

Wellbeing in preschoolers.

Important factors in creating educational patterns

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Abstract

The kindergarten influences the formation of the child's personality through various methods and activities that include all socio-cultural categories. During this period the foundation of good communication, relationships with others, activities that will lead the child towards the beginning of his personality formation are laid. Micro-research aims to find out to what extent the activities in the family environment and the preschool are oriented towards the formation of healthy behavior with specific social integration notes, then the child will be assured active group / community integration by forming specific patterns of autonomy. In research paper we aim at achieving the following objectives: to identify how wellbeing process is understood by educators and parents by ensuring quality of life in terms of health, material status, access to education or quality social services; to highlight the physical, mental and cultural links between play, learning and physical and mental health in pre-school children through various types of games, activities and elements of creative stimulation; to create healthy opportunities and situations for the child's behavior in the kindergarten and beyond, through creative, transferable activities. Data collection methods are: questionnaire, focus group.

Keywords: development, learning, preschool, well being

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1. The educational context

Preschool education is the first step of the Romanian education system and aims at the multidisciplinary development of children aged between 3 and 6 years according to their psychic and physical peculiarities, preparing preschoolers for their future activities in primary school. Good integration into primary school is very important for the three years of pre-school education.

The wonderful world of childhood is closely stimulated by the benefits of the kindergarten through activities designed to develop the child in several fields, namely: intellectual, physical, mental, social, emotional, attitude and language development.

The kindergarten, the first external environment with which the child comes into contact, must be the "palace" in which the child feels loved, appreciated, respected, but especially understood. Kindergarten has the most important task of providing the material and human resources of good quality needed in the process of harmonious growth and development of the child. The kindergarten influences the formation of the child's personality through various methods and activities that include all socio-cultural categories. During this period the foundation of good communication, relationships with others, activities that will lead the child towards the beginning of his personality formation are laid.

The role of kindergarten in the child's development is the foundation of the entire child's education. The skills, knowledge and

abilities that he gains in the years spent in the kindergarten will help him throughout the educational process.

The main function of the kindergarten is to succeed to fill the role of mother, not to replace it. A young teacher who has no child can not know nor can orient towards a child biologically, only indirectly, through the knowledge of all the factors involved in the educational process, especially in the educational environment of kindergarten. An older teacher must be able to evolve in order to understand child psychology. It needs more specialists and reading regarding the complexity of modern child. (Winnicott, 2013).

The first form of activity carried out by the preschool child is the game. If for an adult the game is the most accessible form that leads to an activity of relaxation, it is the main activity for the child that helps him to know the world around him, to imitate the actions and activities he sees in society. The authors Marcia L. Nell and Walter F. Drew states that „constructive, exploratory and dramatic play must be at the center of all early education processes. Play experiences are essential to enable children to gain an early understanding of the surrounding world, math, reading and writing, as well as social skills.” (Nell, Drew, 2016, p.85)

The game occupies, in the kindergarten, a very important role among the other forms of instructive-educational activities satisfying the child's need of knowing movement, intellectual, physical and aesthetic affirmation educating the will, modeling the temperamental and characteristic features.

After long researches Louis Cozolino, in the work "Teaching based on attachment. How to create a tribal class "concluded on the game and its effects on children:" the game stimulates the emotions of joy and well-being (through endorphins, dopamine, serotonin), the game is regulated by testosterone levels and adrenaline, amplifying learning through gene expression and neuronal growth in the brain. (Cozolino, 2017, p.196).

2. Methodology of research

2.1. Why Health Education for Preschools?

Health is defined as the well-being, mental and social well-being of every person. Health is not just the absence of disease or infirmity. The state of health and illness is influenced not only by biological, chemical or genetic factors, but also by psychological and social factors. The main factors that impact on health and illness are behaviors that describe lifestyle: balanced eating, exercising, reducing alcohol consumption, smoking cessation, using methods to prevent sexually transmitted diseases, adopting other preventative behaviors, vaccinations, periodic medical check-ups, screenings, observing sleep times. Healthy behaviors are socially learned by children by observing and imitating adults. For example, nutrition, practicing physical exercise are behaviors that are learned from the family in early development (pre-school age), and have a defining role in developing attitudes and practices in later development and adult life styles in relation to healthy lifestyle.

