

LUMEN 2014

Intercultural Education at Preschool Children - Implications in the Adaptive/Integrative Socialization. Analysis of the Functional Models

Alina Anghel^a, Ramona Adina Lupu^{b,*}

^{a,b}*Valahia University of Targoviste, Bd. Carol I, nr. 2, Targoviste, Romania*

Abstract

The research proposes to analyze the impact degree of the extracurricular activities with intercultural thematic in the adaptive socialization of preschool children, of different ethnic belonging and from the same socio-educational group. The research is relevant in the purpose of identifying „best practices” used in the intercultural education at preschool children. There were considered the following hypothesis: a). The more the preschool children are involved in extracurricular activities with diverse intercultural thematic, the more the children’s adaptive socialization process will be fulfilled easier and faster. b). If the teacher is trained towards intercultural education, then he will be capable of making the children understand that they are all equal, to help them relate and integrate in any type of activity. The gathering of factual data was made using: the chart of sociability appreciation. The analyze unit was the socio-educational group in which there are children with Roman, Bulgarian and Romanian ethnicity. Following the research was drawn the following conclusion: the extracurricular activities which involve the active participation and for the same purpose of the children of different ethnic groups, this fact facilitates their successful social functioning in multicultural context.

© 2014 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/3.0/>).

Selection and peer-review under responsibility of the Organizing Committee of LUMEN 2014.

Keywords: adaptive socialization; multiculturalism; preschool education; social integration; preschool children.

* Corresponding author. Tel.: 0040 0724376256;
E-mail address: ramih78@yahoo.com

The context of socialization

The dimension of human personality is described and projected at the crossroad between biologic, psychology, social and cultural. In this context is articulated the human personality which thus becomes an integral, supraordinated system. (Golu, M., 2002). Man adapts and subordinates to society by means of the natural and social environment. In this frame the human development is reducible to a socialization process which begins even from birth. The problematic of the socialization process attracts the attention both of psychologists and sociologists, in whose opinion the operationalization of the concept has multiple projections. In Giddens's opinion (2003), „socialization represents the psychosocial process through which the helpless child becomes gradually a self-conscious person, intelligent, integrated in the type of culture in which he was born”. The analysis at the level of process of socialization evidences their active and dynamic characters, present during the entire life and conditioned by social learning. About these it is said that they are the facilitator of social adaptation and integration. Social psychology projects the definition of socialization as being „the process through which individuals appropriate the manner of acting and thinking about their environment, which they interiorize, integrating them to their personality and becoming members of groups where they receive a specific status” (Ferreol, 1998). In this context we may identify projections of most various variables: individual characteristics (age, sex, adulthood, development, intelligence), language, control mechanisms, rituals, practices of children raising and of social integration, forms of imitation, of identification, structures of attitudes, actions and social behaviors (social roles and status, social relations, work ethic, politico-civic orientations, performances, altruism, integration, conformation etc.). In the typology of socialization in accordance with the social environments in which they are accomplished, are identified the following levels: primary, secondary and tertiary. *Primary socialization* represents the precursory which supports the process of personality development. It is accomplished mainly in the family, the primary social instance, in childhood, it implies affectivity, it contributes to the transformation of children in future adults and it supports their social integration by learning the basic values. The secondary socialization represents the process of learning the norms and values of other socialization instances as a result of the intersection between individual and socializing social structures (school, group of friends, adults, church etc.). The school represents the social instance best represented in this stage because it facilitates the development of a mix of social attitudes and behaviors socially expressed in accordance with the impropriation degree of social values. The individual's contact with other social environments outside family and school, and its normal social functioning inside these structures, is described in the context of tertiary socialization. Considering the followed finality, or the already produced effects (Vlăsceanu, L., in Zamfir, C. Vlăsceanu, L (coord) 1998, p.547) we identify another typology of socialization: adaptive or integrative socialization and anticipative socialization. The adaptive/integrative socialization allows the projection by the individual at the level of social group of the social behaviors and attitudes which facilitate „the social integration, participation and accomplishing of some activities in a given institutional frame” (Vlăsceanu, L., in Zamfir, C. Vlăsceanu, L (coord) 1998, p.547). The anticipative socialization is described in the context „of assimilating those norms, values and behavior models which facilitate the adaptation or integration in a future institutional or organizational frame”. (Vlăsceanu, L., in Zamfir, C. Vlăsceanu, L (coord) 1998, p.547).

1. Problematic of research

In this theoretical frame, the research proposes to analyze the impact degree of the extracurricular activities with intercultural thematic in the adaptive socialization of preschool children, from different ethnic groups, and who are part of the same socio-educational group. The research is relevant with the purpose of identifying „best practices” used in intercultural education at preschool children. *The research analysis unit* is constituted by the preschool collective made of the three ethnic groups: Romanians, Bulgarians, Romans, which are to be found in the preprimary educational system. The age group is included between 4 and 6 years. For this purpose was considered the following objective: the analysis of the impact degree of extracurricular activities in the adaptive/integrative socialization of preschool children, of different ethnic groups and which are part of the same socio-educational group. In accordance with this objective were projected the following working hypothesis: a) the more the preschool

Download English Version:

<https://daneshyari.com/en/article/1113715>

Download Persian Version:

<https://daneshyari.com/article/1113715>

[Daneshyari.com](https://daneshyari.com)