

ASPECTS REGARDING THE IMPACT OF EXTRACURRICULAR ACTIVITIES ON THE DEVELOPMENT OF PRE-SCHOOL STUDENTS

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ABSTRACT:

THE DEVELOPMENT OF THE CHILD, FROM THE EARLIEST AGE, IS SUBJECT TO MULTIPLE INFLUENCES, COMPLEMENTING EACH OTHER, EACH BRINGING A NEW ELEMENT IN SHAPING THE CHILD'S SPIRITUAL PROFILE. DURING EXTRACURRICULAR ACTIVITIES, CHILDREN CAREFULLY OBSERVE WITH CURIOSITY AND RESPOND TO REQUESTS TO PERFORM ANALYZES AND COMPARISONS TO DETERMINE THE ESSENTIAL CHARACTERISTICS OF THE THINGS THEY ENCOUNTER.

KEW WORDS: EXTRACURRICULAR,EXTRACURRICULAR ACTIVITIES, PRACTICE, EDUCATION, DISCOVERY

1. Introduction

The extracurricular educational activity organized and carried out in other accredited state / private institutions or institutions offering non-formal education may be of the following types: cultural, civic, artistic, technical, applied, scientific, sports, tourism, entrepreneurship and volunteering[1].

The extra-curricular educational activity organized and carried out in other accredited non-formal education / accreditation institutions / institutions can consist of: educational projects and programs, competitions, festivals, exhibitions, campaigns, cultural exchanges of students, excursions, camps and thematic caravans, debates, training sessions, symposiums, study visits, open workshops.[1]

It is notorious that extracurricular activities have as their origin the reorganization of the educational system as a whole, which relies, with rare exceptions, on the formative, to the detriment of the traditional type-specific information [2]. In addition, we need to relate to the need for lifelong learning or continuing education. It should also be noted that extra-curricular education for preschool students does not reverse a system of values, or it does not overlap with curricular education, but complements it, making it more applied and more effective[2].

It is known that extracurricular activities carried out with pre-school students are not limited to school space or extracurricular space, but are a type of activity that transcends the educational process and involves - according to UNESCO - two aspects[2]:

- informal education - educating the individual under the influence of the socio-cultural environment that they come into contact with;
- non-formal education - education carried out within the education system or institutions or educational organizations (churches, libraries, cenacles, cultural houses, student clubs, literary, scientific, plastic arts, etc.) dance halls, sports halls, school camps, etc.).

2. Aspects regarding how to organize and conduct extracurricular activities

Beginning from the earliest age, children acquire a lot of knowledge through direct contact with objects and phenomena from nature and the social environment. In this regard, the kindergarten organizes specific forms of activity, including walking, visits and excursions, activities that occupy a particularly important place in the development of the knowledge horizon of the pre-school child.

In order to keep pace with the evolution of modern society, contemporary school requires that curricular activities be complementary to extracurricular activities, and that the educational partnership represents an imperative necessity in the educational process[3].

Extracurricular activities are a way of enrolling school in community life, widening children's knowledge, stimulating their curiosity and sense of belonging. Also, extracurricular activities to which students have access to, promoted by the media, provide a good framework for energy consumption and release of accumulated tension. And here we learn the educational valence - they serve the development of children, both cognitively and widening their horizon of knowledge and enriching them both culturally and morally and spiritually[3].

Studies have shown that students who consistently participate in out-of-school and extracurricular activities have a lower level of aggression, which is desirable to be taken into account by students, parents and teachers, and last but not least, , to reduce violence[3].

During these activities children carefully and curiously watch, respond to requests to perform analyzes and comparisons to determine the essential characteristics of things they encounter, systematically observe some phenomena of nature in their movement and development, helped by educators and they sense some causes that determine them.

The activities organized in the middle of nature and social life contribute to the gradual enrichment of cognitive dowry, as well as to the valorisation of the accumulations made for the establishment of ties and relationships that converge to the pre-school education of some of the premises of their future scientific conception of the world and life, converge to the development of all the knowledge capacities of these children that are only introduced into the revelation of the mysteries of the world.

A trip to the forest or the zoo, if it exists, and a visit to a shop, is also a great opportunity for simple and direct expression of speech in all aspects. As a result of walks and excursions made in nature or in the social environment, children give the most imagination and sensitivity the image of reality as part of plastic education and modeling; with the collected materials, they greatly enrich the creative games and the practical manual skills.

In close connection with the above, walks, visits and excursions allow the gradual formation of a sense of respect and love for nature, as well as for work, for human being and his achievements.

The child who has learned to admire the flower gardens, listen to the murmur of a spring, observe the life of an insect, the habits of a bird or the unfolding of a natural phenomenon, will first become the friend of nature, then one of its most devoted protectors.

Teaching the child to know, then to protect and to love what he has admired is not an easy task to accomplish, but it must be in the educator's attention at the educational moments when the child is in direct contact with life, to develop his sense of beauty, to teach him to always look beautiful in all its aspects.

Visits, excursions and walks in the kindergarten are quite important because they cause the child to enjoy the joy and love of his native place, the nature of the homeland, many aesthetic emotions that are sometimes preserved throughout life and later represent the basis of some deeper feelings, consistent.

3. The role of the family in supporting extracurricular activities

The family, this core of society, finds time to highlight the multiple educational valences and, in collaboration with the kindergarten, contributes to the formation of the child's personality.

In the family, the child forms his / her skills of civilized behavior, work skills, develops language. In kindergarten, educators complement and develop the skill and skills palette. It is the educator who unleashes the secrets of knowledge, the obligation of the parents to teach them the "alphabet" of humanity. This alphabet is made every moment by the deeds of family life and kindergarten

Mutual information between the educator and the family about the child and its evolution must be systematic, not sporadic and especially not in times of crisis.

The educator is the first to know what relationships there are in the family, to know their parents, what relationships they have with each other, and what role they have in their daily life.

When the educator knows the child's family universe well enough, he will be able to keep the preschool from being misled by mistakes.

The forms of collaboration with the family are multiple. Among the ways I used in kindergarten I mention:

- visiting the family for a thorough knowledge of the life circumstances of the preschool. The basic aspects, the positive and negative valences of the family environment on the young child will be followed;
- visiting the kindergarten, communicating with the didactic and non-teaching staff, knowing the group colleagues and their parents;
- implementing joint actions with different goals (mutual support, educational, household, etc.);
- organization of meetings with parents, real analysis of all aspects;
- presenting papers to parents who are beginners in "education";
- presenting open lessons or artistic programs with preschoolers to follow the attitudes and behaviors of their little ones.

4. Conclusions

1. In the family, the child develops skills of civilized behavior, work skills, develops language.
2. Collaboration, I think, must be done in all aspects of the educational-educational process: experiential activities, freely chosen games, educational games, educational activities, frequency, commitment involving an effort from both sides of education.
3. For the efficiency of collaboration, a common front, strong support, a trust-based, respect-based, co-interested collaboration in achieving education efficiency is needed.
4. Extracurricular activities are a definite opportunity to enter school in community life, to strengthen the relationship between school and family, to expand the knowledge horizon of children, to stimulate their curiosity and sense of belonging.
5. There must be a permanent collaboration between the educator and the family about the child, about his evolution, which must be systematic, not sporadic and especially not in moments of crisis.

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