At pre-school age children learn forming attitudes towards sanogenic and risk behaviors. At this age is formed the representation of health and illness. Parents and adults who interact directly with children have a major role in developing sanogenic behaviors with a protective role on health. Adults inflate the behaviors adopted by children by the model they represent. They are also the main providers of leisure and food diversity opportunities.

Health education for preschoolers allows the learning of sanogenic behaviors and their integration into behavioral routines. In the broad sense, health education is represented by all learning experiences that lead to improving and maintaining health. In a narrow sense, health education involves the development of cognitive, social and emotional abilities with a protective role on health and the development of a healthy lifestyle by strengthening healthy behaviors and reducing risk behaviors.

Although, at one point, critical thinking was considered a rational approach to learning, research has shown that the affective modes of knowledge are those that prioritize experience and identify what is, on a personal level, the most important for the learner in the learning reflection process.

The well-being of preschoolers can be characterized as a necessity for the harmonious development of children and their emotional preparation for the school years. One can easily create a connection between well-being and school resilience. According to Dogaru M states that „another important aspect of resilience is that it is not a universal process, but a situational one. Thus, a child resilient

in the school environment can experience failures in the social environment, the accumulation of unfortunate events leading to the diminution of resilience.” (2018, pp.1966.) We need to help children perform in all sectors of successful integration into society.

2.2. The context of the research

The present research has an empirical character (Chelcea, 2004, p. 172) the ascertaining type. Research methods aim to combine in a beautiful way both quantitative and qualitative statistical research of the collected results / data.

The well-being of the preschool child, the main pillar of this paper addresses in terms of its efficiency and effectiveness, new elements of building a learning activity as well as elements of social integration seen both from the point of view of educators and parents investigated.

The development of pre-school childhood is rapid both physically and mentally. We have to deal with explosive development, with visible skills and measurements from one day to another. The well-being of the preschool child, the main pillar of this paper addresses in terms of its efficiency and effectiveness, new elements of building a learning activity as well as elements of social integration seen both from the point of view of educators and parents investigated.

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2.2.1. The purpose of research - the general significance

The research aims to find new elements for improving the wellbeing process in pre-school children by developing educational patterns to help the child develop in different areas of development: physical, cognitive, communication and language, emotional, social, morality.

Explaining the issue under examination involves expressing it in writing, in clear and explicit terms. From its formulation, the objectives of the research result, considered as detailed aspects of the objectives of the scientific investigation, followed by the formulation of the research assumptions (Chelcea, 2007, p 7).

2.2.2. Research objectives

In order to create a global and correct vision of the reality under investigation, we aim at achieving the following objectives:

(O1) To identify how wellbeing process is understood by educators by ensuring quality of life in terms of health, material status, access to education or quality social services;

(O2) To highlight the physical, mental and cultural links between play, learning and physical and mental health in pre-school children through various types of games, activities and elements of creative stimulation.

2.2.3. The variables

The variable term, in particular the dependent variable, broadly represents "the property of a phenomenon, the object of the research to change its dimensions, to take different values from one individual to

another, from one community to another or from a moment to another "(Rotariu, 2006, pp 26).

According to M. Popa (2008), the independent variable is the one that the researcher manipulates, explicitly defined, measured or measurable. Independent variables are measures of phenomena believed (supposedly) to influence, affect, cause other phenomena. The independent variable is the modified factor by the experimenter.

- Independent variables: gender, age, professional status of teachers: educators, institutes, professors, other higher education, the experience of the teaching staff in years at the chair, teaching staff, medium of the institution - rural or urban.
- Dependent variables: Development of the pre-school child on different fields of development: mental, social, moral, intellectual, emotional, physical, language / communication and play; Projects of the child in: participation in the game, observance of the rules of the game; Nature of obstacles: pedagogical, psychological, financial - for educators; Adult effort for the well-being of the child; The time period allocated for balancing open-air games.

