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balanced or less balanced, gives the parent-child relationship a certain character, positive or negative. Therefore, it is aimed at structuring some ways of informing parents in order to guide them towards adopting the right educational strategy, suitable for their own child.

The work aims at:

- the study of the relationship between parenting style and the level of psychic development of older preschoolers;
- the study of the influence of educational consensus on the psychic development of older preschoolers;
- the study of the effects caused by the absence of the influence of parental style in the child's education;
- designing activities with children that also involve the involvement of parents in order to make parent-child interaction more efficient.

By knowing and demonstrating the consequences of adopting a certain parenting style, you can intervene in order to train and even educate parents. This is to optimize the parent-child relationship, promoting the idea of an appropriate parenting style, as well as that of improving the effects of practicing an inappropriate parenting style.

Early intervention in the parent-child relationship, in the sense of making it more efficient, can prevent the appearance of problems of psychological development, of adaptation to the social environment, in the relationship with others that can hardly or even not be solved with the passage of time.

As hard as it may seem for some to believe, the education given by parents to children greatly influences the lives of those who will become teenagers, young people, adults. And not so much the content of education, but especially the manner of its realization.

The theme of the paper has both theoretical and practical implications. The latter appear strictly educationally, targeting both family education and formal education. More precisely, it is about increasing the efficiency of these forms of education for the mental development of the child, in short, for the fulfillment of the educational ideal.

The interdependence of informal and formal education is more than obvious, both forms constituting for each other both the basis for education and content.

In order to support the arguments brought to the necessity of studying the influence of parental style on the psychic development of older preschoolers, an appeal was also made to what could constitute a kind of motto of the work. It is about the words of the author Dorothy Law Nolte (2001) who, in the work "How our children are formed", actually expresses truths unknown to all:

"If they live in criticism and nagging, children learn to condemn.

If they live in hostility, children learn to be aggressive.

If they live in fear, children learn to be anxious.

If they live surrounded by pity, children learn self-pity.

If they live surrounded by ridicule, children learn to be shy.

If they live in jealousy, children learn to feel envy.

If they live in shame, children learn to feel guilty.

If they live in encouragement, children learn to be confident.

If they live in tolerance, children learn patience.

If they live in praise, children learn appreciation.

If they live in acceptance, children learn to love.

If they live in approval, children learn to like themselves.

If they live surrounded by recognition, children learn that it is good to have a goal.

The biological factor is not reduced to the genetic one; it also means the hereditarily fixed characters and the state of health, the peculiarities of age and sex, the functional, morphological, biochemical, physiological characteristics of the organism as a whole and of the human nervous system.

The social factor also means environment, surrounding world, and group, collective, culture, ethnic models.

The notions of innate and acquired refer not only to what is inherited, but also to what is acquired during the prenatal period, i.e. everything that the individual possesses during birth.

Contemporary conceptions of man have strengthened the idea of the biosocial nature of man, as well as the interaction between the two terms. To explain the biological-social relationship, different interpretations have been given that either consider the two parts as succeeding each other (biological and then social), or consider them as having parallel influences, or are reduced to one another.

According to the first interpretation, the development of the individual would be conditioned by biological laws. Social laws then begin to exert their influence. Practically, the development of the individual is divided into two stages: biological and social, clearly delimited between them.

Overcoming these conceptions that either exaggerated the role of the biological or that of the social, it was demonstrated that man is a systemic whole and it is precisely in this integrality that his uniqueness is manifested. Becoming a social being, he is not without any of the manifestations of biological individuality. Golu (2003) states that "the biological in man is present in his very social nature. The human individual must be seen in the context of his vital activity, permeated by the social (Golu, 2003, p.218). The same author recommends that in many manifestations with a biological aspect of man, the resonance of social influences should be seen and, conversely, in the social manifestations superior to his activity, the roots of the biological should be seen. The possibility of active social development is programmed by the very biological organization of man. This is appreciated as the most precious inheritance that gives man the possibility to have a first step in our interactions with the environment, and the genetic program does not stop at the moment of birth. It is important to remember that human biology does not remain invariant and neutral in relation to the state of the environment. It is about "the ecology of the external, physical environment, as well as the very evolution of the social" (Golu, 2003, p.219). It is also fundamental to highlight the biological determinants of the pre-adaptation of the human brain to social interactions, to highlight the genetic programs of human development, to determine the most sensitive periods of its development. This is because any influence, even the minimal one, can irreversibly disrupt the implementation of this program, contributing to the formation of unwanted deviations in human development.

