DEVELOPMENT OF POSITIVE INTERACTION BEHAVIORS IN THE EDUCATIONAL GROUP

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Abstract: *Problematic situations in the educational space are common and require special attention, because ignoring them leads to increased aggression among children. The purpose of this research is to identify the degree of relationship and cooperation within the group of preschoolers, by investigating the efficiency of the intervention program "We Cooperate And Share!". Emphasis is placed on preschoolers' behavior in problem situations, on discovering new styles and strategies for addressing them, on observing the changes that occur as a result of their involvement in the educational program.*

Keywords: *interactions; development; socio-emotional; didactic game; therapeutic stories;*

1. Research objectives, hypotheses and samples

Preschoolers are currently facing more and more problematic situations that hinder their socio-emotional development. The kindergarten offers the environment in which the children evolve, they can know themselves, they can manifest freely, but most of the times the kindergarten is also the place where the conflicts constantly erupt between the little ones, they are triggered by different causes and they can have a destructive effect on the preschooler's personality. .

The key person is the educator of the group of preschoolers who must always be prepared to act in preventing and combating any kind of conflict that has arisen, and in order to successfully manage a conflict group, the educator must know the preschoolers very well, to discover the relationships from the educational group and act creatively to restore the balance of the group.

The purpose of this research is to identify the degree of relationship and cooperation within the group of preschoolers, by investigating the efficiency of the intervention program "WE COOPERATE AND DISTRIBUTE!". Emphasis is placed on preschoolers' behavior in problem situations, on discovering new styles and strategies for addressing them, on observing the changes that occur as a result of their involvement in the educational program.

For this research we have set the following objectives:

O1: Identification of the types of relationships existing in the educational framework between preschoolers;

O2: Pre-school behavior analysis before the application of the program and after its implementation;

O3: Determining the efficiency of the proposed intervention program for addressing and managing problem situations in the preschool environment.

The hypothesis of the present research was to identify creative strategies and styles to address the problematic situations that preschoolers face. We have established the following hypothesis: **"***If a preschool training program is designed and implemented in solving the problem situations, then it will be found that their occurrence is reduced and the preschoolers have an efficient management of the resources involved***."**

The study included an enrollment of 40 preschoolers from a kindergarten with an extended program in Arad County. Preschoolers in both groups are between 3 and 4 years old.

The middle group A consists of 11 boys and 9 girls (the experimental group), and the middle group B is composed of 13 boys and 7 girls (the control group).

The games proposed in the content sample were carried out within the learning activities of the Human and Society domain, the proposed theme: "Who am I / are we?", being realized through the thematic project: "Preschooler's heart". The activities carried out in the middle group had as a strategy of accomplishment of the didactic gaming, this being,*the most natural form of learning and, at the same time, of expressing one's psychic content.."*[7]In carrying out the research we have also pursued the objectives present in the curriculum, for the Human Domain and Society:

- to know and respect the norms necessary for integration in the social life, as well as rules of personal security;
- to adapt their own behavior to the requirements of the group in which they live (family, kindergarten, play group);
- to appreciate in certain situations certain behaviors and attitudes in relation to predetermined and known norms;
- to live in relationships with others around positive affective states, to show friendship, tolerance, harmony, concomitant with learning self-control.[8]

2. Research methodology

Therefore, in order to achieve the proposed objectives, we used the following research methods in the paper: observation method; the psycho-pedagogical experiment; survey method. In order to put into practice these methods we used the following research tools: observation sheet; the survey.

The observation method provides qualitative data and implies the knowledge of the preschoolers by following the behaviors within the groups, without the direct intervention of the observer. The behavioral manifestations of children in their natural environment, their reactions to problem situations and the way they handle them are recorded. It involves drawing up an observation plan and immediately noting the observed data, the main instrument being the observation sheet. It thus identifies the roles of preschoolers within the group, their deeds of conduct, the observer having the advantage of being in direct contact with the preschoolers.*,,Based on the analysis of these facts and manifestations we can deduce the temperament traits, habits and habits of behavior, how they were educated in the family."*[9]

The data obtained from the application of this method must be analyzed and objectively interpreted by the observer to proceed to the next step, namely to establish the conclusions and prepare, if necessary, an intervention plan.

