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INTEGRATION OF THE CHILD IN KINDERGARTEN FROM A PSYCHOLOGICAL PERSPECTIVE

Theoretical
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Abstract

Kindergarten, as education and training system, constitutes the first stage of the national system of education. Looking closely at the course and its development, we can say that it fulfill different roles, namely: social roles, educational, instructive-educational, cultural, etc. When we talk about kindergarten we are referring directly to all the activities in this institution, based on integrating children and reaching their physical and psychological preparation for school. Regarding the integration of the child in kindergarten, we need a detailed knowledge of all aspects that characterize the age of three, obtaining this way the integration as smooth and enjoyable, especially going through this stage of education.

Contextual Analysis

"Teachers, you know kids." (JJ Rousseau)

Childhood is the most important stage of human life. The period with most acquisitions, acquisitions necessary for the harmonious development, the child will go in life.

"Kindergarten is the first institution dealing with institutional child extent, the aspirations, motivations and its possibilities. It's living environment suitable for child development just gone through before kindergarten; It contributes to vocational, moral and behavioral training of the child; here and now lay the foundations of scientific and moral thought, the premises of written language are acquiring, the child's images are diversifying and enriching, fundamental and necessary acquisitions for its fulfillment as a person and personality." (Golu, 2009, p.16-17).

Preschool period is the period of greatest responsiveness, mobility and mental possibilities, the range of many developments and acquisitions in all fields of knowledge and development. Now is the time where personalities can be shaped and formed. Also now the following behaviors are forming: moral, social, cultural, entertaining, emotional, etc.

During this time, the child crosses the main area of physical and psychological discomfort due mainly to environmental change (just normal family environment). Regarding the main needs, we identify the following major changes: physiological needs, sleep, nutrition. The three years old child, which comes directly from the family environment, needs help for integrating successfully into kindergarten.

1. But who is the three years old child?

"Three years old child is a small personality. He has a history, knowledge and own experiences. Centers of interest, however, revolve specifically around him, the home - whose king is, slightly - and around those who live with him" (Bacus, 2012, p.2).

► **Physical development:** the child has a height of 90-60 cm on average, between 13 and 16 kg weight (Papalia, Olds, Feldman, 2010; Bacus, 2012).

He starts gradually to keep balance, maybe even hit a ball to go right on a line or go back (this action amuses him very much).

Motor skills: development of all areas of sensory and motor cortex allows celebration, as Papalia, Olds and Feldman stated, a better coordination between what can be done and what will kids do. (Papalia, Olds, Feldman, 2010). Throughout preschool, the child is progressing greatly in terms of gross motor skills, such as running and jumping, but entry into kindergarten at

the age of three years old, Corbin, presents the following:

- he can not return to the place or stop suddenly or quickly;
- he can make a jump of 40-60 cm;
- he can climb stairs by alternating feet, can jump on one leg using essentially a series of irregular jumps with some additional variations. (Corbin, 1973).

► **Development Artistic** - In 1970, Rhoda Kellogg examined over 1 million drawings made by children. She discovered a universal sequence of changes that reflect the maturation of the brain and muscles. At 3 years, children draw shapes, but then combine them together (4-5) to enrich the drawings. This ability is represented there at 3 years, but gradually it develops. Kellogg's opinion, this sequence of development occurs under the internal processes of the child, now the adult does not have to engage in interpretation because it would stifle creativity and energy.

► **Development of language and vocabulary.**

At three years, an ordinary child knows and can use between 900-1000 words (Owens, 1996). Most children speak good, fluent, use plural and singular forms, use personal pronouns, but do not speak correctly, from a grammatical point of view. Any riddle, rhyme or educational language game fascinates him. Although, he can't wait to be corrected when an adult tells him, it is highly unlikely to stop using the expression wrong (teaches the new / better). Constantly, he's looking to make himself understood, he will repeat many times until he manages to transmit what he wants. He is able to relate to a simple image.

