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**SOCIALIZATION OF PRE-SCHOOLERS IN THE CONTEXT OF
KINDERGARTEN-FAMILY EDUCATIONAL PARTNERSHIP**

531.01 - General theory of education

Abstract of the PhD thesis in educational sciences

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LIST OF ABBREVIATIONS:

C.G. – control group

E. G.– the experimental group

SCS-E – social competences screening, form for educators

SCS-P – social competences screening, form for parents

5CE – Educational partnership assessment questionnaire

The SPPE Pedagogical Model – Pedagogical Model of socialization of pre-schoolers by valorizing the kindergarten-family educational partnership

UNESCO – The United Nations Educational, Scientific and Cultural Organization

c.p. – conventional points

CONCEPTUAL BENCHMARKS OF THE RESEARCH

The novelty of the research topic and the relevance of the problem tackled. In order to integrate effectively into the society, the pre-schoolers require certain up-bringing, as well as high level development of skills and behaviours. The research in the field of pedagogy (D. C. Berliner [31], H. Schaub și K. G. Zenke [24], J. Szcsepanski [25] H. B. Беккер [28], C. Cucuș [9], V. Mih [19], C. Glava and A. Glava [12], L. Măță [16], V. Cojocaru [7; 23], V. Mislîțchi [17], V. Botnari [15], D. Antoci [1], V. Panico [20], S. Golubitțchi [14], N. Sacaliuc [22; 23], E. Vărășmaș [27] etc.), of psychology D. Goleman [13], C. Ștefan and E. Kallay [26], etc., show that the stimulation of socialization at preschool age is associated with the development of social competences, compliance with rules, social relationship, pro-social manifestations externalized through cognitions, emotions, behaviours; developed with the family and guided by specialists in the framework of formal, non-formal, informal education.

The importance of the socialization of pre-schoolers arises from the content of educational policy documents relevant for the development of the national and international educational system: Education Code of the Republic of Moldova [37], Early Education Reference Framework of the Republic of Moldova [35], Early Education Curriculum of Romania [33], Fundamental Highlights in the early child development learning from birth to the age of 7 [34], and also from the topics of multiple scientific events: Intergovernmental World Conference “World Conference on Early Childhood Care and Education: Investing early for better learning and a brighter future” under the aegis of UNESCO, November 14-16, 2022, Conference “Twenty Years of the Socialization of Education” organized by Duy Tan University in collaboration with the Vietnam Association of Private Universities and Colleges din Vietnam, 18 august 2022, etc.

The research related to child socialization is currently under the influence of a contemporary social macro- and micro-environment and is oriented towards the optimization of the relations between family and society, being focused on the issues of the prospective-anticipatory nature of education and the analysis of social aspects of education.

Description of the situation in the field of research and identification of the research problem. Approaching the concept of socialization has been a priority area of research for a number of authors from the USA, Europe, Romania and the Republic of Moldova. The researchers have analysed the definitions set forth in the European scientific literature proposing own classifications and characteristics of socialization.

The following researchers are recognized internationally for presenting new theories on socialization from the perspective of the benefit

of the educators from the educational system: D. C. Berliner [31], H. Schaub; K. G. Zenke [24], J. Szcepanki [25] H. B. Беккер [28] and others. International researchers who tackled the concept of educational partnership in terms of the value, dynamics and results of a partnership aimed at the relationship between educators, community and scientists are the following: F. Smit et al [32]; D. Berliner [31]; an increased interest in the educational partnership, as a result of the development of a child-centered synergistic education system, was demonstrated in their studies by the authors N. M. Talanchuk, I. P. Podlasy.

In Romania the following authors can be mentioned as being concerned about conceptualizing socialization, about theoretical and methodological aspects regarding the design and organization of activities for developing the socialization: C. Cucuș [9], C. Furtună [11], V. Mih [19], L. Măță [16] etc. Researchers C. Cucuș [9], E. Vărășmaș [27], S. Cristea [8], A. Băran -Pescaru A [2], M. Bocoș [3], C. Glava și A. Glava [12], O. Benga *et al* [30] etc. highlighted the concept of educational partnership by substantiating multiple classifications, varied content, strategies and implementation methods.

The values of the concept of socialization and the rationale for the need to develop prerequisites for social skills from early ages were studied in the Republic of Moldova by L. Cuznețov [10], S. Cemortan [6], V. Cojocar [7; 23], G. Chirica [42; 43; 48], V. Botnari [15], V. Panico [20], M. Borozan [4], D. Antoci [1], etc. The concept of educational partnership and its forms were studied by: L. Cuznețov [10], V. Mîslițchi [17], A. Cara [5].

The educational partnership represents an educational experiment which, through its components of communication, compliance, creativity, cohesion, coherence and efficiency, provides grounds for the development of the educational process in educational institutions, whereas the contents manifested by cognitions, emotions and behaviours foster safety and comfort among the partners and those involved in the educational experiment.

In the presentation of new theories on the socialization process, which will be for the benefit of the educable in the educational system, **international** researchers are noted: D. C. Berliner [30], H. Schaub; K. G. Zenke [23], J. Szcepanki [24] H. C. Bekker [28] and others.

The educational partnership is an educational approach that through its components of communication, compliance, creativity, cohesion, coherence and efficiency, provides grounds for the development of the educational process in the educational institution, and the contents manifested by cognitions, emotions and behaviours create a state of safety

and comfort among the partner parties and those involved in the educational process.

As a result of the analysis and identification of a number of confrontations of researchers' opinions on the concepts studied in the scientific literature and in the light of the experiences accumulated along the professional activity, we have found certain **contradictions**:

- insufficiency of pedagogical and psychological grounds of conceptualization, design, organization and accomplishing the socialization by via the kindergarten-family educational partnership and the need for socialization of pre-schoolers recorded in the national and international educational standards according with the demands of the contemporary times;

- low level of professional training of teachers as for the socialization of pre-schoolers in the context of the educational partnership and the provisions of the policy documents regarding the initial and continuous training of teachers for valorizing the partnership aiming at pre-schoolers' socialization.

The **research problem** stems from the contradictions identified: *which are the theoretical-applicative pedagogic benchmarks of the socialization of preschoolers by ensuring the functionality of the process of organizing and accomplishing the kindergarten-family educational partnership?*

The **purpose of the research** is the theoretical substantiation, elaboration and validation of *the Pedagogical Model of socialization of preschoolers* by valorizing *the kindergarten-family educational partnership*.

Research objectives:

1. Determining the pedagogical and psychological grounds of the socialization of pre-schoolers in the context of the educational partnership.

2. Establishing the conceptual and methodological benchmarks of the kindergarten-family educational partnership for the socialization of pre-schoolers.

3. Assessing the level of socialization of pre-schoolers within the educational partnership.

4. Developing and validating the research methodology of the socialization of pre-schoolers in the context of the educational partnership.

5. Validating the Pedagogical Model of socialization of pre-schoolers by valorizing on the kindergarten-family educational partnership.

6. Drawing up general conclusions and recommendations.

Research hypothesis. The socialization of pre-schoolers in the context of the kindergarten-family educational partnership is ensured when this process is based on: the pedagogical and psychological

conceptualization of the socialization of pre-schoolers; establishing or the conceptualization, design and organization of the kindergarten-family educational partnership for an optimal accomplishment of pre-schoolers' socialization; development and validation of the SPPE Pedagogical Model.

Scientific research methodology. The research was based on the paradigms of education: constructivist (J. Piaget [apud 12] etc.); psychoanalytic approaches (E. Erikson [apud 19] etc.), humanist paradigm (A. Maslow [apud 12] etc.), cognitive (A. Ellis [apud 19], A. Beck [apud 19] etc.); conceptualization of the socialization process from a pedagogical, psychological, sociological perspective, emphasising the characteristics of the preschool age (J. Szcepanski [24], A. Glava and C. Glava [12], D. Goleman [13], C. Ștefan and E. Kallay [26]; pedagogical approaches regarding the functionality of the educational partnership, the structural components and the benefits of the cooperation between the partner parties within the educational partnership: L. Cuznețov [10], V. Mîslițchi [17], A. Cara et. al [5], E. Vrășmaș [27], C. Cucuș [9], S. Cristea [8]. C. Furtună [11]); the peculiarities of the preschool age in view of streamlining socialization, through behaviours, emotions, thoughts: N. Sacaliuc [23; 24], Papuc L. et al [21]C. Glava și A. Glava [12], C. Ștefan și E. Kallay [26], M. Miclea [18].