The survey method is a quantitative and interactive method, it involves a natural and direct exchange of information between the researcher and the subjects, in order to collect data on the behaviors, desires, needs of children in certain situations. The essential instrument of this method is the questionnaire that we used in the post-experimental stage to ascertain the success or failure of applying the program of invention to the experimental class and to identify the changes that have occurred as a result of this program. The questionnaire was applied to both groups in order to highlight the improvement of interpersonal relationships within the experimental group due to the games and activities proposed.The questions of the questionnaire were formulated in a language accessible to the little ones, I respected the level of development

[7]Manea Alexandra, Mirela Tăbîrcă, (2017), *„Suport didactic pentru aplicarea curriculumului pentru învățământul preșcolar*", Editura Delta Cart Educațional, București, p. 9

[8]Ministerul Educației, Cercetării și Tineretului, (2008), *Curriculum pentru educația timpurie a copiilor de la 3 la 6/7 ani*, p. 40-41

[9]Roșca Alexandru, (1966), *„Psihologia copilului preșcolar"*, Editura Didactică și Pedagogică, București, p. 312

of the children as well as their age. In order to answer the questionnaires, the preschoolers verbally formulated the answers, thus helping me to gather the information I needed.

The main method of this research is the psycho-pedagogical experiment of constative-formative type. Analyzing it in comparison with the observation method in which the observer does not intervene with anything in the unfolding of the phenomena in the group, we find that the psycho-pedagogical experiment involves the intentional modification of the conditions of occurrence of the phenomena and the study of the reaction of those involved. The primary purpose of the experiment is to confirm or deny the research hypothesis.

The psycho-pedagogical experiment is performed in most cases by the technique of parallel samples, meaning that such an experiment is performed with two samples of subjects: the experimental and the control sample. The change occurs when the independent variable and the new working method are introduced in the experimental sample.

3. Analysis and interpretation of research data

The first stage was of a constitutive nature and involved the observation of the preschoolers' behavior in the middle groups A and B, by using observation sheets in which the behaviors observed during a semester were gradually noted (Tabel no.1. Observation sheet).

Following the analysis of the observation sheets, we have played back with the help of the graphs, the observed behaviors and the frequency with which they appeared in the educational space. We investigated eight types of behaviors to determine the degree of conflict present in the two groups. We have followed:

- the way preschoolers interact, as manifested in certain problematic situations;
- if they have frequent episodes of anger or irritability;
- if the language they adopt in conflicts is the right one;
- if others contribute to the amplification of the conflict state;
- if they are encouraged by others to cause conflicts;
- if you call on the educator to solve the co-intellectual problems.

We have noticed the presence of problematic behaviors in both groups, children sometimes show conflict, but without the intervention of the teacher such manifestations are more frequent. The data obtained emphasized the importance of the group manager in managing problem situations. Most preschoolers often resort to conflict resolution (the experimental class - 55%, the control class - 50%), considering that this is the person most able to solve them.

The experimental stage involved the introduction of the independent variable in the activities carried out with the experimental group. Interactive activities of cooperation, networking and expressing emotions have been introduced gradually to help preschoolers learn how to manage a conflict situation. Often conflicts between preschoolers arise because of inefficient communication and the purpose of these games is to prepare children to solve a conflict effectively. We introduced therapeutic games and stories that have had a tremendous impact in changing preschool behaviors.

The objectives pursued:

• Developing positive interaction behaviors within the collective;

• Developing self-awareness and positive attitudes towards one's own person and those around you.

Activities proposed:

a. Interactive game of assertive communication – I would like to...

Objective: Assertiveness of assertive communication when children want to play with the same toy.