► **The character and personality**

The three years old child is anxious to please their parents. The child plays more alone, he laughs by himself at his games. Although he understood that there are boys and girls, knowing his genre, he plays with both categories without distinction or preference. The three years old child is very focused on himself, it is very difficult to understand that not all people around him agree with him, so most times he cries, he suffers when he is not understood. He tries as much as possible by repeating words to make himself understood. Also now the feeling of afraid of the dark, of the villains (cartoon or stories) of people who had been described as bad appears.

► **Intellectual development**—The three years old child is situated, as described by Jean Piaget, in the preoperational stage of psycho-intellectual development characterized by imitation and symbolic representations. This stage focuses on

increasing children's ability to use symbols, helping them to operate with objects and things and to communicate about them. This period is crossed by egomaniac, the child failed to identify specific differences.

At this age, the child is fascinated by all that is colorful. When a story is read to him he wants to see the image. (representations are shaped). He likes books of stories illustrating drawings, likes all the photo albums in the house. His favorite stories are about animals, phenomena, except those that are illustrating stories with people. He's happy to put himself in the skin of animals from fairy tales, he goes to play the full content of the story. He is able to count to five or ten, but he is not able to count two, three objects. He did not report the number to the amount. He retains 1 to 2 verses from a poem, but he does it for the long term. In the construction of a puzzle, he needs fewer parts and large to be able to form the whole. Most children, when they start kindergarten, they do not retain the name of all colleagues, they associate only one name for each child. Within the educational activities, to acquire new knowledge, he perceives them as activities they and their mother do at home. Mother's role is vital in terms of activity continuity. Most times he completes an activity just to show mom the result / work.

► **The game and favorite toys**– he likes all the toys that have wheels. He usually has a favorite toy that he can not break up with, but this did not prevent him to steal the colleague's toy.

The game accompanies the child everywhere, it will be the link between work at home and that of kindergarten, it will ease the adjustment to kindergarten in terms of wellbeing. The small child is trying to give life to things around him, seize everything it touches, everything that enters in contact with him and at end of work, he will want to take them home (toys, objects). Toys are those objects that help the 3 years child to play. The 3 year old child does not have any well-developed imagination, representations, so it is very difficult to change the role of toys or invent new games, he still doesn't create any scenarios, but gradually assumes the role of the game, which he runs with great pleasure, motivated by a strong desire to discover the people, objects, places. The child first makes contact with objects made available by the mother, teacher, adults generally, fenced them the sphere of knowledge. Adult bears the burden of letting the child loose in actions and choices, but carefully watched. In time, the child will find himself in the adult next to him, and by imitation, he will try to perform the same actions. The role play was built in such a way that children develop various skills and abilities. Also, role play helps in terms of language development, involving

him in discussions with colleagues or toys, meant to shorten the period of time until the coming of parents, through indirect conversations with his mother (using role playing at 3 years). He acts as he pleases in the desired direction, achieving emotional-affective orientation, acting in adult relations system and the purpose for their activities. Through the game, the little preschooler will show a slightly emotional gap, here we mean the awareness of the place that it occupies in his family, that he is adult, that's why he will strive to become an adult.

The role play helps the child to integrate / adapt affectively, emotionally, due to loading different messages sent through the game. Often what is not happening in real life (mother coming to kindergarten), imaginary, through the game, he finds the solution. Through role-playing, the little child finds, even for a few minutes, understanding for the desires and the desired help.

Educators, have the task to consistently encourage them in such games, due to the positive impact this game has on child development in different fields of development: cognitive, socio-affective, emotional, language and communication, attitudinal. The educator will provide more inspiration in terms of the role play themes, studies have shown that through these games experience will enrich the child's life.

We can say that the game has a very important role in terms of adaptation, integration and learning in kindergarten. Motivational development of the child makes, through game, accessible the link between education/exterior characters and child.

► **Development and social life**

As expected, he places the spotlight on the mother, the person he is mostly attached to. The infant does not yet have any friends, given that he feels unique, which denies him the interior urge of connecting and having friends.

The socialization process is fundamental to the development of the human being. Its debut is inside the family so that it can evolve in a more systematic manner, in kindergarten.

