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CHILDREN'S RIGHTS IN KINDERGARTEN-EXAMPLES OF FORMAL ACTIVITIES DREPTURILE COPILULUI ÎN GRĂDINIȚĂ-EXEMPLE DE ACTIVITĂȚI FORMALE

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Summary: Learning the rights of the child must go hand in hand with learning the responsibilities associated with these rights. Even if they are in kindergarten and their age does not exceed six years, preschoolers must learn that in a society people have not only rights but also responsibilities. The assimilation and awareness of the rights, freedoms, but also of the responsibilities they have prepares children for the future, for when they will be adults, for the moment when they will be the ones who make decisions in their capacity as members of the society to which they belong.

Rezumat: Învățarea drepturilor copilului trebuie să vină în paralel cu învățarea responsabilităților aferente acestor drepturi. Chiar dacă se află la grădiniță, iar vârsta lor nu depășește șase ani, preșcolarii trebuie să învețe că într-o societate oamenii nu au numai drepturi, ci și responsabilități. Asimilarea și conștientizarea drepturilor, libertăților, dar și a responsabilităților pe care le au îi pregătește pe copii pentru viitor, pentru când vor fi adulți, pentru momentul în care vor fi cei care iau decizii în calitatea lor de membri ai societății căreia îi aparțin.

Key words: childhood, children's rights, early education, formal activities

Cuvinte-cheie: copilărie, drepturile copilului, educație timpurie, activități formale

Childhood is the period when the child must be free to play, receive a quality education, grow up healthy and be treated without prejudices. Childhood affirms its value by respecting the rights and obligations specific to ages. Sow good deeds and you reap skills.

„Sow skills and reap a character „

„You sow a character and you reap a destiny.”

(Chinese proverb)

Children represent for great men "the most chosen adornment of mankind". Just as we cannot imagine in the spring a healthy tree without buds and flowers so we cannot look at our lasting life without children, without responsibility for them, without their happy smile, without their eyes full of light and warmth. God has left a lot of color and tenderness in flowers and a lot of love and love in the child that is actually the flower and color of man's life. their.

Children are often influenced by things you don't even think about. They need to be protected, helped to develop, they need a family that loves and educates them as best as possible.

Accepting the premise that adults have responsibilities and obligations in meeting the needs of children means accepting that all children have rights [1, p. 67]. Needs become rights when they are recognized as imperatives for the protection and quality of life of the child.

Children, from the earliest ages should know what their rights are, but they should also learn how to appreciate and use them. To this end, it is necessary for the school to allow them to go through a whole series of learning experiences of children's rights, which can be subsumed to the three key categories of education for democratic citizenship - experimentation of children's rights, learning about children's rights, applying children's rights.

From the earliest age onwards, the initiation of preschoolers in the spirit of the values of democracy and children's rights is some of the basic aspects of education. The term 'human rights' refers to the reference to rights without which we would not be human beings. Human rights focus on the development and use of human qualities, intelligence, talents, and aim to meet the spiritual needs of man. [1,pg.121]. They result from man's aspiration to a life in which the dignity and value of each person are respected and protected. Respect for human rights, human dignity is the basis of freedom, justice and peace in the world.

It is not enough for these rights to be known only to adults. And children need to be familiar with the rights they have and enjoy them day in and day out. It is not a specific age from which we can say that it is appropriate for children to begin to know their rights. Adapted to the level of understanding and age, children's rights can be introduced in the subjects of study, in lessons and/or activities from the preschool years until the end of high school.

The ways in which one can learn their rights can be varied, from formal activities, within the kindergarten, to the most diverse extracurricular activities. The activities for learning children's rights organized by educators must be adapted in order to be easily understood, being presented in the form of a game, story or other attractive method for the little ones.

I present below a series of formal and non-formal activities, meant to lead to the knowledge of the children's rights by preschoolers, to the stimulation of feelings of trust, of tolerance towards others.

Through these activities, children learn to communicate, express themselves and manage their emotions, using stories, poems, games, conversations, meetings with different personalities, etc. In this way, children were introduced to the universe of their rights and duties, having the opportunity to share their experience with others.

Table no.1

Formal and non-formal activities for the knowledge of children's rights by preschoolers

<i>The right concerned</i>	<i>Means of realization</i>	<i>Objectives</i>
Children's rights	Story: "A story about... children's rights" Drawing: "My Childhood" Music: "A Wonderful World" Portfolio: images representing children's rights, UNICEF	Familiarizing children with the concept of "law" and with the Declaration of Children's Rights
Right to identity	<i>Free discussion:</i> "Who am I?" <i>Drawing:</i> "My birth certificate" <i>Talk:</i> "Do all people have a name?"	Building the capacity of knowing oneself, one's own identity
Right to family	Story created after illustrations:	Strengthening children's