Scientific research methods:

theoretical methods: analysis, synthesis, generalization and systematization of pedagogical concepts, theoretical modelling;

praxiological methods: pedagogical experiment, observation, conversation, questioning;

statistical methods: quantitative and qualitative analysis of research data, statistical and mathematical processing of experimental results, t-Student test, Bravais-Pearson correlation coefficient.

The scientific novelty and originality of the research is focussed on the issues of the pre-school environment, establishing the theoretical framework of the socialization of pre-schoolers in the context of the educational partnership; developing the *Theoretical Model of socialization* and defining the concept of socialization; developing the *Structural Model of the educational partnership* and identifying the *Functional mechanism of internal interconnections of the educational partnership* and defining the concept of educational partnership; determining the benefits of ensuring the effectiveness of the socialization of pre-schoolers by valorizing the educational partnership; conceptualizing the *Pedagogical Model of socialization of pre-schoolers by valorizing the kindergarten-family educational partnership*; identifying the correlation between the educational partnership and the socialization of pre-schoolers in the light of three

dimensions of socialization: cognitive-behavioural, affective-volitional, communicative-social and six structural components of the educational partnership: communication, compliance, creativity, coherence, cohesion, efficiency through cognitive, emotional and behavioural manifestations.

The obtained results which contributed to solving the scientific problem reside in the *conceptualization of the SPPE Pedagogical Model, which contributed to the progress of pre-schoolers' socialization in order to meet the need for social adaptation.*

The theoretical significance of the research results from: the scientific conceptualization of socialization and educational partnership; the scientific interpretation of the functionality of the benefits of ensuring the socialization of pre-schoolers by valorizing the educational partnership; the theoretical substantiation of the *Pedagogical Model of socialization of pre-schoolers by valorizing the kindergarten-family educational partnership*; the description of strategic opportunities to stimulate the educational partnership for socialization; formulating indicators, descriptors and values of the educational partnership; the theoretical foundation of the Strategic Project on valorizing the educational partnership for the socialization of pre-schoolers.

The applied value of the research consists in: elucidating pedagogical conditions for the implementation and experimental validation of the *Pedagogical Model of socialization of pre-schoolers by valorizing the kindergarten-family educational partnership*; developing the Strategic Project on valorizing the educational partnership for the socialization of pre-schoolers consisting of training Program for preschool teachers, parents and for pre-schoolers oriented towards the design and implementation of joint didactic activities with pre-schoolers in integrated, freely chosen areas of development, for personal development; drawing up practical recommendations for the continuous training of teachers involved in the educational process; developing and validating socialization assessment tools – *Pre-school Socialization Observation Sheet*; and *Educational Partnership Assessment Questionnaire* (5CE). The developed diagnostic tools can be useful and beneficial for the specialists in the field of educational sciences, psychology, including teachers from general education institutions and students.

The scientific results were implemented by applying the contents of the Strategic Project on valorizing the educational partnership for the socialization of pre-schoolers withing the educational partnership in the Secondary School no. 5, Sighetu Marmației, Maramureș, Romania

Approval of research results. The research results were approved at the following national and international scientific conferences:

Peculiarities of educational partnership in preschool educational institutions in International Scientific and Practical Conference “Modern Education; strategies and technologies of teaching youth and adults” edition X, Pereyaslav: Ukraine, 2023; *Development of social life competence in preschoolers through educational training activities in kindergarten* in International Scientific and Practical Conference “Actual priorities of modern science, education and practice”, XII edition Paris, France 2022; *Study on collaboration with parents in the online training educational activities of preschoolers during pandemic* in Scientific conference with international participation “Education addressing new challenges”, UST, Chişinău, 2021; *Kindergarten – favorable educational environment for the socialization of pre-schoolers* in Scientific and practical conference with international participation “Axiological orientations of constructivism in modern education”, UST, Chişinău, 2020; *Strengthening the collaboration between kindergarten and family through educational partnership* in Scientific Conference with international participation “Higher Education: traditions, values, perspectives” UST, Chişinău, 2020; *The importance of the kindergarten-family partnership in making preschool socialization more efficient* in Republican Conference of Teachers, UST, Chişinău, 2019; *Socialization at preschool age and family valences in this process* in Symposium “Tradition and innovation in education”, UST, Chişinău, 2019; *The qualities of the kindergarten teacher in establishing an effective relationship between her, child and parent in the socialization of preschoolers* in Republican Conference of Teachers, UST, Chişinău, 2020; *Socialization at preschool age and the role of the kindergarten-family partnership in this process* in National Scientific Conference “Current Guidelines in Doctoral Research”, Bălţi, 2018.

THESIS CONTENT

The Introduction describes the topicality and importance of the problem addressed; formulates the research problem, purpose, objectives and hypothesis, reveals the novelty and scientific originality of the results obtained; refers to the theoretical significance and applied value of the research; approves the results; presents the summary of the thesis sections.

Chapter 1, Pedagogical and psychological grounds of socialization of pre-schoolers, analyses the connection between socialization and education; the conceptual boundaries of socialization from the studied educational perspective (pedagogical, psychological, sociological perspective); the mechanisms and conditions of personality socialization; the theories underlying child development (J. Piaget’s cognitive development theory, E. Erikson’s psychosocial development

theory, Vygotsky's socio-cultural theory, A. Bandura's social learning theory); the peculiarities of pre-school age; clarifies the details of the socialization of pre-school children in educational institutions.

According to J. Szepeanski [25], socialization is interpreted through the „complete influence of the environment”, it therefore imposes the subject „to the participation in social life, teaches him how to behave according to the current rules, to understand the culture”, in addition the individual becomes „able to maintain and fulfil certain social roles” [25, p. 77].

The research conducted by J. I. Goodland and R. H. Anderson [apud 18], suggest that in young children, the quality of social competence, during the preschool period, accurately predicts social and academic competence in higher school classes. Therefore, it is necessary to early identify the deficits of social skills and to early intervene at their level [apud 18, p. 3].

According to the researcher V. Panico [20, pp. 10-11], education, as a socio-human phenomenon, represents the life of human society. According to him, in order to determine the structure and redefine the educational process, one needs to observe the structure of the socialization process, the peculiarities of socialization and education as a socio-human phenomenon. According to V. Panico, [idem], the socialization of the personality consists of two related processes, namely: the influence of the socio-human environment on the personality, with all the diversity of factors and aspects; and the direct inclusion of the personality in the system of socio-human activities and attitudes, where man actively and selectively influences the social environment [idem].

The fundamental link of socialization and education is the interaction between personality and the socio-human environment. Socialization is a broader process in relation to education, including spontaneous factors, which can be seen in the process of personality formation and development [20, p. 11].

The core of education is the direct inclusion of the personality in the system of activities and social attitudes, according to V. Panico [20, p. 12].

In this context, socialization from a pedagogical perspective is defined as a long-lasting process, through which the individual, as a result of a specific-cultural adjustment, reaches the satisfaction of daily needs, balanced relationships with family members or other people and proper a behaviour, acquiring essential means of understanding, an attitudinal repertoire and behavioural models [5, p. 251].

V. Cojocaru highlights socialization among the premises and sources of the innovative process in education as being found through the evolution of social development and educational policies, through the

humanization of relationships among the members involved in the educational process, emphasizing the creativity of subjects, the experimental searching activity, of educational institutions innovation [52, p. 157]. The researcher highlights that education can bring significant contribution to the knowledge-based society, which can be achieved through social cohesion, being the consequence of social relations as a component of socialization [53, p. 164]. Thus, there is a need to improve and increase the quality of education both nationally and internationally, to reform the educational system, to continuously adapt the legislative framework and specific pedagogical requirements according to the evolution of the social environment [55, p. 51-52].

The researcher D. Antoci concludes that socialization is a process of continuous interaction and social adaptation through which the competence and abilities necessary for the specific activity of each individual possessing defined social statuses and roles are assimilated. The formation of value attitudes and value systems represents an organic part of the socialization process [1].

Based on the analyses conducted we found that socialization is a dynamic, integral process, *oriented towards adapting the subject to the changes and demands of modern society through the cooperation of educational actors, focused on the development of affectivity, knowledge, compliance with rules, communication, social relationship, prosocial behaviour.*

Chapter 2, Conceptual and methodological benchmarks of the kindergarten-family educational partnership includes theoretical dimensions of the educational partnership, contents in terms of the structure of the elements; possible blockages among partners within the educational partnership; drafting and validation of the *Pre-school Socialization Observation Sheet* and the 5CE Questionnaire, description of the SPPE Pedagogical model.

