

ASSESSMENT OF THE STUDENT IN THE PREPARATORY CLASS

Carmen MARINESCU¹

ABSTRACT. THIS ARTICLE DESCRIBES THE WAYS OF EVALUATING THE STUDENT IN THE PREPARATORY CLASS AND THE ROLE OF THE EVALUATION IN ACTIVATING THE CHILD'S ENERGIES FOR DEVELOPMENT, SUCCESS AND SELF-ASSERTION.

THE TRANSITION FROM THE PRESCHOOL TO THE PRIMARY CYCLE REPRESENTS FOR THE CHILD A PERIOD OF INTENSE TRANSFORMATIONS.

THE PREPARATORY CLASS AIMS TO ADAPT THE CHILD TO THE SCHOOL DEMANDS PROPOSED BY THE LEARNING ACTIVITIES.

THE HYPOTHESIS THAT STARTS WITH THE ELABORATION OF THIS ARTICLE IS THAT THE EVALUATION MUST PAY CLOSE ATTENTION TO THE DEFINING PROCESSES OF KNOWING THE INDIVIDUALITY OF THE CHILDREN INCLUDED IN THE EDUCATIONAL PROCESS.

THE PREPARATORY CLASS SHOULD PAY MORE ATTENTION TO THE EVALUATION.

THE PURPOSE OF THE EVALUATION OF THE CHILDREN IS SUBORDINATED TO THE WISHES OF GROWTH AND ACCELERATION OF THE DEVELOPMENT.

GETTING TO KNOW THE CHILD TAKES TIME, AND OBSERVATION IS IMPORTANT IN CHILD-CENTERED EDUCATION PROGRAMS, IT IS THE FOUNDATION OF ASSESSMENT AND CONSISTS IN THE CAREFUL AND SYSTEMATIC MONITORING OF A CHILD'S BEHAVIOR WITHOUT INTERVENING.

KEYWORDS: EDUCATION, PREPARATORY CLASS, ASSESSMENT, BEHAVIOR, SCHOOL.

Introduction

The school environment brings into the life of the child for the first time in the role of "schoolboy" a multi-dimensional reality, quite different from that of the kindergarten environment, from various points of view. The period of transition from the preschool to the primary cycle represents for the child a period of intense transformations, activating considerable physical and mental energies. The learning activity acquires an accentuated systematic character, activating the whole personality of the little school, opening up numerous possibilities of development, crystallization and affirmation of increasingly complex psychological processes and functions. The phenomena that take place during this period, from the transition from the pre-primary to the primary environment, are accompanied by processes and realities described by a rich series of symptoms and concepts from the sphere of psycho-socio-pedagogy, such as school adaptation, school success, school failure, stay. back to school, learning difficulties, school dropout, etc.

The idea of school success and success is strongly expressed in the sphere of educational activity of the 21st century. School success is defined by training students, in accordance with the requirements of the school programs, of the cognitive (knowledge systems), operational (skills,

¹Primary school teacher of Kindergarten with extended program no 1 from Targu Jiu, county Gorj - marinescucarmen777@yahoo.com

abilities, abilities), psychomotor (skills), affective-motivational and socio-moral (attitudes, characteristics) structures. of will and character)².

The concept of school success is used in the sense of school success and refers to the higher performances achieved by students in school learning, performances that relate to the requirements of the educational programs. From a psychological point of view, success expresses the agreement between the demands on the student and the results obtained, between his possibilities and aspirations. Success, or school success, is usually considered as a confirmation, a recognition, a social reward of a good conduct at school.

School success and failure are associated with a broad set of constituent elements of educational activity. This fact, in fact, determined the establishment of the pedagogy of success, as a branch of its own between the divisions of the system of education sciences. The pedagogy of success is constituted as a study of all the hypotheses of success in school activity: the success of the student / the school success, the success of the teacher, the success of the educational process, of the teaching methods / strategies, of the school as such, of the school reforms etc.³

Preparing the preschool child for school applications

The conclusions of the investigations carried out on kindergarten and first grade children point out that when entering the school the child must have a certain volume of skills expressed through "school maturity", "state of preparation for school", "aptitude for schooling". They mainly focus on language development, intelligence cultivation, observation spirit, independence in thought and action, creativity stimulation, familiarization of children with technical, artistic, literary language, perceptual-motor development and accentuation of writing preparation, development of integration skills. in activity, adapting to the environment.