Description: The activity is focused on the role play, creating some situations that occur frequently within the preschool group, and they are taught how to assertively communicate in

order to reach a goal. Children learn positive addressing formulas that they can use, for example:*„I would like it if you would want to share the toys."*

b. Role game – what would you do if...?

Objective: Identifying the right solutions to resolve group conflicts.

Description: Children are divided into several subgroups, and educators present situations that may become problematic, to discuss with preschoolers what is the most appropriate way to approach the situation, for example:*„Matthew and Kevin quarrel over a car, they both want to play with it and neither of them wants to give up in favor of the other, so they take the plunge. What would you do if you were in their situation? ".*The children are thus trained in the search for suitable solutions, motivating the chosen solution.

c. Lets find the guilty one!

Objective: Recognition of positive and negative behaviors in the group room; finding solutions to resolve a conflict.

Description: Children are invited to see some pictures that illustrate children who are arguing over a toy; one of the children cries with the toy in his hand, and the one who holds the toy pushes the other. Children will have to describe the conflict and find solutions to avoid such situations.

My twin

Objective: To create a poster expressing different emotions.

Description: The title of the poster will be *"My twin"* and will include several faces expressing different emotions: sadness, happiness, anger, anger, joy. When a conflict appears in the group room, children must identify the face that expresses the emotion they are experiencing, and then the other participants in the conflict will identify the face with the emotion they feel at that time, so those involved discover that they resemble and are directed to look for another face with has and would like to sow and motivate the choice made.

The chest with positive and negative characters

Objective: Distinguish the feelings that the characters in the stories show.

Description: Stories are chosen that illustrate different states and behaviors experienced by the characters, for example: "The dumb puppy". The task of the children is to discover the feelings that the puppy experiences, to describe the behavior of the child and to seek solutions for the correct behavior towards the animals.

Role Playing - Kids around me

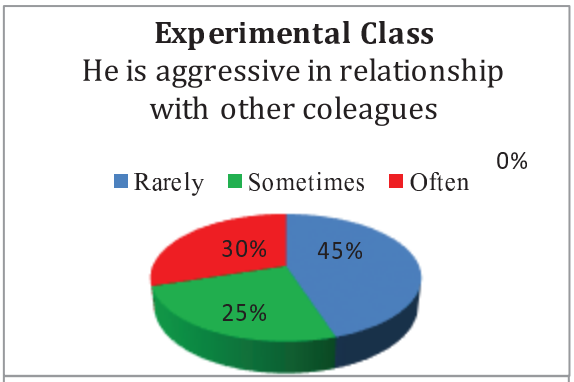
Objective: Familiarize children with the communication styles they should adopt in case of conflicts;

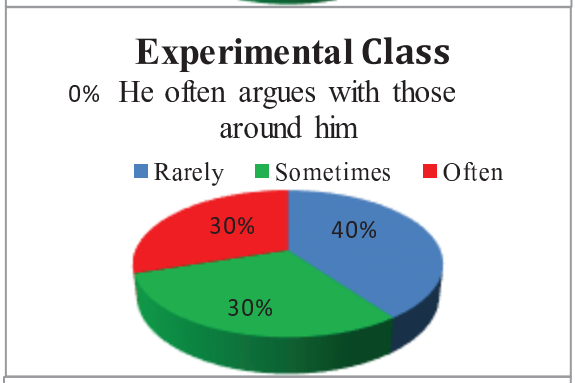
Description: Children must imitate the positive or negative behavior of those they have observed in the group activities. We discuss what is right or wrong to do when choosing to respond to a conflict situation.

Therapeutic stories

Objective: Demonstrating a positive attitude, sharing the feeling of friendship, taking on tasks within the group, enhancing cooperation.

Description: Presentation of stories with therapeutic character in order to teach children how to respond to certain problem situations within the group, how to overcome their negative states and how to enjoy the preschool period: solitary play in the group, not accepting friends, sharing toys , hitting preschoolers, longing for parents, feeling abandoned, feeling inferior, not following the rules of the group, eating disordered and so on.