The concept of *educational partnership* is studied all over the world, from various perspectives, under the influence of multiple social, economic and cultural changes.

Examining the definitions of the concept of educational partnership in the specialized literature lead us to identifying the internal construction of this collaboration. Therefore, the structure of the partnership is procedural; implies convergent knowledge, strategies, competences; requires a management is based on availability upon change, acceptance of differences, communication, collaboration, complementarity of contributions.

According to the analysis of the data from the scientific literature (L. Cuzneţov [10], V. Mîslîţchi [17], A. Cara *et. al* [5], E. Vrăşmaş [27], C. Cuceş [9], S. Cristea [8], C. Furtună [11]) and the interpretation thereof from the perspective of the issues tackled in the research, we find the relevance of including the following components in the partnership structure: *communication, compliance, creativity, coherence, cohesion, efficiency*.

The implementation of these components within an educational partnership ensure the removal of some possible blockages, such as: lack of communication, difficulties in defining the problem, difficulties in distinguishing between fact and problem, mistrust, fear of mistakes, fear of embarrassment, the fear of being in the minority, discouragement, the rush to accept the first idea and others.

Regardless of their level of development, we believe that all six components are expressed and manifested through various contents within an educational partnership, namely *behaviour, emotions, cognitions*. The components of the kindergarten-family educational partnership were evaluated via 5CE questionnaire.

In this referential context, the idea was formulated that through the collaboration of parents with the kindergarten, they can complement, support and develop the child's personality. A true and real education is established in the family and continues in kindergarten and school.

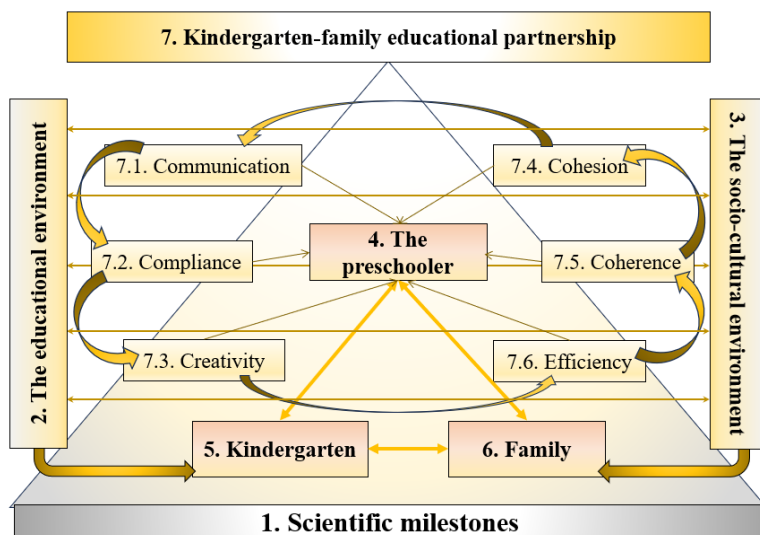


Figure 1. The structural model of the educational partnership

Based on the analysis, a new vision of the educational partnership was conceptualized. Thus, *the educational partnership represents an educational experiment that, through communication, compliance, creativity, cohesion, coherence and efficiency, ensures the socialization and cooperation of partners in solving a problem of common interest and creates safety and comfort.* Through analytical synthetization of the elements of the educational partnership, the Structural Model of the educational partnership was developed as illustrated in fig.1.

The foundation and development of the SPPE Pedagogical Model focused on the theoretical concepts regarding the approach to socialization and social competence and the efficiency of the socialization process of pre-schoolers through the kindergarten-family educational partnership.

The SPPE Pedagogical model includes: epistemological substantiation; principles: the principle of individualization, the principle of situational learning, the principle of learning through collaboration, the principle of learning through discovery; family, socio-cultural environment; educational environment: formal, informal, non-formal; children involved in socialization (at low, medium, high level); the kindergarten-family educational partnership (legality of ensuring the efficiency of the socialization of pre-schoolers); the strategic project on valorizing the educational partnership for the socialization of pre-schoolers , which contains the Training Program for teaching staff, the Training Program for children, the Training Program for parents. In the SPPE Pedagogical Models the forms of cooperation between teachers-children-parents to improve the socialization of pre-schoolers are specified : for parents: round table, seminar, group consultations, webinar, lecture, workshop, debate; for parents: individual and group consultations, round table, lectures, workshops, training; for pre-schoolers: activities in experiential fields, integrated didactic activities, personal development activities, freely chosen activities, excursions, exhibitions, contests, sports entertainment, shows, celebrations. These programs activities contributed to the progress of socialization of pre-schoolers and implicitly at the development of socialization; compliance with rules, social relations, prosocial behaviour.

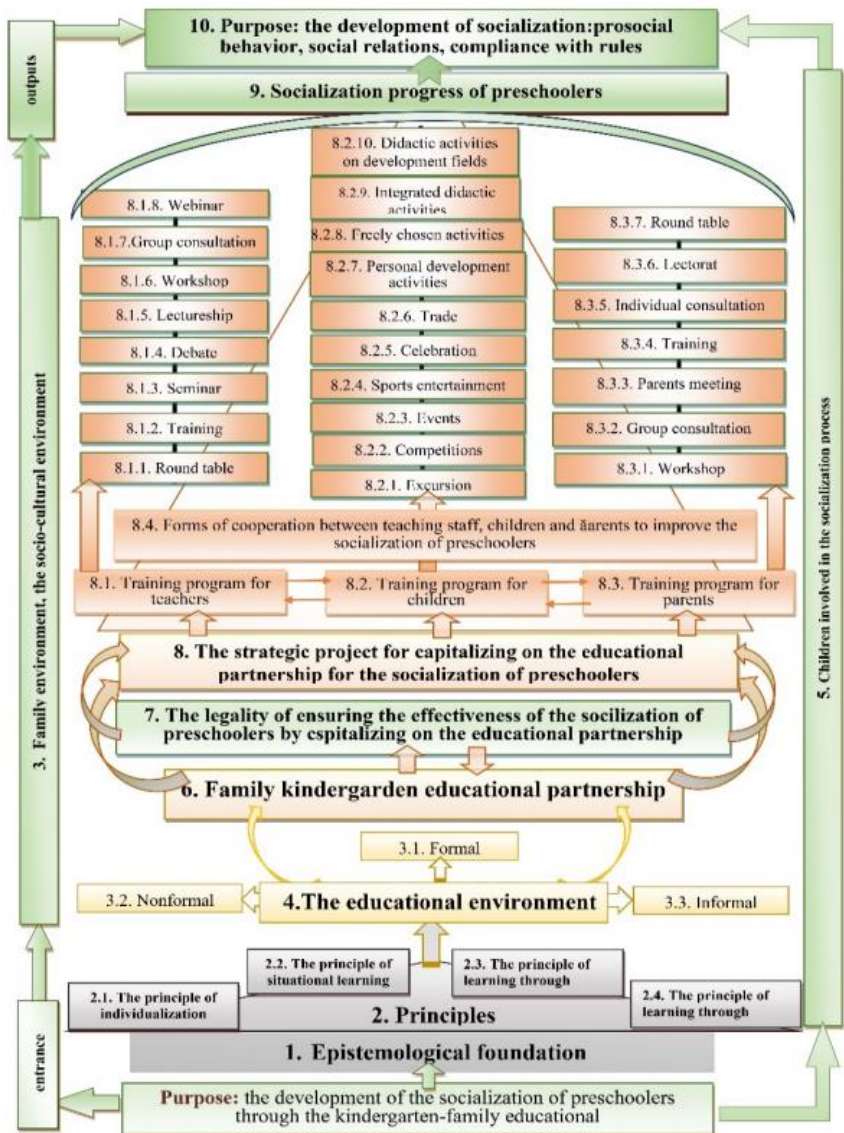


Figure 2. The pedagogic model of socialization of pre-schoolers by valorizing the family kindergarten educational partnership

In the context of our research, the socialization is presented based on the following components: cognitive-behavioural, affective-volitional and communicative-social components which are described in details in the theoretical model of socialization, illustrated in the fig.3.