2.2.4. Research assumptions

From an etymological point of view, the term hypothesis comes from the Greek language from the "hypothesis" that stands for the foundation, the basis. The formulation of a scientific hypothesis is a stage of research, which is the essence of the problem. The hypothesis is an affirmation or question about a possible relationship between the factors studied and the reasoning criteria. The hypothesis

is the basis for the formulation of a prediction, from which either the truth, the neutrality or the falsity of the assumed hypothesis is obtained (Chelcea, 2007). The hypothesis is a presumption based on known elements about: the essence of causal regularity, laws and internal mechanisms of producing a phenomenon, behaviors, proceses. In short, the hypothesis is an attempt to respond to a given problem, in forms suitable for testing, measured.

Working hypothesis: If activities in the preschool environment are oriented towards the formation of healthy behavior with specific social integration notes, then the child will be assured active group / community integration by forming specific patterns of autonomy.

2.2.5. Sample and sampling in scientific research

In the present study, the sample of pre-school children was grouped according to the group of preschool children, of which it is part and of the home of the educational unit. Teachers' population respects how the preschool sample is grouped together.

Very important in conducting the empirical research for studying the harmonious development of the preschool is the enunciation and the explanation of all the criteria for selection of the target population. We are talking here about the need for information resources (kindergarten lists, number of enrolled children, attendance list), the budget for carrying out a research, as it is necessary to go on the spot (kindergartens in the province) and time. The research will take place in 2 kindergartens: 1 kindergarten from urban environmet

and 1 public kindergarten in rural environment. In the present research were is chased following key features:

Kindergarten teacher:

(a) Professional status:

- ✓ Professor for preschool: 22
- ✓ Institution: 5
- ✓ Education: 9
- ✓ Non Qualified (with other higher education) 0 teachers

(b) Experience in education:

Table no 1. The experience of teachers in education

The number of subjects	2 year	3-5 year	6-10 year	11-15 year	16-20 year	21-25 year	25-30 year	30-40 year
36	3	5	8	4	3	0	3	10

Source: authors

(c) Didactic grade obtained:

Table no 2. Didactic grade

Subjects	No definitive didactic grade	Definitive didactic grade	Didactic grade II	Didactic grade I
36	1	8	11	16

Source: authors

2.2.6. Methods of collecting, analyzing and interpreting data: methods, techniques, tools

Throughout the research, in relation to the stage and aim pursued, validated instruments of research practice will be used, namely. Quantitative methods: *questionnaire, statistical data collection methods.*

3. Preliminary conclusions

The well-being of the preschool child, the main pillar of this paper that was addressed in terms of its efficiency and effectiveness, new elements of building a learning activity as well as elements of social integration seen both from the point of view of educators and parents investigated. The development of pre-school childhood is rapid both physically and mentally. We have to deal with explosive development, with visible skills and measurements from one day to another.

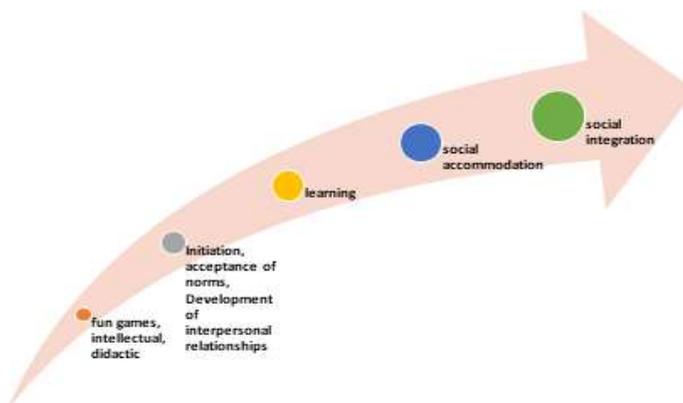


Figure no 1: Relevance of games used by teachers on the progress of preschoolers

As can be seen in figure no. 1 we have to deal with an axis regarding the way in which the games are used and the accession through actions / activities that will lead to a gentle accommodation, followed by a social integration. Behavioral patterns can be distinguished to ensure a good acceptance of rules for a healthy society. In time, by offering helpful elements, the preschooler will improve the conflict resolution process by

learning new skills and skills, all outlining the well-being in kindergarten.