The preparatory class aims, by its specificity, to adapt the child to the school demands proposed by the learning activities with a finalist, organized and systematic character. The focus of the educational process on the child in the preparatory class should be reflected in the approach of the curriculum from the perspective of global development and should aim to include all the important aspects of the complete development of the child, in accordance with his or her age and individual particularities.

Emphasis placed on capacity development, attitudes related to socio-emotional development (living and working together or with others, managing emotions, respecting diversity), physical development (fine and coarse motor skills, but also health and healthy eating). or of the attitudes and capacities in learning (curiosity and interest, initiative, persistence in activity, creativity), together with traditionally pursued academic competences (in the field of cognitive development and language and communication), require teachers to rethink their educational approach, the specific modalities of organizing the learning and teaching, as well as the specific evaluation modalities at this level of schooling.

The transition from play to learning does not have to be abrupt; the passage must be made gradually, by introducing in the activities of the type of game some sequences of learning activating of conscious voluntary effort, which will anticipate systematic learning steps, organized, integrated in improved learning strategies, accompanied by evaluative processes organically inserted in the activities instructive – educational.

Theory and practice of evaluation in education

² Cristina, Boca, *Early education and the specificity of child development: the general way for kindergarten staff*, Education Publishing House 2000+, Bucharest, 2008

³ Constantin Cuceș, *Pedagogie, the second edition revised and added*, Iasi, Polirom Publishing House, 2006

Evaluation is a complex didactic process, structurally and functionally integrated into the educational process in the preparatory class. The theory and practice of evaluation in education records a wide variety of ways of approaching and understanding the role of evaluative actions and the curriculum of the preparatory class will foreshadow the tendencies to change and diversify teaching strategies and the dimensions of the complex evaluation process⁴. The principles underlying the evaluation of students at the end of the preparatory class are as follows:

- Equal access and equity for all students;
- Respect for diversity;
- Inclusion and non-discrimination;
- Quality and professionalism;
- Partnership.

The freshman will be helped by formative evaluative approaches to self-discovery, to build a realistic self-image, to find out what his / her abilities, knowledge and attitudes can be based on recognizing and understanding the surrounding reality, using resources personal in a balanced and meaningful way. Assessment in the preparatory class accompanies each type of activity for a specific purpose, it must be subordinated to the intentions of activating the child's energies for development, success and self-assertion.

At the level of primary education, in the preparatory class, greater attention should be paid to the evaluation under the three known forms: initial, continuous or formative and summative assessment, as defining processes of knowing the individuality of children aged 5-6, included in the process. education. Observation is important in child-centered education programs, it is the foundation of the evaluation and consists in the careful and systematic monitoring of the behavior of a child without intervening, in order to detect its characteristic aspects. In order to influence it optimally, the educator must always rediscover the child in the dynamics of the unique hypostases of his becoming individual, in all aspects. Getting to know the child requires time and some skills from the evaluator:

- to make objective observations;
- to choose and build the necessary tools for recording information;
- o give them a relevant interpretation.

The purpose of this assessment is not to label a reality and to place in a theoretical, general profile, a certain performance obtained by the student, but this is subordinated to the wishes of growth and acceleration of development. In this regard, the assessment becomes relevant if:

- it is based on the systematic observation of the child's behavior, which provides the evaluator with information about the student regarding his / her acting and relationship skills, the competences and abilities that he has directly and which he demonstrates in the daily activities;
- identifies during the instructional-educational process its vulnerability zones, deficient or inadequate strategies for the development profile of each student;
- offers nuanced and differentiated feedback depending on the results obtained by each student;
- she is concerned about the evaluation of the child's progress in relation to himself and less about the group norms;
- observes and evaluates the student in the most varied natural contexts, in his natural surroundings: in the classroom, during the outdoor game, during the extracurricular activities, in the family etc.;

