually reproduces the story extracted from the literary text and does not pretend to be produced as a valorizer; it does not discern the comprehensive substratum of the literary text. The preschooler with a low level is considered by the lack of opinion towards the problematic of the work, the soul and moral qualities of a character; has an unargued position vis-à-vis his own states; the lack of communication blocks the exploitation of artistic language for the purpose of forming the culture of communication compared to the literary text; he notices no more than the pattern of the literary text, the stylistic expressions or the mode of communication.

The table below shows the criteria for evaluating the culture of communication in the experimental group, as well as the difference, in percentages, from the initial/finding phase and the final/control phase for preschoolers at the advanced level.

Table 2. Evaluation criteria of the elements of communication culture through literary and artistic activities in the initial phase (finding) and the final phase (control phase) in the experimental group, advanced level:

Nr.	Criteria for evaluating the culture of communication through literary and artistic activities	The initial phase of the experiment. (%)	The final phase of the experiment. (%)	The difference%
1.	Reception and narration of the text	16,36	43,63	27,27
2.	Storytelling and text comprehension	12,62	40	27,38
3.	Narration in fragments of the text	16,36	41,81	25,45
4.	Understanding and reciting poetry	18,18	40	21,82
5.	Expressive recitation and acquisition of artistic words from poetry	20	34,54	14,54
6.	Understanding and expressing emotions in fables	12,72	47,27	34,55
7.	The artistic expressiveness of the poem-fable	16,36	45,45	29,09
8.	Expressive recitation of poetry	14,54	47,27	32,73

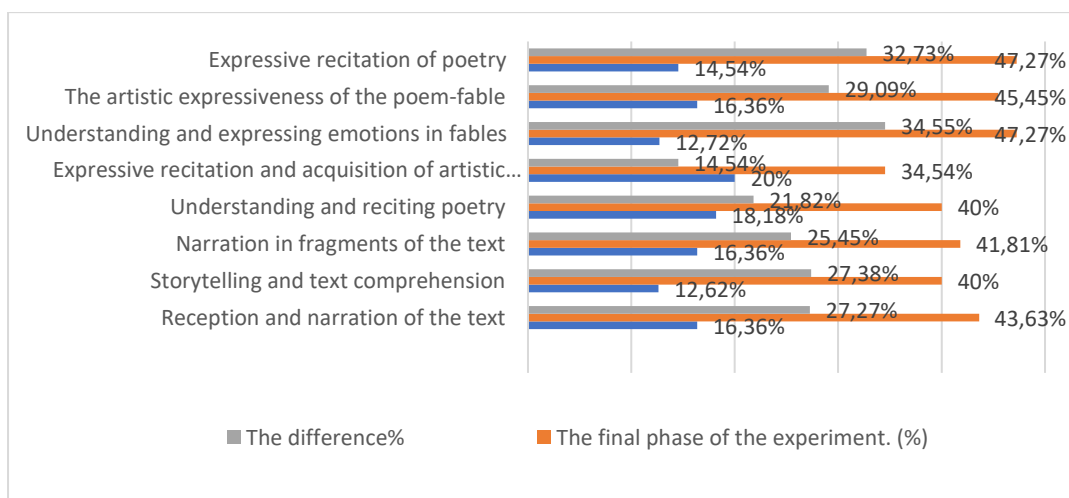


Fig.1. Evaluation criteria and the difference from the experimental group, both in the ascertainment stage and the final/control stage - advanced level

Analyzing the results obtained in the control stage, the experimental group obtained a percentage of 43.63% in the control stage and 16.36% in the observation stage for the criterion of receiving and narrating the text; advanced level; the difference of 27.27% represents the fact that the preschooler is interested in the heard text, narrates the text, discovers, explores and respects the rules in retelling the message of the literary work. On the criterion of telling stories and understanding the text, 40% in the control stage compared to 12.62% in the detection stage, preschoolers from the advanced level enriched their literary and artistic experience, characterized the characters and identified the relationship between them, pronounced the sounds of the language correctly Romanian. According to the criterion of narrating the text in fragments, 25.45% in the final stage compared to 16.36% in the observation stage, the experimental group at an advanced level of narrated the text in fragments, understood the text, identified the new words and used them in new situations; they played the beginning and end formulas of the stories. At the criterion of understanding and reciting the poem 40% in the final stage compared to 18.18% in the observation stage, those from the advanced level, the experimental group understood and recited the poem logically, identified the new and/or unknown words and used in new contexts, they correctly used the intonation, pause, rhythm and showed interest in the poetry heard. At the criterion of expressive recitation and acquisition of artistic words from poetry, 34.54% at the control stage, the experimental group compared to 20% of the observation stage, preschoolers recited expressively, respecting the intonation, pause, rhythm of the poem; they learned artistic words from the text and used them in new situations, they