The educators were investigated regarding the type of happiness-generating activities in children. The main categories of answers with the highest scores were: movement activities, group activities, creative activities and games that stimulate children's creativity. We separate from these elements of construction of the personality of the child and elements of social integration. These types of activities carried out together with other children generate socio-educational patterns and social integration.

In the graph shown below, one can observe the linearity in terms of group activities compared to the activity of tracking drawings, an action that can be performed individually, but which is not a preferred activity.

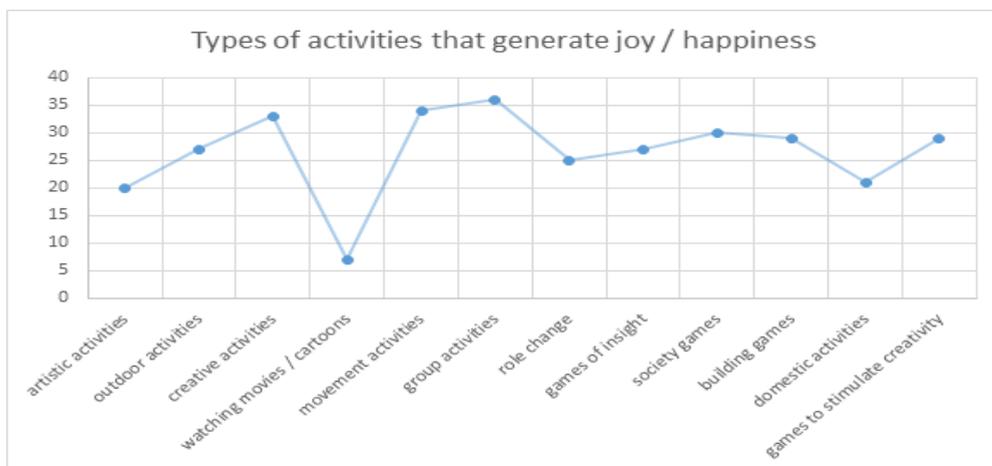


Figure no 2. Types of activities that generate joy / happiness

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Table no. 3. The main helping elements in the preschool learning process revealed by the investigated teachers

Indicators	Assessment levels				
	very high	high	medium	low	very low
The didactic material used / intuitive	89	10	1		
The teacher's explanations	87.1	11.9	1		
Past experiences brought to the present	56.4	28.7	13.9	1	
Permanent encouragement from the teacher	77.2	17.8	4	1	
Curiosity about the new	81.2	14.9	3	1	
The possibility of being able to move around the object / subject	54.5	29.7	12.9	1	2
Involving the teacher directly in the learning process.	71.3	19.8	8.9		
Group activity / activities	84.4	7.7	7.9		
Possibility to request and find out more information	74.6	19.8	3	3	
Possibility to request support elements	69.3	26.7	2	2	
Prioritizing some stages in the learning process	62.4	208	6.9	8.9	1

The gradual and assisted transition from the play activity to the learning activity takes place with the help of "key elements" named by the educators as helping elements. The didactic materials used have the most significant score, namely 89% of the educators investigated are of the opinion that they have a decisive role in the teaching-learning-evaluation process, followed by the approach and explanation of the educators in the percentage of 87.1%, and again the group activities appear as generating links between the game / play process and the learning process. Children feel safe when they ask questions that could guide them in the process of knowledge and well-being in a proportion of 74.6% and form specific patterns of well-being when teachers have direct implications, and they feel helped by them, at the rate of 71.3%.

