The relevance of „Man and Society" experiential domain in preschool education

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Abstract: *The relevance of the "Human and society" experiential field is undeniable. The transmission of moral values and norms and their assimilation by the child lead to the fulfillment of the established goals: creating the desirable behavior of the child, which shows involvement, tolerance, responsibility, sociability, civic spirit, multiculturalism, awareness of his rights and obligations as a proactive citizen.*

Key words: *preschool education, early education, curriculum, educational process, experiential field moral values and norms, desirable behavior.*

1. INTRODUCTION

Before starting to establish the relevance of the field "Human and society" at preschool age, it is necessary to make certain clarifications.

In Romania, *preschool education* is that part of the formal (institutionalized) education - called today *early education* - which includes individuals between 3 - 6/7 years old and is organized in the form of children's groups: small group, medium group and large group.

The Curriculum for Early Education was approved in 2019, after long debates (Annex to the order of the Minister of National Education no. 4.694 / 2.08.2019). The other component is the initial level (0-3 years old - before preschool) which can be carried out on the basis of an educational content and standards established at national level, in public or private nurseries, kindergartens or day centers.

The approach to the education process at preschool level was also established by the Curriculum for preschool education (approved by the Ministry of Education, Research and Youth in 2008). [1].

2. The relevance of the "Human and society" field at preschool level

Through the new curriculum, the fragmentary approach of the two levels – initial and preschool – is given up; the purpose is to align educational policies with European standards and to create a *"tool to optimize the educational experience of children"*. The *"pedagogical framework"* developed this way, comes to support *"the development of children in a holistic way, through educational and caring practices that allow children to*

reach their full potential, permitting at the same time preschool teachers to personalize their approach according to the interests, needs and potential of each child." [2]

It is also important to remember that in addition to the "Human and society"field, the national curriculum also operates with other experiential areas: the "Language and communication" field, the "Sciences" field, the "Aesthetic and creative" field, the "Psychomotor" field. [3]

All the learning activities carried out in the experiential fields, at preschool level, contribute to the development of desirable behaviors amongst children, for each dimension of the development: *1. Cognitive development 2. Socio-emotional development 3. Physical development, health and personal hygiene 4. Language and communication development 5. Development of skills and attitudes in learning.* These five areas of child development are, in fact, *the purposes of early education.* The knowledge, skills and attitudes acquired are premises of future competencies. [4]

Whence, the importance given to early education today *"as a first stage of preparation for formal education" which "ensures the entry of the child into the compulsory education system (around the age of 6), through building learning capacity".* Moreover, *"the investment in early education is the most cost-effective investment in education, "according to a study by R. Cuhna, one of the Nobel laureates in economics"*, as *"early learning favors later learning opportunities. The skills and knowledge acquired at young age encourages the development of others later, while the deficiencies of knowledge and skills produce greater deficiencies over time, missed learning or under-appreciated opportunities".*[5]

Didactics - fundamental pedagogical science - is the one in charge with achieving the objectives and the educational aims established, as it studies the learning process *"viewed as a dynamic interaction between teaching, learning and evaluation in order to conceive and organize it efficiently and effectively, by continuous reporting to the purposes of the instruction".* [6]

Within the educational process, there are several types of activities such as: *"a). teaching, learning and evaluation; b). managerial; c). economic - financial d). administrative - household; e). outside the classroom and the school".* In a broader definition, it represents: *"a set of elements (objectives, contents, human resources - teaching and management personnel, auxiliary and administrative teacher staff, students - material resources - educational spaces, teaching materials, sports grounds and bases,*

training estates etc. - training strategies, organizational forms, evaluation techniques, inter - personal and group relationships, results) that interact within a complex activity, organized in a systematic manner, in order to achieve certain goals previously established". [7]

Due to the complexity of the activities included in the education process, but especially when we refer to the teaching – learning - evaluation activity, the didactics can present certain characteristic features depending on the experiential field under analysis.

Regarding the "Human and society" field, the framework and reference objectives were established by the Curriculum for preschool education (2008). These were not mentioned later in the Curriculum for early education (2019).

The importance of this experiential field lies precisely in the fact that it is primarily responsible for the cultural transmission and integration of the child in the society. Thus, in addition to other acquired knowledge, abilities and skills, he or she knows and learns the rules of behavior, learns to know oneself and interact with others, develops positive character traits and a pro-social, proactive, tolerant behavior towards diversity, suitable in different social contexts. [8]

Therefore, "the Human and society field" - includes human, his way of life, relations with other people, relations with the social environment, as well as the ways in which human actions influence events".[9]

On the other hand, the field also addresses "human capabilities to control events and order the environment", starting from the premise that "technology is what causes labor productivity to increase, so that community members can buy more, cheaper and better quality products"(e.g: preschoolers realize the properties of the materials and their aesthetic qualities - color, shape, texture - by drawing up some works). [10]

At the same time, the socio-human field is very important for children to understand the "human beings engaged in building their own future and their own world, living their daily lives. Also, it is important for preschoolers to understand that present situations have their origins in past situations, to observe similarities or differences between people or events, to imagine their life in other historical periods". Also, understanding the concepts of *good, beautiful, truth* - traditional moral values - will materialize in child's appropriate behaviors in his relations with others and may be "favored by the children observation and discussion regarding moral problems, by their

practice in free or directed games and by studying and debating age-specific literary papers". [12]

3. CONCLUSIONS

The relevance of the "Human and society" experiential field is undeniable. Given that phenomena such as the "education crisis" or the "culture crisis" are the subject of current debates, cultural transmission and integration of the child in society become the most important goals, representing the ultimate goal of education itself.

The transmission of moral values and norms and their assimilation by the child lead to the fulfillment of the established goals: creating the desirable behavior of the child, which shows involvement, tolerance, responsibility, sociability, civic spirit, multiculturalism, awareness of his rights and obligations as a proactive citizen.

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