	<p>"Grandma/Grandfather's Birthday"</p> <p>Role-playing game: "De-a familia", "De-a aniversarea"</p> <p>Talk: "My family"</p> <p>Painting: "My Family"</p> <p>Song: "The Family"</p> <p>Memorization: "Two Good Brothers" by E. Farago</p>	<p>knowledge of the family (interpersonal relationships, duties, etc.)</p>
Right to citizenship, countryside (flag)	<p><i>Observation: "Tricolor flag"</i></p> <p><i>Collage: "Tricolour flags"</i></p> <p><i>Decorative drawing: "Folk art objects"</i></p> <p><i>Visit to the Museum</i></p> <p><i>Folk dance: "Hora", "Sârba"</i></p> <p><i>Photo album: "This is my country"</i></p>	<p>Knowing a person's belonging to the people, the country;</p> <p>Knowing and respecting the representative elements of a people</p>
Right to security	<p>Story: "What would have happened if...?", "Red Riding Hood"</p> <p>Drawing: "How do we avoid dangers..."</p> <p>Talk: "Let's listen to the advice of parents",</p> <p>Meeting with the proximity policeman</p>	<p>Knowledge and observance of the norms of behavior, of the rules of security and of individual and group protection</p>
Right to liberty	<p><i>Story: "Hansel and Gretel" by F. Grimm</i></p> <p><i>Album: images of children's rights violations</i></p> <p><i>Free discussion: "What is violence?"</i></p>	<p>Enriching children's representations about freedom, violence,</p>
Right to religion	<p>Reading by images: "Easter Traditions and Customs"</p> <p>Memorization: "Easter" by G. Topârceanu</p> <p>Talk: "What is the significance of the Easter holiday?"</p> <p>Teacher's reading: "Bible for children"</p> <p>Art: "We paint easter eggs"</p> <p>Visit to the village church, meeting with the parish priest</p>	<p>Enriching children's knowledge about the importance of religion in their lives;</p> <p>Knowledge of the religious significance of Easter holidays</p>
The right to artistic expression and creativity	<p><i>Visit to the Communal Library</i></p> <p><i>Story created by children: "The child and the book"</i></p> <p><i>Practical activity: "How is a book made?"</i></p>	<p>Development of different ways of expressing children: artistic, creative ;</p>
Right to peace	<p>Reading by pictures: "We are all children"</p> <p>Practical activity: "The hora of colored hands";</p> <p>Music: "The World of Childhood";</p> <p>Poetry: "What are you, childhood? by Aurora Luchian;</p>	<p>Enriching children's knowledge of the right to enjoy a life in peace</p>

Following the development of these activities with preschoolers, we can draw the following conclusions about the impact they have produced in the behavior of the little ones:

- knowledge of the rights, but also their appreciation and the way of using them;

- knowledge of some norms of behavior in society;
- the development of relationship behaviors appropriate to the group to which they belong.

The earlier children become aware of their rights, the more clearly they will be able to acquire a different, clearer perception of the world during their upbringing and development. Through the activities proposed in kindergarten on the topic of Children's Rights, through the tasks they have to carry out, they will be able to know and understand from a young age the importance of these rights and the need to respect them.

Through a coherent didactic approach, the possible violations of children's rights will be removed. Children first begin to understand their own rights and then move on to exploring the ways in which these rights must be accompanied by respect for the rights of others.

By identifying and using rights in correlation with respect for actions, preschoolers can better relate to the reality beyond their personal experience. Regardless of where they live, children are in touch with other parts of the planet and each other. In an increasingly globalised society, places, events, problems, resources and people are connected in a complex and delicately balanced network.

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CONSILIEREA COPILOR ÎN ȘCOALA ROMÂNEASCĂ COUNSELING CHILDREN IN THE ROMANIAN SCHOOL

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Summary: Regarding the development of the child, education is the vital field of the society in which it must be permanently invested, because its fundamental purpose consists in the transmission from generation to generation of all the knowledge, accumulated over the centuries, by humanity; in preparing the child for socio-professional and family life, for integration into society, simultaneously with the development of his personality and reaching a maximum potential. In this sense, the school must help children to know and accept each other, to design and internalize their ideals, to help them become aware and take responsibility for participating and participating. is involved in the development of the society to which they belong.

Rezumat: În ceea ce privește dezvoltarea copilului, educația este domeniul vital al societății în care trebuie investit permanent, căci scopul fundamental al acesteia constă în transmiterea din generație în generație a tuturor cunoștințelor, acumulate de-a lungul secolelor, de umanitate; în pregătirea copilului pentru viața socioprofesională și de familie, pentru integrarea în societate, concomitent cu dezvoltarea personalității lui și cu atingerea unui potențial maxim. În acest sens, școala trebuie să-i ajute pe copii să se cunoască și să se accepte, să-și proiecteze și să-și interiorizeze idealurile, să-i ajute să conștientizeze și să-și asume responsabilitatea pentru a participa și a se implica în dezvoltarea societății căreia îi aparțin.

Key words: counseling, child, psychology