⁴ Ioan Bontaș, *Treaty of Pedagogy*, All Publishing House, Bucharest, 2008

- evaluates not only the aspects regarding the cognitive side, but aims to build a global image of the level of development of the child from a physical, cognitive and socio-emotional point of view, and the information obtained analyzes them in interrelation;
- appreciates and identifies the most productive ways of motivating, stimulating and concentrating the attention and voluntary effort for each student;
- does not label or classify students. The student should not be frustrated, he should not form a negative self-image because in a certain area he is not as good as others;
- the results of the evaluation are compared exclusively with the child's own performance, with his own successes and failures, and this we must inspire him and his parents, to explain to them why it is not correct and what repercussions it has on the self-image of the child when compared with classmates or even their other children;
- appreciates the levels of development of the children, the strengths, the competences of the students to adapt to the demands of school type, as well as the areas of vulnerability and risk;
- it intends to support the educational process as a whole, intervening regulator during its development, following its improvement and building personalized opportunities for success;
- capitalizes on multiple and varied sources of information / observation regarding the development profile of the student in the preparatory class;
- bases the decisions of guidance and educational counseling;
- supports the development of personalized success plans;
- builds and consolidates an integrated vision on teaching / learning / evaluation to optimize the educational process as a whole.

One of the main factors responsible for the school progress of the students is the teacher. The whole range of pedagogical desires related to school success / failure bears the stamp of its personality. Of the components of its personality, the psycho-pedagogical preparation is in a high correlation with the results at the teaching, giving it the possibility of adapting the training process to the typological and individual particularities of the students⁵. The teacher can diagnose certain adaptation and learning difficulties encountered by the students, together with the intervention to mitigate or remove them. Only by knowing the correct profile of the student with learning difficulties can one develop an appropriate intervention plan.

The teacher has the opportunity to evaluate the possibilities of the students, to understand the knowledge to be taught or the skills that the students can train, can crystallize, following systematic observations, the specific profile of training and development of each student, the fingerprint its uniqueness, the areas of brightness and shadow, constantly supporting it to assert its potential, creating and providing opportunities for personalized success.

Preparing for school success

Traditionally, preparing the child for school is associated with performance in school purchases. The way and level of adaptation of the child, materialized in establishing a relationship between the school requirements and their fulfillment, is reflected in the complex phenomenon of school success.

The issue of school success is one of the fundamental themes - permanent and complex, present in the universe of knowledge and educational action. The character of permanence is given, on the one hand, by the fundamental need of the individual to obtain a favorable result to the activity that he carries out - here, the school activity in general, and the school learning activity in particular. On the other hand, the permanence of the approach to school success as a fundamental

⁵ Robin Harwood, et al. *Child Psychology*, Polirom Publishing House, Iași, 2010

theme of behavioral sciences is given by the dynamics of educational actions in response to the permanent challenges that the knowledge society has for individuals.

School adaptation manifests itself strongly in the activity of school learning that becomes, with the beginning of schooling, a fundamental activity. This implies the involvement, mainly, of the factors of an intellectual nature - which act under the aspect of constellations of dimensions that integrate intelligence, representations, memory, thinking, language under the energizing action of attention, mediated by the factors of emotional and social nature. The effect of their action under the action of biological factors (physical development, health status, etc.) but also those of external nature (socio-cultural factors, institutional structure and pedagogical organization of educational systems) determines different ways of adaptation⁶.

Addressing the problem of school success in predictive terms in the context of continuity from kindergarten to school, and implicitly from the specific game activity to the school learning activity, represents a challenge with multiple implications both from a theoretical, methodological and practical - actional point of view.

When integrating into the school activity, the child is asked to belong to a common activity, which involves a minimum of self-control and self-control, the ability to take and perform verbally formulated tasks, a certain level of psychosocial maturation, expressed in spirit of collaboration with the teacher and the other children.