respected the established rules for reciting poetry. On the criterion of understanding and expressing emotions from the fable, 47.27% at the control stage compared to 12.27% at the observation stage understood the meaning, the moral of the text heard; they expressed their own opinion about the events, the actions in the text, they argued their own state, using the language. On the criterion of artistic expressiveness of the poem-fable 45.45% at the control stage, the experimental group, the advanced level compared to 16, 36% of the observation stage recited the poem-fable correctly and beautifully, they used verbal and non-verbal means, and they expressed their own opinion about the events in the text, they respected the rules and the clarity of reciting the poem. At the criterion of expressive recitation of the poem, 47.27% at the control stage, the experimental group, the advanced level compared to 14.54% at the observation stage, recited the poem logically, learned artistic words from the text, used the appropriate intonation of the text, they presented the states of anger, joy, sadness in the text, they expressed their own opinion about the actions in the text, they found solutions to the problems raised in the text, they described the image in the poem, enriching their emotional affective and artistic experience with the message of the text .

From the data collected, from both evaluations (finding and control), it was observed that the highest degree of difficulty regarding the achievement of communication culture training tasks was found in the process of expressive recitation and the acquisition of artistic words from poetry, as well as in dividing words into syllables and recognizing the initial sound in a word, where the lowest values were recorded, in terms of performing the tasks of artistic expressiveness of poetry and expressing emotions, high values were recorded.

The increase in the formation of the culture of communication in the preschoolers in the experimental group is obviously of a higher level than that of

the preschoolers in the control group, so we can say that the experimental approach had beneficial effects on the students.

The results of the pedagogical experiment allow us to state that the level of communication culture among preschoolers in the experimental group increased considerably compared to the level of communication culture among preschoolers in the control group. This fact confirms the validity of the research hypothesis and the effectiveness of the methodology of forming the culture of communication through literary and artistic activities in preschoolers.

5. Conclusions

The application of various literary and artistic activities for the formation of the culture of communication in preschoolers is focused on the principles of literary-artistic education, which launch a system of values, outline the investigation of the scientific problem, ensuring its functionality through the necessary resources and tools, through the freedom of imagination and opinion, through stimulating the interest in knowledge, by updating the reading and life experience, by cultivating skills.

The training strategies stimulate preschoolers' interest in knowledge, motivate the activity of reading and interpreting literary texts, amplify the formation of communication culture through literary and artistic activities in preschoolers by activating the aesthetic and life experience in the process of interpreting the literary work, preschoolers being put in the situation of to call on one's own knowledge and experience.

In the framework of the experiment, various activities for the formation of the communication culture of preschoolers in relation to the literary work were implemented and capitalized, such as: activities in groups, in pairs, frontal,

individual, etc.; communication culture training strategies were developed/adapted and reported at the preschool level, aiming to obtain a preschooler able to understand what is read to him, capable of perceiving the world around him, analyzing, communicating and interacting with peers, expressing their thoughts, moods, feelings and opinions towards the read text.

The results obtained in the intervention phase demonstrate the effectiveness of the process of forming the culture of communication through literary and artistic texts, by accumulating the skills to reproduce correct and coherent messages, interpreting the texts objectively. The progress registered as a result of the experimental activities demonstrates a significant difference and an increase in the quantitative and qualitative weight of the experimental values obtained by the subjects from the experimental sample at the control stage, compared to the answers given by the subjects from the control sample, confirmed by carrying out the evaluation tests summative.

Through its programs, the kindergarten allows the passage of circles of words, clear and correct pronunciation, nuanced speech, reproduction of stories, poems, familiarization with the situation of communication, training and language cultivation. (Caillois,1975)

The purpose of any act of learning is the future usefulness of the results obtained. Learning doesn't just have to lead somewhere, it just has to allow easier progression to the next stage. (Planchard, 1976)

The literary-artistic development of preschoolers is carried out starting from an early age both in the family and in preschool institutions through various forms of activity. Within the literary-artistic activities, both the sensory development and the formation of the communication culture of preschoolers are achieved (Lavric, 1992). Thus, the literary-artistic activities of preschoolers represent a main means in the process of personality formation, a means of

educating feelings and aesthetic attitude towards everything that surrounds us, a means of aesthetic, moral and intellectual education.

The formation of the culture of communication is a priority objective in the development of speech at preschool and aims at the auditory perception of the speech of those around. At the preschool age, it is necessary to train preschoolers in the habit of differentiating the sound elements of speech (sounds, words, phrases, etc.), the development of phonemic hearing, the habit of training auditory attention, etc. (Harlan, 1992).

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