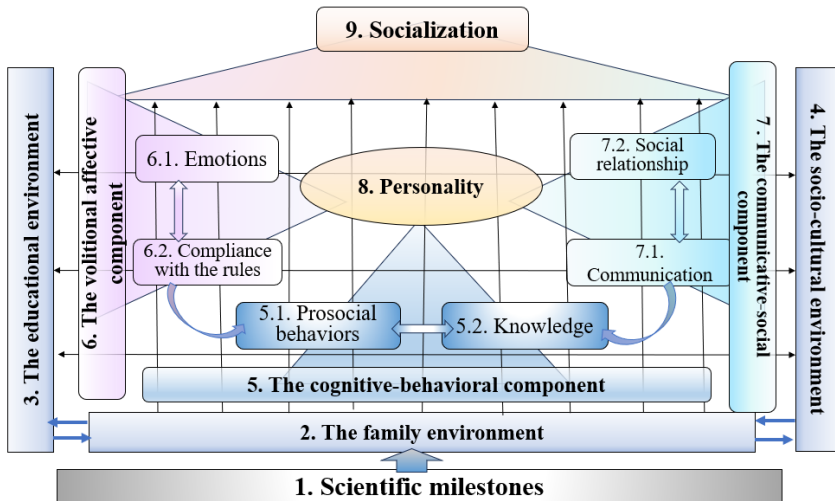


Figure 3. The theoretical model of socialization

The cognitive-behavioural component: involves behaviours, knowledge about the surroundings, the natural and social environment and the assimilation of this knowledge; the ability to apply knowledge in practice, in various cognitive activities; the ability to participate in creative activities, to research, to give meaning to the world in which they live [26]; the ability to understand different contextual situations; the ability to creatively solve problematic situations. *The affective-volitional component:* includes emotion, compliance with rules, knowing and acting according to prosocial norms and rules (cultural, religious); the acceptance and assimilation thereof; solidarity attitude towards the environment and society; responsibility for one’s own deeds and actions. *The communicative-social component:* represents social relationships, prosocial behaviour, knowledge and verbal and non-verbal expression in different positive and/or negative social contexts; interest in participation in relationships, in social activities, participation through a creative, active position; managing, resolving conflicts through communication with others oriented towards cooperation and collaboration.

Considering socialization through the lens of the competence-based approach, it is advisable to talk about the category “social competence” as a result of socialization. The grounds for social competence is socialization.

The researcher H. B. Беккер states that “social competence is defined as an integral personal education, comprising interdependent and complementary components of the cognitive, emotional and behavioural sphere, allowing the individual to adapt and fulfil himself in the conditions of modern society, that is, to pass successfully to socialize” [28].

In this vein, we come up with a conceptualization of socialization from the perspective of educational partnership. Thus, *socialization represents a dynamic, integral process, oriented towards adapting the subject to the changes and demands of contemporary society through the cooperation of educational actors focused on the development of affectivity, knowledge, compliance with rules, communication, social relations, prosocial behaviour.*

Based on the elaboration of the theoretical model of socialization and the definition of the concept of socialization and the elaboration of the structural model of the educational partnership and the definition of the concept of educational partnership, the legality of ensuring the effectiveness of the socialization of pre-schoolers by valorizing the educational partnership was elaborated, reflected in figure 4. The regularity was identified following the determination of the analysis scientific data in the structural components of socialization and educational partnership.

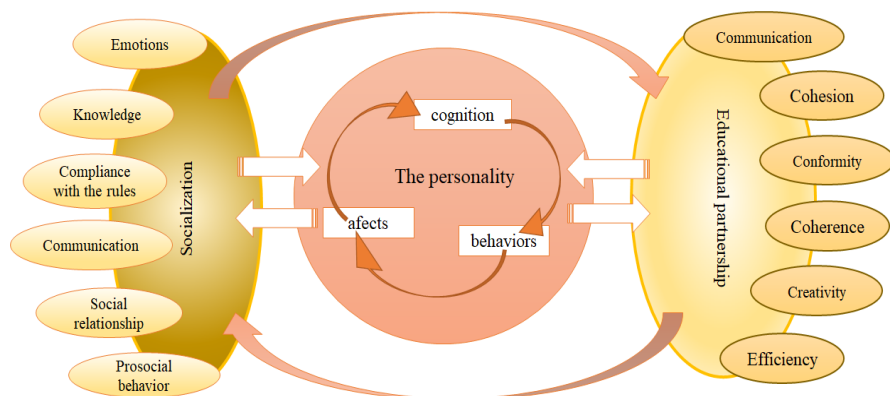


Figure 4. The regularity of ensuring the effectiveness of socialization pre-schoolers by valorizing the educational partnership

The interrelation of the components of socialization and the educational partnership work synergistically in favour of enhancing the socialization of pre-schoolers.

Chapter 3. The experimental study of the socialization of pre-schoolers in the context of valorizing the kindergarten-family educational partnership includes the research design specifying the purpose and objectives of the experiment for the detection, training and control stages, as well as the research tools uses. The results obtained at the stage are presented by comparison at the stage of finding and control, describing the process of enhancing the socialization of pre-schoolers;

development and implementation of the strategic project on valorizing kindergarten-family educational partnership for the socialization of pre-schoolers “Cu mic, cu mare, spre socializare” (Everybody is socializing). These considerations support the validation of the SPPE Pedagogical Model in view of the need for adaptation and integration into the social environment.

The strategic project on valorising kindergarten-family educational partnership for the socialization of pre-schoolers “Cu mic, cu mare, spre socializare” (Everybody is socializing) aim at the following: participation of teachers and parents in various joint activities (round tables, workshops, group and individual consultations, trainings) focused on the specifics of streamlining the socialization of pre-schoolers; stimulating the parents' interest in participating in the activities of streamlining the socialization of children carried out in kindergarten; improving the communication between teachers and parents in order to harness the kindergarten-family partnership focused on streamlining the socialization of pre-schoolers; organizing and carrying out various activities (exhibitions, contests, visits, excursions) aimed at streamlining the socialization of children with the active involvement of parents, teachers and pre-schoolers.

The *ascertaining experiment* aimed at establishing the initial level of socialization of the pre-schooler, on the one hand, and at evaluating the kindergarten-family educational partnership implemented with the parents of the pre-schoolers, on the other hand. The following objectives were set during the ascertaining experiment: 1) establishing the representative sample from the statistical point of view; 2) identifying the research methodology of the socialization of preschool children and educational partnership within educational institutions early; 3) evaluation of socialization of preschool children and educational kindergarten-family partnership; 4) processing and analysis of the results of the finding stage.

The ascertaining experiment was carried out in a group of 254 subjects: 124 pre-schoolers, 124 parents thereof and 6 teachers from the Secondary School no. 5. No. 10, Sighetu Marmației, Maramureș.

At the finding stage, the methods of observation were used alongside with questioning the teachers and parents of pre-schoolers, applying as well the following research tools: *Pre-school Socialization Observation Sheet; the screening of social competence, form for parents and educators (SCS-P 4/5, SCS-E 4/5)* from the PEDa Test Battery (M. Miclea [18]); *Questionnaire for the identification of parent's involvement in the child's education* (V. Andrasciuc [36]). *Educational partnership assessment questionnaire 5CE* (D. Antoci, V. Andrasciuc-Birtok [37]).

The final results obtained in the *Pre-school Socialization Observation Sheet* are shown in table 1.

Table 1. Distribution of subjects in the *Pre-school* (parents and teachers) *Socialization Observation Sheet* at the finding stage (no., %)

| Parents group | Low level | | Medium level | | High level | | Teachers group | Low level | | Medium level | | High level | |
|---------------|-----------|------|--------------|-----|------------|-----|----------------|-----------|----|--------------|------|------------|-----|
| | nr | % | nr | % | nr | % | | nr | % | nr | % | nr | % |
| C.G. | 57 | 91,9 | 4 | 6,4 | 1 | 1,6 | G.C. | 54 | 88 | 6 | 9,6 | 2 | 3,2 |
| E.G. | 57 | 91,9 | 3 | 4,8 | 2 | 3,2 | G.E. | 53 | 85 | 7 | 11,2 | 2 | 3,2 |

The final results obtained in SCS-P, respectively SCS-E can be found in table 2. The results obtained based on SCS-E at the finding stage, allowed us to establish the level of socialization and prerequisites for social skills obtained by the pre-schoolers of the middle group. It was found that a low level of socialization prevails, which entitles us to argue that pre-schoolers need support to streamline socialization, and parents need help from teachers to support them. This can be achieved through an educational partnership in which parents are partner parties in the project, and teachers need an exchange of experience to shape their activities, in order to streamline the socialization of pre-schoolers through an educational partnership with the family.

