

PERSONAL OPTIMISATION FOR SMALL SCHOLARITY- PERSONAL DEVELOPMENT GROUPS

R. Maier

Roxana MAIER

Assoc.Prof. PhD

Aurel Vlaicu University of Arad,

roxanamaierpsiho@gmail.com

Abstract: The concept that the present study has as a starting point is that any child can be facilitated the evolutionary approach by creative methods and a first step for this is precisely the access in his world within the personal development groups. The children find themselves in school in different relational dynamics - with their peers, with teachers, with the school staff - and in all these contexts they grow and develop themselves. Relational contexts offer good things but also difficulties, so children are put in life situations that require immediate resolution. The study proposes an intervention within the class of students, an intervention that will be focused on activating the personal resources of the children, on capitalizing on their experience, a better contact with their own person, updating the role of the group and the self-image through stories and games.

Key words: child, story, game, personal development.

Introduction

The personal development groups propose, at any age, a project of personal optimization, of becoming, of growth, in a relationship that is and becomes co-evolutionary every day. The interaction entails the magic of discovery, the possibility of creating better relationships, the closeness and facilitating expression. The process of personal development is, moreover, the key to energizing an open society that manages to unlock uncomfortable inertia and revitalize the training in any field. (Mitrofan, 2005). In the secure space of a personal development group, different or similar people meet, thus creating an opportunity for self-discovery and self-experimentation and for the relationship with others. (Udrea, 2010). At a broad level, the acquisitions of such a group are reflected both at the personal and at the group level.

Kolb quoted by Mecu considers learning to be a holistic process of adaptation to the world so that learning leads to the acquisition of skills, to the structuring of the dimensions of understanding and transformation both of oneself and the world. (Mecu, 2010). Working in group work brings an abundance of personal themes, a unique way of configuring a different dynamic from group to group and from one moment to another of the same group, a multitude of metaphors and meanings. (Popescu, 2010).

Each being is unique and starting from this the approach of each being has a degree of uniqueness and specificity. In order to have an answer to how the group is approached, we will have to look at each member individually, as well as the interaction between them - answering a few general questions - who they are, what their history is, what brings them together in the same place and also allocating time for everyone. (Bettinger, 2019).

One of the theories regarding the psychic nature of the Self is that of the personal constructs elaborated by G. Kelly, who regards the construct as a personal representation of the world, used to give meaning to it, to anticipate it, a kind of "spiritual tool" through which we discriminate, organize and anticipate reality. The Self is thus a synthetic and personal construct that springs from what we feel, adds our personal reflections and expresses itself in the conduct (Țuțu, 2007). This is why the space of experience brings to the child a lot of data about himself, about the world and how it can be formed step by step.

Working with children involves taking into account the stage they go through. From a genetic perspective, this involves taking into account the order of the acquisitions and what the child can do at that age, as each stage has its own structure and this structure converts previous acquisitions that do not disappear but are enriched.

The child makes acquisitions one at a time so that the transition from the cognitive, to the emotional, real and social skills is achieved, all of which lead to acquiring the adaptive competence so necessary for our being in the world. Awareness of one's own and others' feelings, free and open expression, the ability to face difficulties and find resources lead to a good adaptability of the child and transforms him into a true actor in his own life and not an achiever of his parents' wishes. Communication is very closely linked to self knowledge and of others, therefore, a good communication will stimulate this knowledge, which in turn will contribute to the satisfaction and fulfillment of the communication. (Vasile, 2007).

For groups to be effective the main ingredient is precisely "together" which makes those who work to reflect on themselves but also on themselves within the group, or in the relationship with another individual. (Rapee, Spence, Cobham, Wignall, 2011). One of the main goals of the school is to ensure education, but at the same time it is a place where strong relationships are created - either between colleagues, thus creating friendships, or between students and teachers, the latter becoming true role models.

In this area of small schooling I have chosen to initiate a study that refers to the world of childhood and how it can be enriched through the groups of personal development. The expected aims of this approach are the expression of experiences, of any difficulties, optimizing the modalities of relationship, identifying and expressing needs, all by creating both personal stories and also of the group, and the class of students.