Becoming psychic is a long and arduous process whose evolution imprints a series of characteristics on which he will continue to insist.

The first characteristic refers to the upward qualitative direction that psychic development has as a whole. It presents a spiral route defined by ascent but also by moments of return, repetition, resumption but on a new basis, of psychic processes and structures. The return consists in preserving what was built, as well as overcoming something, it consists both in consolidation and inoculation of new mechanisms, both in structuring and restructuring.

This first characteristic of psychic development also implies the existence of moments in which only quantitative accumulations occur or there are even relative stagnations or moments of crisis or regression. These will allow the establishment of a

In relation to this last characteristic, the concept of stage of psychic development was elaborated, which will be referred to later, specifying its definition, characteristics, as well as the stagedness of psychic development as a whole.

The psychic development is conditioned by the action of some general laws that could be established due to the tracking of its evolution. The general laws of psychic development reflect fundamental determinative relationships.

The first law is that of the optimal interaction of fundamental factors. This optimum refers to the following aspects:

- the concordance between the procedurality of functional maturation, on the one hand, and the quantity and quality of the influences exerted by the environment and education;
- the concordance between the procedurality of functional maturation, on the one hand, and the quantity and quality of the influences exerted by the environment and education;
- establishing the optimal distance between actual and virtual, between what has already been acquired and what will be assimilated.

The internalization of external actions and influences constitutes the second law, allowing the deepening of the understanding of this process, revealing the very mechanism of the psychobehavioral construction. Psychic development is the result of an interaction in which the internal and the external are necessarily present simultaneously and not simply side by side, but interactive.

The third law of psychic development is that of balancing assimilations with accommodations. It postulates the fact that the internalization of actions is always carried out in connection with the subject's previous acquisitions and bears their imprint. Assimilation is defined as "the incorporation of external reality into forms due to the subject" (Piaget, 1973, page 14). Accommodation is the complementary process of assimilation. It consists in changing the internal mental structures, under the influence of the assimilated ones, building the premises for a new assimilation. Adaptation to the environment is possible due to the balance between accommodation and assimilation.

The law of the succession of psychic development stages is taken into account, since the long process of psychic development involves rebalancing, marked by moments of relative stability, which expresses the continuity and qualitative discontinuity of psychic development.

Developmental stages represent qualitative moments of psychobehavioral becoming. Continuity from one to the other and, at the same time, their qualitative differentiation, establishes, on the one hand, the observance of the deployment orders, and, on the other hand, shows the impossibility of omitting one or the other, without affecting normal psychic development.

The notion of stage is defined as a set of well-defined and qualitatively differentiated mental characteristics, which allow the identification of similar grades in children of the same age period and different ones in children placed in the orbit of different age periods.

The operational delimitation and identification of the development stages proved to be a methodological problem from the point of view of establishing the criteria.

Numerous authors have tried to establish the stages of development, each taking into account a certain criterion and elaborating according to it the stagedness of psychic development.

In a first phase, some authors considered as indicators of the installation of a new stage, the physical changes - increase in waist, weight, entry/exit of function of glands with internal secretion. The criterion proved to be limited due to the lack of a direct correlation with psychobehavioral aspects.

- pedagogic-educational and moral functions that ensure children's socialization;
- external functions that ensure the family's relationship with the outside world.