Table 2. Distribution of subjects according to SCS-P and SCS-E codes at the finding stage

| SCS-P | code | | | | | | SCS-E | code | | | | | |
|-------|------|----|----------|-----|----------|-----|-------|------|----|----------|----|----------|-----|
| | red* | | yellow** | | green*** | | | red* | | yellow** | | green*** | |
| | no | % | no | % | no | % | | no | % | no | % | no | % |
| C.G. | 57 | 91 | 4 | 6,5 | 1 | 1,6 | G.C. | 54 | 87 | 6 | 9 | 2 | 3,2 |
| E.G. | 57 | 91 | 3 | 4,8 | 2 | 3,2 | G.E. | 53 | 85 | 7 | 11 | 2 | 3,2 |
| Total | 114 | 91 | 7 | 5,6 | 3 | 2,4 | Total | 107 | 86 | 13 | 10 | 4 | 3,2 |

* shows poorly developed assessed social competence
 ** shows insufficiently consolidated assessed social competence
 *** shows well-developed and consolidated assessed social competence

The results obtained by applying the observation sheet, of the SCS-P and the *Questionnaire for identifying the involvement of parents in child education* allowed for determining the way parents are involved in their child's activity, in what activities they prefer to participate with them in the kindergarten, while staying with them at home. The final results obtained in the Questionnaire 5CE are included in Table 3.

Table 3. The level of the educational partnership according to the 5CE Questionnaire- parents, teachers at the finding stage

| Parents | | low level | mediu m level | high level | Teachers | low level | mediu m level | high level |
|---------|----|-----------|---------------|------------|----------|-----------|---------------|------------|
| C.G. | no | 38 | 23 | 1 | G.C. | 1 | 1 | 1 |
| | % | 61,29 | 37,09 | 1,61 | | 16,6 | 16,6 | 16,6 |
| E.G. | nr | 37 | 25 | 0 | G.E. | 1 | 2 | 0 |
| | % | 59,67 | 40,32 | 0 | | 16,6 | 33,3 | 0 |
| Total | nr | 75 | 48 | 1 | Total | 2 | 3 | 1 |
| | % | 60,48 | 38,70 | 0,80 | | 33,3 | 50 | 16,6 |

In the context of analysing the data in table 3, the low level of involvement of the parents in the educational partnership was found and the need to engage the family in the socialization of the child and the teachers in the developing the kindergarten-family educational partnership.

The process of developing a collaborative family-kindergarten relationship is complex. Consequently, strict planning of the activities is required in order to achieve positive results.

The activities must be planned gradually, focusing on three dimensions of improving pre-school socialization, namely: compliance with rules, social relations and prosocial behaviour, and six components of the educational partnership: communication, compliance, creativity, coherence, cohesion, efficiency with cognitive, emotional and behavioural manifestations.

In conclusion, we can say that the data obtained in the finding stage, allow us to highlight the correlation between the educational partnership and the socialization of pre-schoolers in the light of the components of socialization mentioned above framed into the dimensions of: compliance with rules, social relationship, prosocial behaviour, communication, emotions, knowledge.

The formatting experiment aimed at implementing the *SPPE Pedagogical model* through the Educational Partnership Project kindergarten-family on the efficiency of the socialization of pre-schoolers “Everybody is socializing”.

Within the kindergarten-family educational partnership project focused on improving the socialization of pre-schoolers “Everybody is socializing” developed and implemented with the aim of supporting and promoting efficient and constructive cooperation of kindergarten teachers and family in view of ensuring the continuity of improving the socialization of pre-schoolers, three training programs were conducted: a training program for teachers “Together for a more sociable future”, one training program for parents “Exploring and

socializing together” and a training program for pre-schoolers “Childhood, friendship, empathy”.

The strategic project on valorizing kindergarten-family educational partnership for the socialization of pre-schoolers “Cu mic, cu mare, spre socializare” (Everybody is socializing) included activities carried out mainly for certain direct beneficiaries, both parents and teachers, focused on the formation of their parental and professional competences, but also included joint activities between educational partners, aimed at strengthening cooperation on the issue of optimizing the socialization of pre-schoolers.

The strategic project on valorizing kindergarten-family educational partnership for the socialization of pre-schoolers “Cu mic, cu mare, spre socializare” (Everybody is socializing) was validated by comparing the results of pre-schoolers on the affective-volitional, cognitive-behavioural, communicative-social dimensions in the experimental and control groups, at the finding and control stages.

The comparative data on the final results regarding the socialization of pre-schoolers in the control group (finding and control stages) and in the experimental group (finding and control stages) following the application of *the Pre-school Socialization Observation Sheet*, of SCS-P and SCS-E, respectively, are presented in Tables 4, 5, 6.

Table 4. Distribution of subjects in the Pre-school Socialization Observation Sheet at the control stage (no., %)

| Filled out by | Group | Finding stage | | | | | | Control stage | | | | | |
|---------------|--------------|---------------|-------|--------|-------|------|------|---------------|-------|--------|-------|------|-------|
| | | Low | | medium | | high | | Low | | Medium | | High | |
| | | nr | % | nr | % | nr | % | nr | % | nr | % | nr | % |
| Parents | control | 57 | 91,93 | 4 | 6,45 | 1 | 1,61 | 42 | 67,74 | 14 | 22,58 | 6 | 9,67 |
| | experimental | 57 | 91,93 | 3 | 4,83 | 2 | 3,22 | 0 | 0 | 3 | 4,83 | 59 | 95,16 |
| Teacher | control | 54 | 87,09 | 6 | 9,67 | 2 | 3,22 | 42 | 67,74 | 14 | 22,58 | 6 | 9,67 |
| | experimental | 53 | 85,48 | 7 | 11,29 | 2 | 3,22 | 0 | 0 | 4 | 6,45 | 58 | 93,54 |

Having analysed table 4, we significant differences between the results obtained at the control stage and the finding stage between the control group and the experimental group. The pre-schoolers from the control group did not benefit from the strategic project on valorizing kindergarten-family educational partnership for the socialization of pre-schoolers “Cu mic, cu mare, spre socializare” (Everybody is socializing), and the results obtained at the control stage and at the finding stage do not differ significantly. The pre-schoolers from the experimental group benefited from the activities of the strategic project on valorizing kindergarten-family educational partnership for the socialization of pre-schoolers “Cu mic, cu mare, spre socializare” (Everybody is socializing),

significant differences between the final results obtained being reported. The comparative experimental results confirm the effectiveness of the strategic project on valorizing kindergarten-family educational partnership for the socialization of pre-schoolers “Cu mic, cu mare, spre socializare” (Everybody is socializing), through significant differences obtained.

Table 5. Distribution of subjects according to SCS-P codes at the control stage

| Group | Code | | | | | |
|--|-----------|-----------|----------|-----------|----------|----------|
| | red* | | yellow** | | green*** | |
| | Stage | | | | | |
| | finding | control | finding | control | finding | control |
| control | 57 / 92% | 42/ 67,7% | 4 /6,4% | 14 /22,5% | 1 /1,6% | 6 /9,6% |
| experimental | 57 /91,9% | 0 /0% | 3 /4,83% | 3 /4,8% | 2 /3,2% | 59 / 95% |
| * shows poorly developed assessed social competence ** shows insufficiently consolidated assessed social competence *** shows well-developed and consolidated assessed social competence | | | | | | |

Table 5 reflects the final results obtained in SCS-P at the control stage and at the finding stage for both the experimental group and the control group.

In the control group, the results did not change significantly, insignificant dynamics being noticed. The data obtained show that the majority pre-schoolers have poorly debated social skills and would need adult support to optimize socialization. The results of SCS-P show that in the experimental group the well-developed and consolidated social skills predominate. No pre-schooler in the experimental group has poorly developed social competences.