The uniqueness of every child helps develop and identify new factors regarding socialization. By perceiving a child as a pre-adult, we will manage to adjust our behaviour according to the quality of the exercised influences, therefore acting and behaving accordingly.

The environment is the key element in the implementation and perfecting of the skills the child is born with, skills that will evolve and modify gradually, as the child grows. The child's vulnerability interacts with the environment's facilitating characteristics. In certain families, where the accent is emphasized on love and affection, there are high chances that the child is to be more easily integrated in society, as opposed to

a child who comes from a socially disadvantaged environment who will have a harder time facing exterior factors.

There is an interesting theory on the role of the family in the harmonious development of the child. The family environment is the baby's first social environment, therefore, its role is decisive in the bringing up of the child. Genetic inheritance is the premise of development. But it does not stand alone. The social environment and education are equally of essence. The parents are the only ones responsible for the child until he is entering the educational system. From here on, the responsibility is somewhat split between the teacher and the parents. There is no perfect, exemplary teacher pattern. However, a collaboration between the family and the teacher will exert plenty stimuli necessary for a qualitative psychological act.

Modern Pedagogy has its stakes on the connection between the family and the kindergarten. If in the instructive-educative process from the kindergarten, all the tasks are supposed to be done by the governess, even after kindergarten, the parents are directly responsible, like this: the parents must know all that is happening in the institution, but also the reverse, for a good continuity and safety of the activities done by children.

Adaptation is a very important characteristic of social life, it facilitates the development of many specific skills required on the long journey of discovering the outside. The child is not sociable, but learns to be sociable, it is a necessity for accepting the crossing to another behavior, an adaptive one. The child will always search the direct contact with other persons, will want to know.

The kindergarten has the role to enlarge the personal experiences with socio-cultural activities.

2. The adaptation to the instructive-educative program from the kindergarten

The changing on another environment step can be to some children a psychological trauma with external manifestation. For this step, the children must be able to stay a certain period of time without any of his parents.

Sofie Marinopoulos, shows in her book "Your child, how does he play?" that the integration of the child, could be a good exercise that can be solved when the child is a baby: "The baby(6 or more months) which repeats on purpose the throwing of an object, wants to tell us information about the way his mind works. The child does not only try to develop his motricity, he tries to face emotionally, the distance of a thrown object. A loved object that he wants, first of all, to gain. He tries to evaluate the emotions from this listing experience. Apparently, it is a nonsense

game, but this experience build the patterns in the child's mind. He will remember his later when he will see his mother going out of the room. He will be afraid that he will lost her forever. This is what it means to grow, a thing that you can not see, but feel and it stays inside everyone of us.(Marinopoulos, 2014, p.15-16).

A child without the capacity of separation will refuse later to go to kindergarten, to spend time there, to socialize with other children, to attach to the governess. Many times the attachment with the governess is very efficient, but the excess can show us that it is a lack of joy in the family. In this situations it must be used special and efficient technics of adaptation and integration.

I hope that every child is loved, protected, and spoiled by parents, but i wish to believe that it is a limit when we talk about the over protecting the child. I mean, we must intervene in that case, because that child is limited by his parents or grandparents and his integration in a new environment will be more difficult.

The adaptation to new activities like: separation from family, play program, sleeping program, holding all the factors that bring the feelings and emotions is difficult, the children can live a true "institutional shock". It is the teacher's duty to integrate all the children, with all their particularities, psychic and physical. The teacher must achieve an analysis of all the factors that might disturb the adaptation, first of all the medical factors. We do not must forget neither the examination of the teacher(a lack of experience or an exacting teacher- insists on the discipline and order), can be a disruptive factor for the child's accommodation in the kindergarten. We must understand that the integration in the kindergarten of a 3 years old child is very difficult, being a process that requires very much attention, understanding and affection.

3. The successful integration of children in kindergarten

Entry into the education system is an important step that expands the physical, cognitive and social environment of the child (Papalia, Olds, Feldman, 2010, p.245).

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 the child's psychology. It needs more specialists and reading regarding the complexity of the modern child. (Winnicott, 2013).