Experimental Class
He is aggressive in relationship with other coleagues
Rarely
Sometimes
Often
0%
30%
45%
25%


Experimental Class
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He often argues with those around him
Rarely
Sometimes
Often
30%
40%
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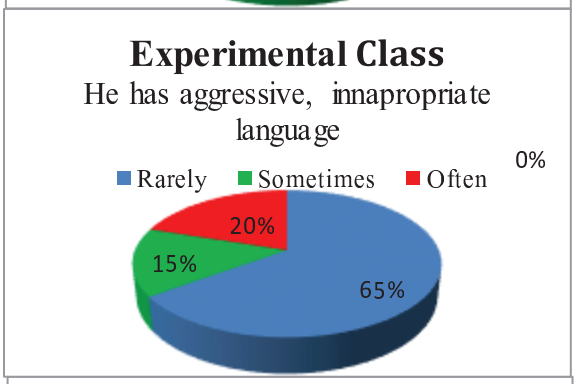
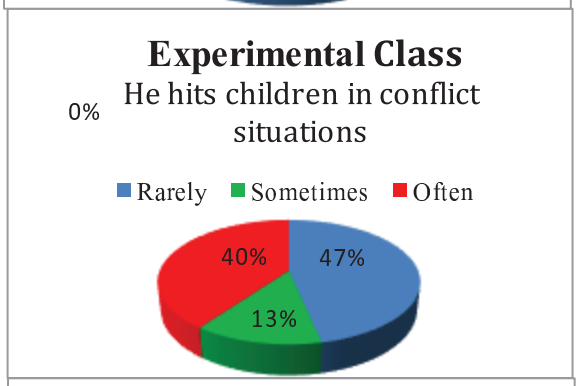
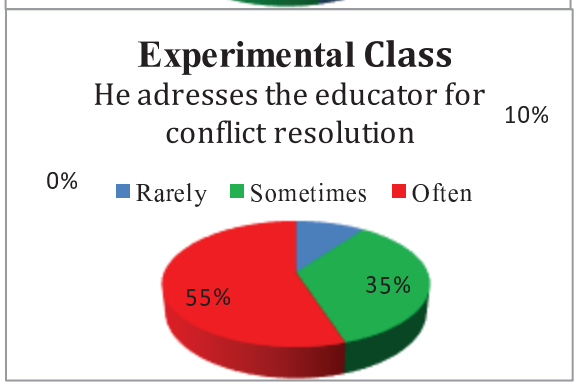
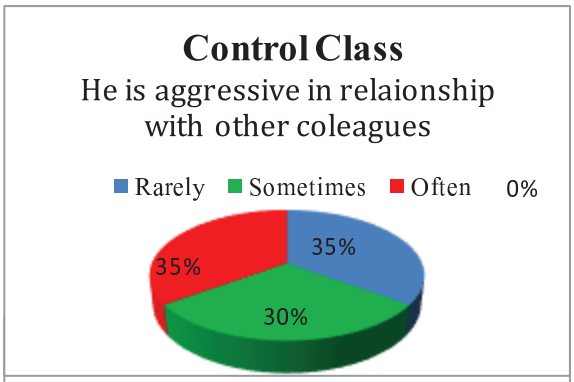
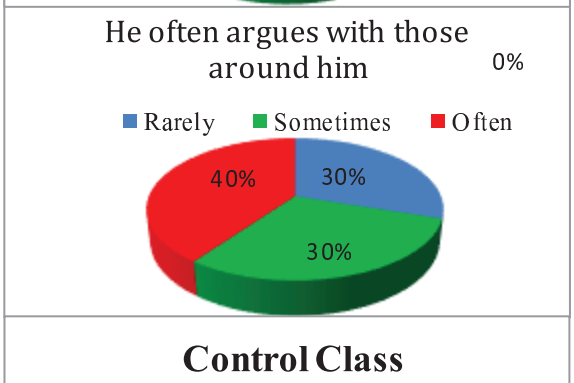