Table 6. Distribution of subjects according to SCS-E codes at the control stage

| Group | Code | | | | | |
|--|-----------|---------|----------|---------|----------|-----------|
| | red* | | yellow** | | green*** | |
| | Stage | | | | | |
| | finding | control | finding | control | finding | control |
| control | 54 / 87% | 38 /61% | 6 /9,6% | 14 /23% | 2 /3,2% | 6 /9,6% |
| experimental | 53 /85,4% | 0 /0% | 7 /11,2% | 4 /6,4% | 2 /3,2% | 58 /93,5% |
| * shows poorly developed assessed social competence ** shows insufficiently consolidated assessed social competence *** shows well-developed and consolidated assessed social competence | | | | | | |

According to the results in Table 6 reflecting SCS-E, the control group did not benefit from the training program. Thus, the majority of pre-schoolers have *poorly developed* social competences. Going through the training program, the experimental group obtained the following results: no child is in a position not to have developed social competences, very little, only 4 pre-schoolers have *insufficiently* strengthened social competences, and the majority have *well-developed and strengthened* social competences. The data in the table confirmed that the Training Program “Childhood, friendship, empathy” carried out with children proved to be effective. Following the strategic project on valorizing kindergarten-family educational partnership for the socialization of pre-schoolers “Everybody is socializing”, and the training program for pre-schoolers, for parents and the teachers program, progress has been made in developing the socialization of pre-schoolers. Thus, both parents and teachers with pre-schoolers, working together, obtained valuable results.

Table 7. Indices of the educational partnership of the groups in the finding and control phases (c.p.)

| Educational partnership | finding | | control | |
|-------------------------|--------------|--------------|--------------|--------------|
| | G.E., p.c. | G.C., p.c. | G.E., p.c. | G.C., p.c. |
| Communication | 9,81 | 9,81 | 15,11 | 11,06 |
| Compliance | 10,06 | 10,15 | 15,69 | 11,26 |
| Creativity | 10,16 | 10,24 | 15,74 | 11,26 |
| Coherence | 10,03 | 10,15 | 15,53 | 11,31 |
| Cohesion | 10,37 | 10,56 | 15,81 | 11,73 |
| Efficiency | 10,23 | 10,40 | 15,24 | 11,74 |
| Total | 60,66 | 61,31 | 93,13 | 68,35 |

The analysis of the average indices assigned to the components of the educational partnership from the perspective of the parents in the experimental group, allows us to acknowledge generally positive dynamics compared to the results of the parents in the control group. The cohesion *component* got the highest score (15.81 p.) in subjects in the experimental group, at the control stage. Compared to the finding stage, the experimental group shows significant increase in all structural components of the educational partnership. The lowest indices in the finding stage refer to the *communication* component both in the experimental group and in the control group (9.81 p.), indicating poor communication between partner parties.

Having analysed the results presented in Table 7, we found that the experimental program applied in the group of parents proved to have brought results. The training program was effective and increased the level of educational partnership.

The data obtained at the control stage allow us to validate the records of the correlation between the educational partnership and the socialization of preschoolers in terms of three components of socialization: cognitive-behavioral, affective-volitional, communicative-social component through the compliance with rules, emotions, social relationship, communication, knowledge, pro-social behavior and six structural components: communication, compliance, creativity, coherence, cohesion, efficiency of the educational partnership through cognitive, emotional and behavioral manifestations.

The goal of the training program for parents was achieved: being informed and familiarized about the benefits of social development of preschoolers, parents became involved in the process of developing the socialization of children. Therefore, the partnership between the family and the kindergarten was strengthened. The positive experience of parents in relations with their children was harnessed; the cooperation between kindergarten and family in order to develop the socialization of children of older preschool age was argued; the parents' interest to participate in the formal, non-formal, informal education activities carried out in kindergarten was stimulated; the communication between teachers and parents was improved in order to harness the strategic project on valorizing kindergarten-family educational partnership for the socialization of pre-schoolers; various forms of partnership were organized and implemented (round tables, consultations, meetings, workshops, trainings, etc.) related to the problem of developing the socialization of children with the active involvement of parents and teachers; the understanding by parents of the socialization development activities carried out in kindergarten, their specifics and how to ensure their continuity in the family environment was facilitated; the need for parents to read at home to preschoolers for the purpose of their social development was confirmed; the value of playing in the family was highlighted; it was discussed with parents about the importance of playing at home and relevant resources were presented.

The following objectives were achieved within the program for teachers: undertaking the educational role and involving the teachers in the formation and development of the child's personality for the integration thereof into the social life; awareness of the importance of social development in preschoolers through formal, informal, non-formal education activities in kindergarten; education of preschool children through the positive influence of the kindergarten; establishment of fundamental principles to be observed in the development of children's personality, as well as procedures for improving behavioral deviations. Therefore, the training program for teachers aimed at increasing the individual knowledge of children, monitoring their manifestation in kindergarten; using effective methods for psycho-affective development; finding common solutions in planning instructive-educational activities of formal, non-formal, informal education; studying books, documentaries, speciality journals in order to conduct debates on concrete topics; valorizing

personal, professional experiences; experience exchange; expressing the participants' opinion on the actions undertaken within this program.

The training program for pre-schoolers was aimed at creating psycho-education opportunities on social development of pre-schoolers; developing social orientations and behaviors of the child: compliance with rules, social relationship, pro-social behavior; developing and modelling capacities for practical use of social theoretical knowledge acquired by children; systematically assimilating new social knowledge; developing and strengthening feelings, beliefs. Therefore, pre-schoolers acquired knowledge about rules, relationships and behavior; developed capacities to establish interactions with other children and adults; developed skills of learning and following behavior rules in the society; developed their positive traits of willpower and character, positive attitudes towards oneself and towards others; developed skills for building relationship with others; improved the necessary behaviors in kindergarten and outside; became aware of the importance of self-knowledge in adopting a responsible lifestyle; developed required skills for teamwork.

Comparing the results obtained in the framework of the ascertaining experiment and the final results of the subjects from the experimental group, we found progressive increase in the development of socialization of preschoolers and the level of kindergarten-family educational partnership.

The obtained data allow us to state the following: the development of the socialization of preschoolers, from the experimental group, through the strategic project on valorizing kindergarten-family educational partnership for the socialization of pre-schoolers represents the result of the pedagogical interventions applied within the training experiment.

Comparative results regarding the initial and final level of socialization of preschoolers from both experimental groups (experimental and control groups), demonstrated the effectiveness and functionality of *SPPE pedagogical model*.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The research highlights a number of aspects related to the efficiency of socialization in pre-school aged children, correlated with involving the family/parents in this process, through development of the family-kindergarten educational partnership.

The results obtained in the framework of the experimental research highlighted valuable aspects and led to the formulation of the following general conclusions:

1. The analysis of scientific opinions on the socialization and educational partnership within early education institutions, with family involvement, allowed for the evaluation of the concepts of socialization

and partnership from the perspective of cognitivist, humanist, psychoanalytic, structural paradigms, with a projection towards updating. The characteristics examined generally reflect the contents of these concepts and, at the same time explaining, from a scientific perspective the set of structural contents of socialization and educational partnership. This is one of the policy priorities in the field of general education, reflected in national and international documents (Chap. 1, subchapter 1.1; 1.2; 1.3, Chapter 2, subchapter 2.1) [37; 38; 39; 40].

2. The contradictions and divergences found led to the conceptualization of socialization and educational partnership and to setting the structural contents thereof, which ensures the progress of socialization and provides the opportunity of establishing methodology for evaluating the socialization and kindergarten-family educational partnership within early educational institutions. Therefore, we consider socialization to be a dynamic, integral process, oriented towards adapting the subject to changes and the demands of contemporary society through the cooperation of actors educational focused on the development of affectivity, knowledge, compliance with rules, communication, social relations, prosocial behaviour (Chap. 1. subchapter 1.4.). Educational partnership is an educational experiment ensuring socialization and cooperation of partners in solving a problem of common interest and creating safety and comfort through communication, compliance, creativity, cohesion, coherence and efficiency, (Chap. 2. Subchapter 2.4.) [40; 41; 44].
3. The research generated by the global education crisis, on the one hand, and estimation of the current situation, the existing theoretical-scientific foundations, on the other hand, led to: the need for identification structural contents of socialization (emotions, knowledge, compliance to rules, communication, social relations, prosocial behaviour) and of the educational partnership (communication, compliance, creativity, cohesion, coherence, efficiency); substantiating the importance of identification assessment methodology of preschoolers' socialization and partnership educational kindergarten-family; ascertaining the methodological deficit of pedagogical models of the socialization of preschoolers by valorizing the kindergarten-family educational partnership focused on socialization of pre-schoolers (Chap. 2, subchapter 2.2., 2.3) [41; 47; 51].

