

DETERMINATION OF THE PSYCHOSOCIAL CLIMATE OF CHILDREN IN THE PRIMARY CYCLE BY EXTRACURRICULAR ACTIVITIES ACCORDING TO M. LUSHER'S CRITERIA

Dima Loredana,

Secondary School No 1 Pecineaga, Constanta district, Romania

Abstract: The scientific issue addressed in this article is the experimental argumentation of the psychosocial climate of the children in the primary cycle according to M. Lusher's methodology.

Keywords: socialization, psychosocial climate, extracurricular activities, psychosocial condition, interpersonal relationships.

In a general sense, socialization is the process by which the individual forms his personality by assimilating of some behaviors, abilities, information, ways of thinking, feeling and acting that make him a social being able to integrate and develop into society.

Factors that influence our behavior in society are called socializing agents: family, school, society, and the media being the main factors on which socialization depends. Child socialization is gradually achieved under the impact of imitation, of the game but also by his participating in the daily program.

In order to provide an effective instructive and educational activity, it is necessary not only to know the particularities of each child, but also the relationships between children belonging to the same group, the way they spontaneously interact, the rejections and the attractions that take place during the stages of the education process. Interpersonal relationships within groups have a special role in education and socialization.

According to M.Lusher's methodology, the diagnosed material: white locomotive and 8 wagons of different colors (red, yellow, green, blue - are basic; violet, grey-brown, black - are additional). Wagons are chaotically distributed over a white background.

The purpose: Positive and / or negative determination of the psychosocial status of little school age children.

The children were asked to build a "miracu-

lous" train of different colors wagons. Initially it is necessary to select the most beautiful color. Subsequently, the most beautiful color of the remaining ones and so on.

The color's position indicated by the child is fixed.

The processing of the results was carried out in the following way:

- One point is given to the child who distributed the violet wagon on the position 2; black, grey, brown - position 3; red, yellow, green - position 6.
- Two points are given to the child who installed the violet wagon on position 1; black, grey, brown / position 2; red, yellow, green - position 7 and blue - position 8.
- Three points are given if black, grey and brown are situated in position 1; blue in position 7; red, yellow and green in position 8.

According to M.Lusher's results the importance of the colors is determined: red - the vital force; yellow - expressiveness, relaxation; green - slightly relaxed straining, control; blue - sensitivity; violet - identification; brown-sensitivity, protection; grey - inactivity; black-refusal, cumulation of feelings.

If any of the base colors are in one of the last three places, it means that the individual is in a state of anxiety. At this age the colors green, red, yellow and violet are qualified as emotional - positive, but violet, brown, grey and black as emotional - negative.

The character of anxiety is identified with the color that is in one of the last places, the expression is reflected by the position - 6, 7 and 8.

The existence of anxiety leads to the establishment of compensations whose character is defined according to the colors that are at the first position among the basic colors. Conflicts are diagnosed when on the first three positions are the extra colors. With each child, there were deployed 4 series of individual experiences. In the first series was investigated the emotional state of the child when was enrolled in school; the second series investigated the emotional state of children within the lessons in which they executed the indications of the adult; in the third series was determined the condition of the children during the game activity in water, sand, etc.; in the fourth series the children's condition was determined before returning home. The mental state of children was assessed as positive if the sum of points did not exceed 3.

4 or 6 points - negative low-level mental state.

7 - 9 points - negative medium level of mental state;

More than 9 points - negative high level of mental state.

Compared to the obtained initial results, we can also determine the general psychosocial climate of both the control and the experimental group.

Thus, to determine the sum of all negative (NMS) and positive (PMS) mental states, the difference between them is divided by the number of children and multiplied by 100%.

70% and more - indicates the higher step of beneficial mental status (BMS);

42%-69% - medium level of BMS;

26%-49,9% / unimportant BMS;

0 - 25% / initial step of NMS.

- 1-25% medium NMS;

- 26% and less - high step of NMS.

Table 1. The psychosocial climate in the control and experimental groups according to M. Lusher's criteria

Groups	Number of children	Levels of mental and emotional state of children								The general psychosocial climate in the group (%)
		PPS*			NPS*					
		Number	%	ll*		ml*		hl*		
				Number	%	Number	%	Number	%	
Control	31	20	65	5	16	6	19	0		29%
Experimental	31	22	71	3	10	6	19	0		42%
Total	62	42	20	8		12		0		36

Annex: * PPS – Positive psychosocial state, * * NPS - Negative psychosocial state
ll – low level, ml –medium level, hl – high level

As we can see from the above table, when it comes to determining the psychosocial climate, NMS 5 (16%) of the children from the control group is assessed as negative, 20 or (65%) of the children are in a positive mental state, 6 (19%) medium level and 5 (30%) low level. Thus the psychosocial climate within this group represents 29 (%) percent, corresponding to an increased

level of unimportant BMS.

In the experimental group after piloting games at sea values of 42% were recorded, which corresponds to the medium level of BMS.

According to the results of the control group at relation 1, self-attitude and self-esteem generally in most children is positive, in the communication the children transmit certain responsibilities

to parents and close relatives. The most, but contradictory relationships, children have with their peers (the same age) from the group.

In order to achieve more concrete results with

regard to the psycho-socialization of children, we used the methodology "Colorful Sociometry", which is channeled directly on children's interpersonal relationships with the environment.

Table 2. Expression of interpersonal psychosocial relations of students in the primary cycle with the circumstances

Groups	Number of children	Relationship No. 1 (self-esteem)			Relationship No. 2 (towards the selected)			Relationship No. 3 (majority)			Relationship No. 4 (antipathy)			
		positive	negative	undetermined	Parents and relatives	Children	Others	Parents and relatives	Children	Others	Parents and relatives	Children	Others	No one
Control	31	22	8	1	24	6	1	16	10	5	6	4	2	19
Experimental	31	20	7	4	26	4	1	10	20	1	4	4	1	22
Total	62	42	15	5	50	10	2	26	30	6	10	8	3	41

Analysis of registered results with regard to relationships:

Relationship No. 1 - Most children have positive self-perception, those from control group respective 22 people and those from experimental group 20, and negative 8 and 7 people.

Relationship No. 2 - Most children have named the parents respectively 24 people from the control group and 26 from the experimental group, the group friends were marked 6 times - the control group and 4 times from the experimental group.

Relationship No. 3 - Unstable relationships of children with colleagues, we can conclude that this choice is determined by the age peculiarities of interpersonal relationships.

Relationship No. 4 - the child feels antipathy, conflicting relations, most of the children have mentioned that such persons do not have, no one

offend them, they do not fight and are friends.

The theoretical analysis of psycho pedagogical literature allowed us to conclude:

1. According to the age period, accepted by psychologists and pedagogues, from 6 to 11 years are in line with the little school age, but the determination of the limits takes into account the psychic and physical peculiarities of children's development, the transfer from the play activity to the studies that at this age is becoming a priority.

2. At the little school age occurs continuous development of the personality qualities, not only in the intellectual sphere, but also emotional, of will, communication with the grown-ups and colleagues.

3. The obtained data allow us to state about the possibility of early diagnosis of the possibility of the unstable version of personality training based on the research of the emotional character

and the regulation of the forms of activity of the school age children.

Such diagnostics allows parents and teachers as appropriate to organize the process of socializ-

ing the child with the entourage, taking into account the particularities of the emotional sphere of the little student, to contribute to the development of a healthy child from all points of view.

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