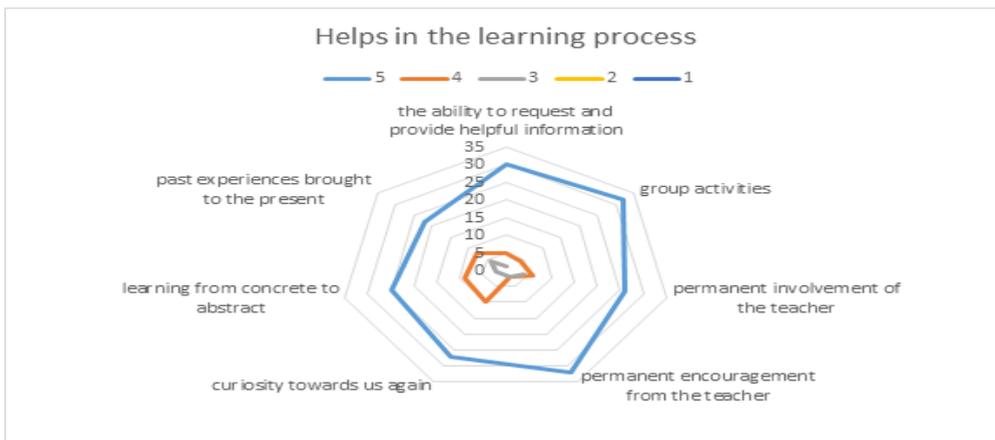


Figure no 3. Helpful elements in the learning process

The Figure no 3 shows us how well the data obtained are correlated with activities specific to the well-being of the educational system. A clear outline of the main categories of activities tracing lines of intervention on the learning process.

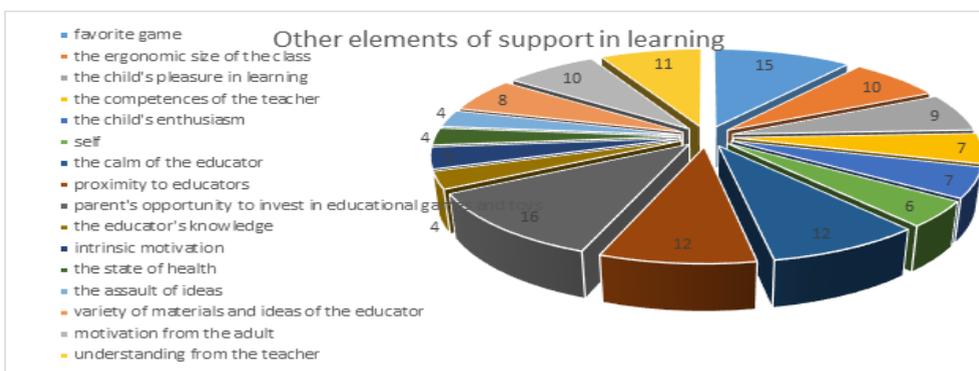


Figure no 4. Other elements of support in learning

Also the educators were asked to list other helping elements in the learning process, which they identified as being an essential part in the process of socio-cognitive development and which could develop

in the preschool children behavioral elements that could lead to success. Most of the answers given, place the educator / person dealing with the child in the center of the sphere of interest. The competences of the teacher, the calmness of the educator, the approach of the child's educator, the knowledge of the educator, years of experience in education are just some of the elements that shape the efficient learning and the well-being of the child. In the presented micro-research, data collected from 36 teachers, urban and rural areas were analyzed and interpreted through a questionnaire, then statistically interpreted only the items that refer to the well-being and the creation of patterns for preschool children. You can see how different a set of values that underlie the efficiency and effectiveness of the child's learning path in kindergarten:

- ✓ the child learns from concrete to abstract;
- ✓ the child learns from experience;
- ✓ group activities are meant to help the child in the learning process and to give him / her security;
- ✓ permanent encouragement of the child by the teacher has a beneficial effect;
- ✓ encouraging the child's curiosity by providing helpful materials.

From the answers of the teachers regarding the assurance of all the elements that support the child and form educational patterns of integration in society and autonomy, we can mention the following (which helps us to confirm the hypothesis: the types of activities carried out together with other children generate socio-educational

patterns and social integration: movement activities, group activities, creative activities and games that stimulate children's creativity.

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