In this area of education, of the classroom, the focus is on growing step by step, on development, on discovering the skills, resources and strategies by which the student becomes the later adult and the teacher finds for himself that the job chosen is in fact a calling, a perfection, and this is happening generation by generation. Any authentic educational act happens in the perspective of a spiritual encounter between people and implies a dynamic of the search, of discovering both others' requirements and the gift of science, or the way of being, that the teacher can do in the students' training (Cucuş, 2008).

We cannot hope to train someone, to educate him or her unless we have access to that person, if we know him or her, if we understand his or her path and if we choose to support him or her in his or her personal approach of discovery, offering from our knowledge exactly what he or she needs.

General objective of the study:

The enrichment of the experience of reality, of the self-image through the activation of personal resources differs according to age. Under this general objective, the specific objectives are:

- To raise awareness and to check their empathetic qualities within classroom interaction
- To gain the experience as a speaker, listener and observer and to reflect on the different roles he experienced (which one it is easier / harder, in what way, why exactly)
- To reflect on personal achievements, on his role in the classroom, on the relationship for developing self-esteem
- Accept and value diversity (of the study level, of opinion, of better, of less good, etc.)
- To reflect on the dynamics of "me – the other" and how others contribute to each person's image about their own person
- Enriching the personal growth experience both by clarifying the position in the classroom and towards the finished product - the story, consciously reporting to others, obtaining a better take-off with oneself.

General hypothesis

Enriching personal experience through storytelling exercises leads to a better contact with one's own person, updates the self-image, raises awareness of personal resources and optimizes the functioning of the group. Under this general hypothesis, the specific hypotheses are:

H1: There are differences in perception about the role they play in class depending on their biological age but also on the level of experience they had so far.

H2: The level of expectations from different roles (listener, speaker, observer) is different depending on how subjects perceive success

H3: Children without difficult events in the classroom (related to themselves) experience greater satisfaction related to participating in classroom activities.

H4: As a result of the activity in the personal development groups the dynamics of the classroom relationship is optimized.

Sample description

The study was attended by a class from the primary cycle as follows: during the year of study in which the children were in the second grade and then during the following year when they were in the third grade. I must mention that the data of this study were collected during my work over a period of three months, every year; during this period the class was participating in personal development groups. The distribution of the sample in terms of subjects' gender is (girls 15, boys 12):

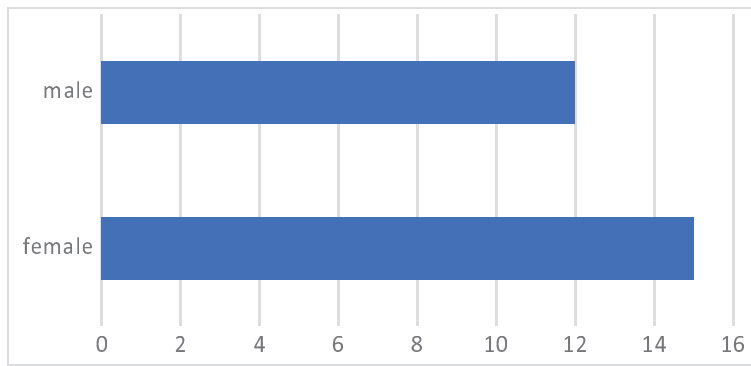


Figure 1. Distribution of the sample subjects by gender

Tools used:

The tools used in the study are "Story with a beginning", game and drawing. The story with a beginning is an instrument that aims to discover and raise awareness of the relationships in the family of origin or in different groups as well as the role that each one plays in that family or in those groups. The stories built together with the children aim to deepen the self-knowledge, the understanding of the role within the family, within the classroom and within the groups of friends. The proposed games and drawings were chosen so as to capture aspects of children's lives, but also to facilitate expression, communication and interaction.