4. In the context of the realization of experimental research socialization assessment tools were developed and validated –Pre-schoolers socialization of observation sheet; and educational partnership – Educational partnership evaluation questionnaire (5CE). The developed diagnostic tool is universal and general, useful for specialists in the field of educational sciences, psychology, including for teachers from institutions of general education and students (Chap. 2 subchapter 2.2) [38]. The experimental study contributed to the experimental validation of structural contents of socialization (emotions, knowledge, compliance to rules, communication, social relations, prosocial behaviour) and of the educational partnership (communication, compliance, creativity, cohesion, coherence, efficiency) and highlighted the particularities of the socialization of pre-schoolers and the realization of partnership educational kindergarten-family in early education institutions (Chap. 3. subsections 3.2; 3.4.) [47; 49; 51].
5. Based on theoretical approaches and synthesis of the experimental research results, the theoretical model of socialization and the structural model of the educational partnership were conceptualized. The complex conduct of the experimental study and statistical data analysis confirmed the existence of the correlation between the structural components of the educational partnership and the elements of socialization and a highlighted the specificity of the existing links and allowed for the establishment of legitimacy of ensuring the effectiveness of the socialization of pre-schoolers through valorizing the educational partnership (Chap. 2 subchapter 2.3., Chapter 3 subchapter 3.2.) [43].
6. As a result of conducting the experimental study, the Pedagogical Model of socialization of pre-schoolers by valorizing the kindergarten-family educational partnership allowed for the establishment of interconnections between development principles of the socialization of modern pre-schoolers, the institutional educational environment and formal, non-formal, informal education activities carried out in within the kindergarten-family educational partnership, ensuring the progress of the pre-schoolers socialization through the affective sphere, knowledge, compliance with rules, communication, social relations, prosocial behavior. The SPPE Pedagogical Model was validated based on the implementation of the Strategic Project on valorizing the educational partnership for the socialization of pre-schoolers consisting of the Training Program for preschool teachers, the Training Program for parents and the Training Program for children as well as

the joint activities between the educational partners, aimed at strengthening the cooperation of educational partners in order to optimize the socialization of pre-schoolers and contributed to the efficiency of children's socialization (Chap. 2 subchapter 2.3.; Chap. 3 subchapter 3.3.) [44; 40; 30].

The study conducted in this paper opens **new perspectives** for further practical investigations related to the identification of new structural contents of socialization, development of tools for evaluation of the socialization achieved through the educational partnership, the impact of effective preschool socialization on motivation and future orientation of school-aged subjects, etc.

The pedagogical value of the research is proved, **the important scientific problem solved** of which lies in determining theoretical and methodological grounds of socialization development in modern pre-schoolers through the kindergarten-family educational partnership, by integrating pedagogical and psychological theories; in the development and practical implementation of SPPE socialization pedagogical model, a which contributed to the efficiency of the professional training of pedagogues.

Based on the conclusions and results of the research, the following **recommendations** were formulated:

1. Enforcing the development methodology of preschool socialization through the kindergarten-family educational partnership in the professional activity, in the development of methodological works, methodological guides, implementing it within early education institutions.
2. Applying the contents of the Training Program in early education institutions for the development of the educational partnership with the family, especially in formal, non-formal, informal education.
3. Valorizing the SPPE Pedagogical Model in the activity of relevant specialists, which would lead to streamlining the socialization process of children from the perspective of a reasonable partnership in the scope of current approaches.
4. Applying *5CE Questionnaire* for monitoring the progress of socialization and educational partnership in educational institutions general.
5. Training the teachers for the development of the educational partnership in order to improve the socialization of children in the general education institutions.

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ADNOTARE

Birtok Andrasciuc Vasilica

„Socializarea preșcolarilor în contextul parteneriatului educațional grădiniță-familie”,
teză de doctor în științe ale educației, Chișinău, 2023

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, 148 pagini de text de bază, bibliografie din 206 de titluri, 13 anexe, 44 figuri și 41 tabele.

Publicații la tema tezei: rezultatele obținute sunt publicate în 21 de lucrări științifice.

Cuvinte-cheie: eficientizarea socializării, educație timpurie, instituție de educație timpurie, proiect de parteneriat educațional grădiniță-familie, vârstă preșcolară,

Scopul cercetării constă în fundamentarea teoretico-aplicativă, elaborarea și validarea *Modelului pedagogic de socializare a preșcolarilor prin valorificarea parteneriatului educațional grădiniță-familie*.

Obiectivele cercetării: determinarea fundamentelor pedagogice și psihologice ale socializării preșcolarilor în contextul parteneriatului educațional; stabilirea reperelor conceptuale și metodologice ale parteneriatului educațional grădiniță-familie pentru socializarea preșcolarilor; evaluarea nivelului de socializare a preșcolarilor în cadrul parteneriatului educațional; elaborarea și validarea metodologiei de cercetare a socializării preșcolarilor în contextul parteneriatului educațional; validarea Modelului pedagogic SPPE; elaborarea concluziilor generale și a recomandărilor.

Noutatea și originalitatea științifică a cercetării se axează pe problematica mediului preșcolar, pe stabilirea cadrului teoretic al socializării preșcolarilor în contextul parteneriatului educațional; elaborarea *Modelului teoretic al socializării* și a definiției conceptului de socializare; elaborarea *Modelului structural al parteneriatului educațional* și identificarea *Mecanismului funcțional de interconexiuni interne a parteneriatului educațional* și a definiției conceptului de parteneriat educațional; determinarea legității asigurării eficienței socializării preșcolarilor prin valorificarea parteneriatului educațional; conceptualizarea *Modelului pedagogic de socializare a preșcolarilor prin valorificarea parteneriatului educațional grădiniță-familie*. Identificarea corelației dintre parteneriatul educațional și socializarea preșcolarilor prin prisma celor trei dimensiuni ale socializării: cognitiv-comportamentală, afectiv-volitivă, comunicativ-socială și a celor șase componente structurale ale parteneriatului educațional: comunicare, conformitate, creativitate, coerență, coeziune, eficiență prin manifestările cognitive, emoționale și comportamentale.

Rezultatele obținute care au contribuit la soluționarea problemei științifice importante rezidă în *conceptualizarea Modelului pedagogic SPPE, fapt care a contribuit* la progresul socializării preșcolarilor în vederea răspunderii nevoii adaptării sociale.

Semnificația teoretică a cercetării rezidă în: conceptualizarea științifică a socializării și a parteneriatului educațional; interpretarea științifică a funcționalității legității asigurării socializării preșcolarilor prin valorificarea parteneriatului educațional; fundamentarea teoretică a *Modelului pedagogic SPPE*; descrierea oportunităților strategice de stimulare a parteneriatului educațional pentru socializare; formularea indicatorilor, descriptorilor și valorilor parteneriatului educațional; fundamentarea teoretică a Proiectului strategic de valorificare a parteneriatului educațional pentru socializarea preșcolarilor

Valoarea aplicativă a cercetării se profilează din: elucidarea condițiilor pedagogice pentru implementarea și validarea experimentală a *Modelului pedagogic de socializare a preșcolarilor prin valorificarea parteneriatului educațional grădiniță-familie*; elaborarea *Proiectului strategic de valorificare a parteneriatului educațional pentru socializarea preșcolarilor* constituit din programele formative pentru cadrele didactice din învățământul preșcolar, pentru părinți și pentru preșcolarii orientate spre proiectarea și implementarea activităților didactice cu preșcolarii pe domenii de dezvoltare, integrate, liber alese, pentru dezvoltarea personală; elaborarea recomandărilor practice pentru formarea continuă a cadrelor didactice implicate în procesul educațional; elaborarea și validarea instrumentelor de evaluare a socializării – *Fișa de observare a socializării preșcolarilor*; și a parteneriatului educațional – *Chestionarul de evaluare a parteneriatului educațional*. Instrumentele diagnostice elaborate pot fi utile și benefice pentru specialiștii din domeniul științelor educației, psihologiei, inclusiv pentru cadrele didactice din instituțiile de învățământ general și studenți

Implementarea rezultatelor științifice. Cercetarea aplicativă s-a desfășurat în Școala Gimnazială Nr. 5, Școala Gimnazială Nr.10, Sighetu Marmăției, Maramureș, România, în anii școlari 2020-2021, 2021-2022 constituit din 124 subiecți-preșcolari (6 grupe) și 124 subiecții-părinții acestor copii, 6 cadre didactice în evidențierea caracteristicilor socializării preșcolarului.