Preschoolers are said to be playing, and schoolchildren are learning. It is true, however, that they both learn, and play is the most effective means of learning. Therefore, the game must contain learning elements and the learning must contain game elements.⁷

Preparatory class, integrated into compulsory education, established by the National Education Law no. 1/2011, proposes both a systematic educational approach, aimed at the training and testing of the preschoolers' school skills, as well as an educational approach, which will make school insertion, access and successful participation in education more efficient.

From the perspective of the Educational Law, the preparatory class has the role to prepare a quality school start, through institutionalized early education and by creating the educational premises for a school integration with reduced early school leaving indices and with increased chances of future integration into the labor market. current generations of preschoolers.

The reason for this measure is simple: earlier socialization in an organized environment is beneficial for the development of the child's personality. The sudden shift from childhood games to school activities can sometimes be traumatic for the child. The first contact with the school must be natural and pleasant⁸.

The introduction of the preparatory class aims to ensure the gradual passage of the children from kindergarten (for those who have attended) or from the exclusively family life to the school life. In this class, often in playful form, the child is prepared for the demands of the school environment and learns to be responsible.

Psycho-pedagogical research, as well as examples from our life, show us that, most of the time, cases of school failure are encountered in the beginning classes of the school cycle (the first

⁶ www.edu.ro/index.php/articles, accessed 14.10.2019

⁷ www.hotnews.ro/stiri-esential-13254128-arguments-pro-contra-class-pregatatoare-din-school-gradinita-spun-directori-scoli.html, accessed 23.10.2019

⁸ Florinda, Golu, *Game and learning in the preschool child - Guide for educators, parents and psychologists*, Bucharest, Didactic and pedagogical publishing house R.A., 2009

group in kindergarten, first class, 5th grade, 9th grade) and is due to the difficulties of adapting the child to the new regime of life and intellectual work.

The focus of the educational process on the child in the preparatory class should be reflected in the approach of the curriculum from the perspective of global development and aims to include all the important aspects of the complete development of the child, in accordance with his or her age and individual particularities.

According to the provisions of the Law of National Education, the curriculum for the preparatory class follows the physical, socio-emotional, cognitive development of language and communication, as well as the development of learning capacities and attitudes, while also ensuring the bridges towards the development of key competences.

BIBLIOGRAPHY

1. Boca, Cristina, *Early education and the specificity of child development: the general way for kindergarten staff*, Bucharest, Education Publishing House 2000+, 2008
2. Bontaș, Ioan, *Treaty of Pedagogy*, Bucharest, All Publishing House, 2008
3. Cucuș, Constantin - *Pedagogie, the second edition revised and added*, Iasi, Polirom Publishing House, 2006
5. Golu, Florinda, *Game and learning in the preschool child - Guide for educators, parents and psychologists*, Bucharest, Didactic and pedagogical publishing house R.A., 2009
6. Golu, Florinda, *Psychological preparation of the child for school*, Bucharest, Polirom Publishing House, 2009
7. Harwood Robin, Scott A. Miller, Ross Vast, *Child Psychology* Iasi, Polirom Publishing House, 2010
8. Șchiopu, Ursula, *Modern Psychology of Bucharest*, Romania Press Publishing House, 2008
9. Manolescu, M. (coord.), *The interdisciplinary organization of the learning offers for the training of the key competences in small schoolchildren*, University of Bucharest, Bucharest, Softwin Publishing House SRL, 2012
10. Stoicescu, D., Stănică, N., *Ready for school*, P.R.E.T. , MECT, Bucharest, Education Publishing House 2000+, 2009
11. www.edu.ro/index.php/articles, accessed 14.10.2019
12. www.iteach.ro/experiencedidactice/class-pregatitoare-pro-or-contra, accessed on 23.11.2019
13. www.hotnews.ro/stiri-esential-13254128-arguments-pro-contra-class-pregatitoare-din-school-gradinita-spun-directori-scoli.html, accessed 23.10.2019
14. www.tribunainvatamantului.ro/arguments-psycho-pedagogic-al-organization-class-preparing-the-school, accessed on 10.09.2019
15. *** National Education Law no. 1/2011