The results of the study

First hypothesis

The study starts from the conception that we also learn through self-discovery, so that any child can be facilitated evolutionary approach through creative methods - such as stories, play, drawing, painting, dance, etc. Practicing working with yourself begins as a first step with access to the child's world, and the world of stories is one of the most common in this regard. The space of the stories and the games proposed represented both an understanding of the reality and also building it together with the children, thus representing a personal space of knowledge, self-knowledge and personal development. The chosen exercises brought to light the dynamics of the relationship during the second grade and the differences after one year. The differences registered concerned the children's degree of maturity after one year, their self-perceived changes at the level - of "who I am", at the level of their role within the classroom and also of the place they occupy there. There is an improvement of the expressive behavior from year to year, of the communication in the

classroom, of the modalities of expressing themselves in difficult situations, in the knowledge and the expression of their own needs. The progress is also due to the child's growth and development, but during the personal development groups it was facilitated through the chosen exercises. After the exercises we notice that the relationships were improved, the children know their needs better and express them assertively, they accept the differences more easily, describe easier what they live and communicate authentically.

Second hypothesis

In the second hypothesis, I started from the prerequisite that getting what you want begins with taking a step in understanding what you need and being able to express it properly. Thus the children experienced different roles in the chosen games - listener, speaker and observer. After the meetings it was found that those children who consider themselves successful or good (at learning, or the way of being, or behaviour, etc.) are constantly eager to experience the role of speaker, without being inhibited or avoiding this role. experienced the three roles and thus the group dynamics and the relationship within the classroom improved. The children learned to express more properly what they feel, they managed to identify and express how quickly, nuanced and appropriate they feel something about themselves and also how they express it. comfortable and represent them. In an environment as diverse as that of a classroom, when a child does not feel comfortable and calm, in that environment he will reach a fold in himself and respond inappropriately or truncated to relationships, stimuli, communication, learning.

Third hypothesis

Regarding the third hypothesis, children were asked to provide feedback both at each meeting and also at the end of the three-month period, as long as the personal development group lasted each year. Reflecting on one's experience involves sharing with other participants the impressions during the exercises, identifying experiences, needs, of what exactly experience brings into their lives, identifying common themes of the group and the ways to support each other. From the beginning, the children most open to working were those who had positive experiences in the classroom over the years spent together. For the others, who did not have such good experiences, working within the group was approached with difficulty. As a result of the exercises proposed, storytelling, games chosen, we found an improvement in the group dynamics - children were no longer ashamed to learn from each other, understood that they were different and that this was not an impediment to being natural and genuine, that they could change their behaviour, that they were not alone, that others experience the same things as they do, even if in another way.

To conclude, the differences found from one week to another are related to the proposed working methods, namely an evolution of children's creativity - if at first the stories created were shorter and with less details, from one workshop to another they were lengthened and enriched. Supporting this evolution is the fact that there were formed and developed a lot of skills, abilities, creative capacities for composing and rendering notions, group roles, personal meanings, but also for in-depth relationships (discussions over each story brought data about the perception of the reality of each one), but also that a different group dynamics was formed from successive achievements of creative work. The proposed exercises facilitated children's access to their own experiences, to self-knowledge, to practicing the analysis and self-analysis capabilities, to personal growth and enrichment of meanings about themselves.

References

- Cucoș C. (2008). *Educația – iubire, edificare, desăvârșire*. Iași: Editura Polirom
- Gettinger B. (2019). *Stați pe loc...și veți înainta. O perspectivă diferită asupra comportamentelor problemă*. București: Editura Sper
- Mecu C.M. (2010). *Învățare experiențială în educației și consiliere*. București: Editura Sper
- Mitrofan I. (2005). *Orientarea experiențială în psihoterapie*. București: Editura Sper
- Popescu O. (2010). *Laborator P.E.U. Dezvoltare și transformare în grup*. București: Editura Sper
- Rapee R., Spence S., Cobham V., Wignall A. (2011). *Cum să vă ajutați copilul cu probleme de anxietate*. Cluj Napoca: Editura ASCR
- Țuțu M.C. (2007). *Psihologia personalității*. București: Editura Fundației România de Mâine
- Udrea M.L. (2010). *Jurnalul unui grup de dezvoltare personală unificatoare*. București: Editura Sper
- Vasile D. L. (2007). *Introducere în psihologia familiei și psihosexologie*, București: Editura Fundației România de Mâine