ANNOTATION

Birtok Andrasciuc Vasilica

„Socialization of pre-schoolers in the context of kindergarten-family educational partnership”, PhD thesis in educational sciences, Chişinău, 2023

Structure of the thesis: introduction, three chapters, general conclusions and recommendations, 148 pages of basic text, bibliography of 206 titles, 13 annexes, 44 figures and 41 tables.

Publications on the topic of the thesis: the obtained results are published in 21 scientific papers.

Keywords: socialization efficiency, early education, early education institution, kindergarten-family educational partnership project, preschool age.

The purpose of the research is the theoretical- applicative foundation, development and validation of the pedagogical model for the socialization of pre-schoolers by valorizing the kindergarten-family educational partnership.

Research objectives: determining the pedagogical and psychological foundations of the socialization of pre-schoolers in the context of the educational partnership; establishing the conceptual and methodological benchmarks of the kindergarten-family educational partnership for the socialization of pre-schoolers ; assessing the level of socialization of pre-schoolers within the educational partnership; the development and validation of the research methodology of the socialization of pre-schoolers in the context of the educational partnership; validation of the SPPE Pedagogical Model; drawing up general conclusions and recommendations.

The scientific novelty and originality of the research is focussed on the issues of the pre-school environment, establishing the theoretical framework of the socialization of pre-schoolers in the context of the educational partnership; development of the theoretical model of socialization and definition of the concept of socialization; development of the *Structural Model of the educational partnership* and the *functional mechanism of internal interconnections of the educational partnership* and definition of the concept of educational partnership; determining the legality of ensuring the effectiveness of the socialization of pre-schoolers by valorizing the educational partnership; the conceptualization of the SPPE Pedagogical Model. Identifying the correlation between the educational partnership and the socialization of pre-schoolers through three dimensions of socialization: cognitive-behavioural, affective-volitional, communicative-social and six structural components of the educational partnership: communication, compliance, creativity, coherence, cohesion, efficiency through cognitive, emotional and behavioural manifestations.

The obtained results that contributed to the solution of the important scientific problem reside in the conceptualization of the SPPE Pedagogical Model, a fact that contributed to the progress of pre-schoolers socialization in order to meet the need for social adaptation.

The theoretical significance of the research results from: the scientific conceptualization of socialization and educational partnership; the scientific interpretation of the functionality of the legitimacy of ensuring the socialization of pre-schoolers by valorizing the educational partnership; the theoretical substantiation of the *Pedagogical Model of the socialization of pre-schoolers by valorizing the educational partnership*; description of strategic opportunities to stimulate the educational partnership for socialization; formulating the indicators, descriptors and values of the educational partnership; the theoretical foundation of the Strategic Project on valorizing the educational partnership for the socialization of pre-schoolers.

The applied value of the research consists in: elucidating pedagogical conditions for the implementation and experimental validation of the Pedagogical Model of socialization of pre-schoolers by valorizing the kindergarten-family educational partnership; developing the Strategic Project on valorizing the educational partnership for the socialization of pre-schoolers consisting of training Program for preschool teachers, parents and for pre-schoolers oriented towards the design and implementation of joint didactic activities with pre-schoolers in integrated, freely chosen areas of development, for personal development; drawing up practical recommendations for the continuous training of teachers involved in the educational process; developing and validating socialization assessment tools – Pre-school Socialization Observation Sheet; and Educational Partnership Assessment Questionnaire (5CE). The developed diagnostic tools can be useful and beneficial for the specialists in the field of educational sciences, psychology, including teachers from general education institutions and students.

Implementation of scientific results. The applied research was carried out in the Secondary School No. 5, the Secondary School No. 10, Sighetu Marmăţiei, Maramureş, Romania, during the school years 2020-2021, 2021-2022 consisting of 124 subjects-pre-schoolers (6 groups) and 124 parents of these children, 6 teachers for highlighting the characteristics of preschool socialization.

АННОТАЦИЯ

Бирток Андрашук Василица

„Социализация дошкольников в контексте образовательного партнерства детский сад-семья”

Кандидатская диссертация педагогических наук, Кишинева, 2023 г.

Структура диссертации: введение, три главы, общие выводы и рекомендации, 148 страниц основного текста, библиография из 206 наименований, 13 приложений, 44 рисунка и 41 таблица.

Публикации по теме диссертации: полученные результаты опубликованы в 21 научной работе.

Ключевые слова: эффективность социализации, раннее воспитание, дошкольное учреждение, воспитательный партнерский проект «детский сад – семья», дошкольный возраст.

Цель исследования состоит в теоретико-прикладном обосновании, разработке и апробации Педагогической Модели SPPE.

Задачи исследования: определение педагогико-психологических основ социализации дошкольников в условиях воспитательного партнерства; установление концептуальных и методологических ориентиров детско-семейного воспитательного партнерства для социализации дошкольников; оценка уровня социализации дошкольников в рамках воспитательного партнерства; разработка и апробация методики исследования социализации дошкольников в условиях воспитательного партнерства; валидация Педагогической Модели PPE; составление общих выводов и рекомендаций.

Научная новизна и оригинальность исследования сосредоточены на проблеме дошкольной среды, на установлении теоретических основ социализации дошкольников в условиях о воспитательного партнерства; разработка теоретической модели социализации и определение понятия социализации; разработка Структурной модели воспитательного партнерства и выявление Механизма функционирования внутренних взаимосвязей воспитательного партнерства и определение понятия воспитательного партнерства; определение правомерности обеспечения эффективности социализации дошкольников при использовании воспитательного партнерства; концептуализация Педагогической Модели SPPE. Выявление взаимосвязи воспитательного партнерства и социализации дошкольников через призму трех измерений социализации: когнитивно-поведенческого, аффективно-волевого, коммуникативно-социального и шести структурных компонентов воспитательного партнерства: общения, уступчивости, творчества, согласованность, сплоченность, эффективность представляющих когнитивную, эмоциональную и поведенческую сферы.

Полученные результаты, способствовавшие решению важной научной проблемы, заключаются в концептуализации *Педагогической Модели SPPE*, что способствовало прогрессу социализации дошкольников с целью удовлетворения потребности в социальной адаптации.

Теоретическая значимость исследования заключается в: научной концептуализации социализации и воспитательного партнерства; научное осмысление функционала правомерности обеспечения социализации дошкольников за счет использования воспитательного партнерства; теоретическое обоснование *Педагогической модели SPPE*; описание стратегических возможностей стимулирования воспитательного партнерства для социализации; формулирование показателей, дескрипторов и значений воспитательного партнерства; теоретическое обоснование Стратегического проекта использования воспитательного партнерства для социализации дошкольников

Прикладное значение исследования состоит в: выяснении педагогических условий реализации и экспериментальной проверки *Педагогической модели SPPE*; разработка *Стратегического проекта valorизации воспитательного партнерства для социализации дошкольников*, состоящего из обучающих программ для воспитателей дошкольных учреждений, родителей и дошкольников, ориентированных на разработку и осуществление дидактической деятельности с дошкольниками по направлениям развития, интегрированных, свободно выбранных, для личного развития; разработка практических рекомендаций по непрерывному повышению квалификации педагогических кадров, вовлеченных в образовательный процесс; разработка и валидация инструментов: для социализации - Лист наблюдения за социализацией дошкольников; для воспитательного партнерства – анкета для оценки образовательного партнерства. Разработанный диагностический инструментарий может быть полезен специалистам в области педагогических наук, психологии, в том числе учителям общеобразовательных учреждений и студентам.

Внедрение научных результатов. Прикладное исследование проводилось в средней школе № 1 г. 5, Средняя школа № 10, Сигету Мармацей, Марамуреш, Румыния, в 2020-2021 учебном году, 2021-2022 учебном году, состоящая из 124 предметов-дошкольников (6 групп) и 124 предметов-родителей этих детей, 6 педагогических работников, выделяющих Особенности социализации дошкольника.

BIRTOK ANDRASCIUC Vasilica

**SOCIALIZATION OF PRE-SCHOOLERS IN THE CONTEXT OF
KINDERGARTEN-FAMILY EDUCATIONAL PARTNERSHIP**

531.01 - GENERAL THEORY OF EDUCATION

SUMMARY

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