Experimental Class
He has aggressive, innapropriate language
Rarely
Sometimes
Often
0%
20%
15%
65%


Experimental Class
0%
He hits children in conflict situations
Rarely
Sometimes
Often
40%
47%
13%


Experimental Class
He adresses the educator for conflict resolution
10%
0%
Rarely
Sometimes
Often
55%
35%


Control Class
He is aggressive in relaionship with other coleagues
Rarely
Sometimes
Often
0%
35%
35%
30%


He often argues with those around him
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Rarely
Sometimes
Often
40%
30%
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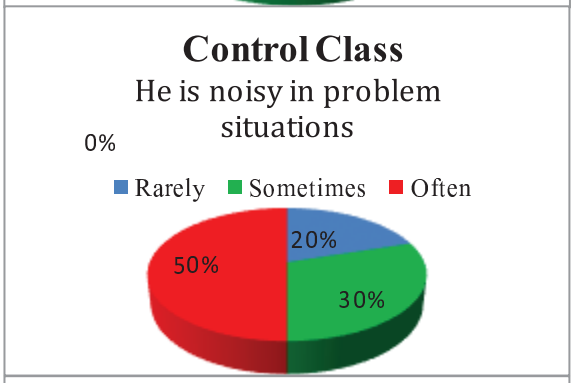
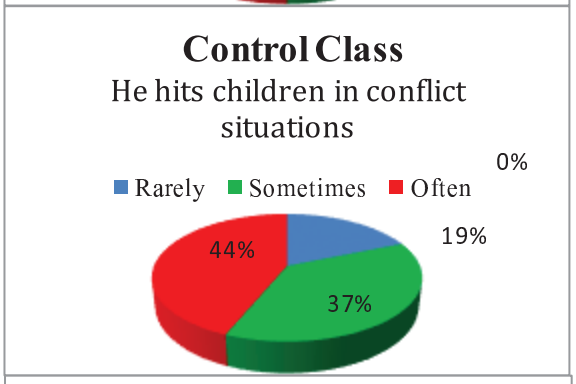
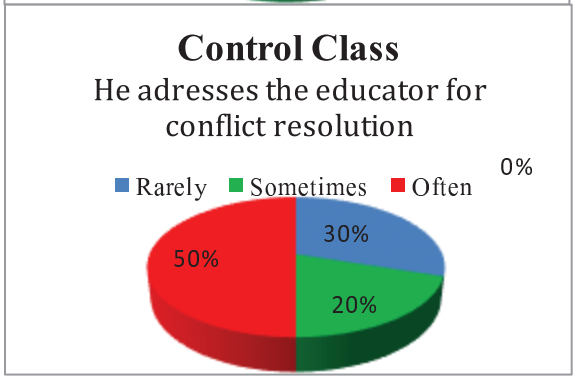
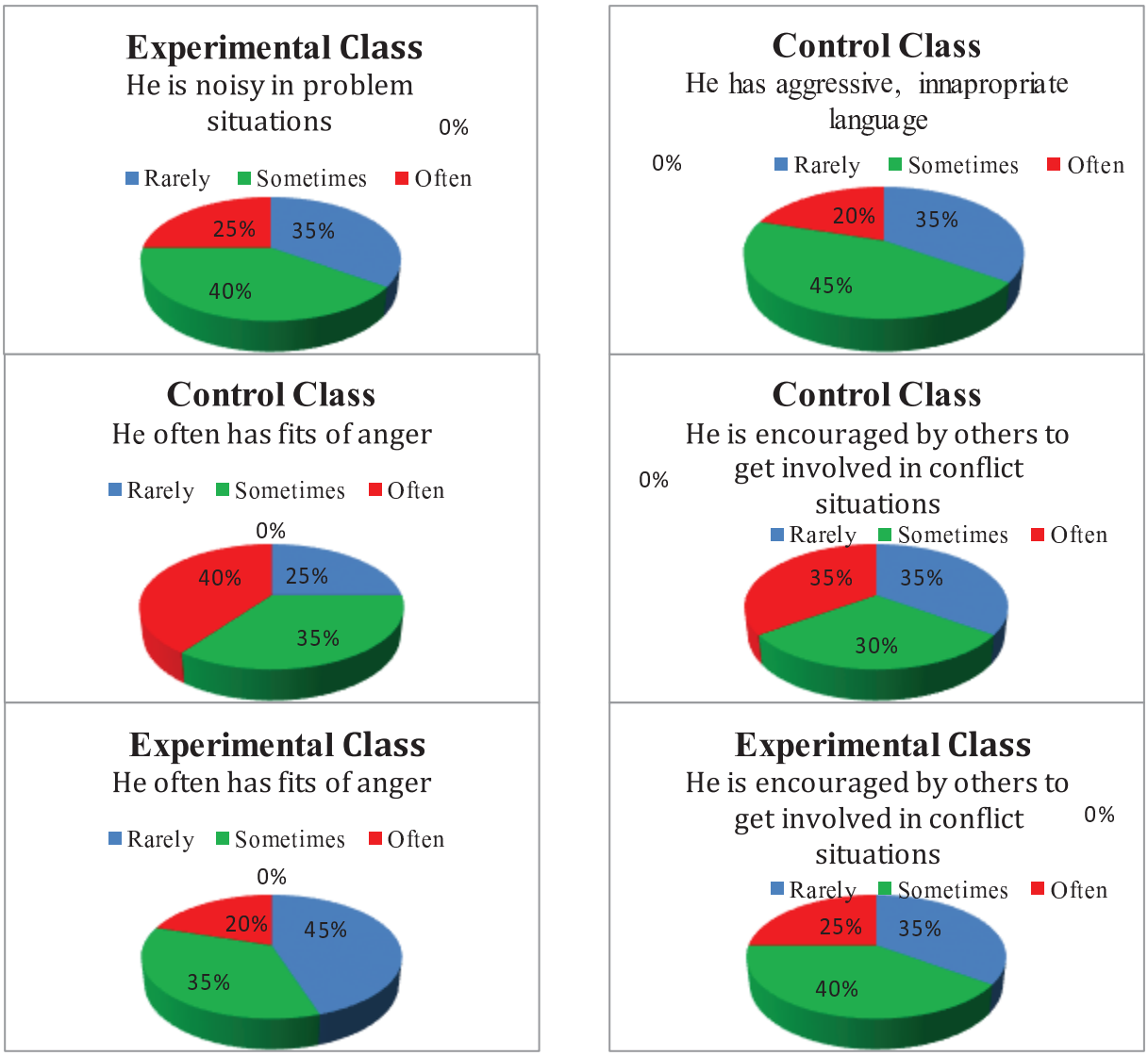

Control Class
He is noisy in problem situations
0%
Rarely
Sometimes
Often
50%
20%
30%


Control Class
He hits children in conflict situations
0%
Rarely
Sometimes
Often
19%
44%
37%


Control Class
He adresses the educator for conflict resolution
0%
Rarely
Sometimes
Often
50%
30%
20%



4. Conclusions

Conflicts are inevitable in the community, but through effective management they can be prevented and mitigated. In the post-experimental stage I applied an oral questionnaire based on which I verified the effectiveness of the program carried out in the experimental group. The questionnaire provided us with clear data on the conflict situation in the preschool groups. Therefore, it is clearly highlighted the improvement of the behavior of the preschoolers in the experimental group, they are more friendly, they accept to share the toys, they know how to solve a conflict without resorting to the teacher. Problematic situations in the educational space are common and require special attention, because ignoring them increases aggression among young children. Prevention remains the key to successfully managing a group of preschoolers, and the activity of preventing and combating behavioral deviations requires a lot of patience, a pedagogical tact, but also a lot of consequence from the educator.

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