It is very important the integration of children in kindergarten, from a psychological

perspective. A harmonious, physical and mental development can not be done separately. The mental health of the child should be the primary factor pursued by parents, educators and by the people in contact with the child. It has been written and talked a lot about child development regarding cognition as the main key to the sustainable development of the child and even the adult of tomorrow. Physical development has been for long time classified as a phenomenon which is developed with age. Modern teaching combats this myth, that puts movement as a key to the healthy development.

In the instructive-educational act, the educator is responsible with the main task, which is to respect each child as an individual, it is necessary to respect and take into account all actions undertaken by all age peculiarities and development.

As Professor Golu (2001) stated, every child is different: not all think, they perceive, imagine the same, some are better endowed by nature, others less, some are more special, others less distinguished, but is place for each of them in the instructive-educational process in kindergarten.

World renowned pedagogues (Pestalozzi, Comenius, Claparede) support the idea that children's individuality should be respected in the educational process. Also specialized studies and research in this area showed that those children whose individuality has been disregarded, childhood is felt deeply later, as adults, will not be able to integrate, they'll have difficulties such as: social integration, relational, emotional, moral.

Upon entering in kindergarten, the child is slightly unstable, with some imperfections of neuro-motor coordination level. Language, as explained above, is very poor, he can not make the difference between him and those around him. With kindergarten, he becomes aware of him, of his feelings, of others (Golu, 2009).

4. Conclusions

The integration of the kindergarten environment is favored by all the relationships established between parent and teacher, teacher-child, child-child, child-care workers. The emphasis is mainly on teacher-child relationship. We can consider as an important factor in adaptation and crèche through the program. The child already has attended an institution of socialization and it will be much easier to adapt to the new environment. The child who comes from the crèche is emotionally stable, has formed certain habits, such as eating, dressing and undressing, respecting sleeping and play hours.

The teacher has an important role in educational process, he involves all children, by forming the strengths that will help your child in school for further integration. It is necessary that the relationship between preschool activities related to

the moral to take part. The most important objectives to be pursued by teacher is the basis with which it goes to the wonderful journey of knowledge and education.

The teacher will plan all the activities taking account the particularities of age, sex and mental development stage. Each activity will be thought of as a means of rapprochement between children. The period in which the child learns to speak with other children, to do things together, to respect the rules of a group to work for a theme. The teacher surrender knowledge is considered a method, a modern strategy and the concept of integrated activity refers to an activity that approaches teaching and learning as a method of knowledge. This approach organizing content is somewhat similar to interdisciplinary education, meaning that the object of education is not reference to a scientific discipline, but a consistent theme common to many disciplines.

The organizing integrated is often mistaken with interdisciplinary organizing. It should be clarified the following statement: interdisciplinarity identifies a factor environmental organizing activităţii/ knowledge, while integration is based on the idea that there should be carefully integrated a factor regarding all activities in the kindergarten. DEX concept "to integrate" corresponds to the following : include, embed, harmonize into a whole, and "integration" - the phrase is explained as: meeting in the same place or the same activity as several activities type in succession. Through integrated teaching method, we actively involve the children spot emotionally and physically.

The teacher remains the main pawn in the development, integration and education of preschool children. At this age the child does not know, nor can make the difference between good and evil, not being able / capable to choose what is right. The child will be formed under the positive forms and correcting negative forms.

The most effective means activity in the kindergarten remains the game. Whether we are talking about teaching the game, freely chosen game, social game, the game of movement or creative play, all these classifications are welcome in the educational program. The teacher has available educational program based on the game and capitalization of these activities fall within the competence of each teacher. This means educational game has positive values in all human development.

If entering into kindergarten the child does not know the social significance of the game, gradually he is forced to respect them. So exercise-games, role play, the rules of imitation and games provide a broad context in which the child can operate the main moral values, applying rules and regulations. Extrinsic motivation is an enriched

form of child play, purpose and outcome of the game. The child is helped by teachers to overcome personal desire to play the game.

The game offers a program pertaining to the organization and the time for teachers, because with children can encounter introverted, shy, timid; he needs the game to help him develop social skills to integrate successfully into the community.

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