The family atmosphere varies greatly from one family to another. The way in which it influences the child's personality is undeniable. It is considered that the family climate has a wider scope than the family atmosphere. The family climate is defined as "very complex mental formation, including the set of mental states, ways of interpersonal relations, attitudes, level of satisfaction that characterizes the family group for a longer period of time" (Mitrofan, 1991, page 72). It acts as a filter between the educational influences exerted by the parents on the children and their personality. It presents a complex structure, with common characteristics that parents must take into account in their educational actions.

The family climate determines the child's behavior, starts his mental development. We can only talk about a positive family climate under the conditions of understanding the child as a person who needs consideration and recognition, love, guidance, support and respect. Affective security, harmony, playing roles in the family, the level of family integration in social life are factors that contribute to ensuring a high-quality family climate.

The type of family interaction and the behavior of each of the members matter more than the presence or absence of one of the parents or siblings, the flexibility of the family also having an important role.

The affective climate is a condition for the success of the educational actions exercised by the parents.

The most frequently used dimensions of analysis and characterization of the affective climate are:

- acceptance-rejection;

- permissiveness-restrictiveness;
- affective warmth-indifference.

At the same time, they are also criteria taken into account in establishing parenting styles.

Osterrieth (1973) states that: "to accept the child means to accept the burning desire to explore and make experiments with his hands, to accept this effort of discovery and invention that begins right from the cradle and never ends" (Osterrieth, 1973, page 69).

The acceptance of the child by the parents generates benefits at the level of the former's social behavior. Facilitating positive interactions, self-confidence, easy communication, much easier integration in groups, showing appropriate social behaviors in all circumstances.

Unlike children accepted by their parents, those who feel their rejection are characterized by emotional instability, irritability, lack of interest in school, social antagonism, perceiving authority as harsh and hostile. Moreover, these children frequently show aggressive behavior, rebellion, hostility, inclination towards vagrancy and theft (Symonds cited in Dimitriu, 1973, page 48).

The second dimension - permissiveness-restrictiveness - has particularly important effects in the formation of children's attitudes and behaviors from an early age.

Permissiveness refers to the possibility given to the child to act without permanent fear of punishment from the parents, in order to experience various experiences. The effects of permissiveness consist in the development of initiative, courage, independence, and self-confidence.

hand, they aim to satisfy the basic needs of the child, as well as the affective side of the parent-child relationship.

In general, family life, the way in which the child responds to parental pressure in particular, depends on two variables: on the one hand, it is about the value system of the family, and on the other hand, it is about the resonance of the actions of each of the family members. It is necessary to emphasize that the influence of the family environment on the psychological development of the child is not a fixed, uniform one. The child's heredity imposes a series of variations. The family climate can shape, accentuating, influencing or shading certain potential character traits of the child.

The family can be both a positive and a negative factor in/for the child's education. Ideally, the purpose of the family should be to intensify positive influences and reduce negative influences. This is because the family, like no other special institution, can cause so many damages in children's education. The acquisitions from the childhood period are preserved throughout life, within it the foundations of the child's personality are laid. The family is the first factor that contributes to structuring the basic components of the child's personality. This is due to the richness and diversity of interpersonal relationships and the behavioral models they provide.

Trying to explain the mechanism by which this parental influence is produced on the child's psychological development, it is found that the facts, the everyday life, the interactions of adults are received and learned by the children. On the other hand, the way parents respond to the child's needs is another determining factor.

The point of view of Birch (2000) is also relevant, which emphasizes the importance of the emotional security of the child by the mother, of establishing a strong emotional bond between the two. Thus, the foundations of later social behavior are laid, the child very easily taking over gestures, movement, facial expressions, verbal structures, attitudes and social behaviors. The author states that "from a very young age, children direct their attention, especially to human faces and voices" (Birch, 2000, page 38).

We must not lose sight of the meaning of parent-child interaction. If for a long time the educational influence was conceived in a unidirectional manner, from the parents towards the children, with time the influence of the child on the parent was also recognized. The very notion of "interaction" indicates the reciprocity of influence between parents and children. A defining characteristic of this type of relationship is that the intensity of the relationship between parent and child varies with the age of both. The maintenance of desirable relationships requires the continuous adaptation of parental attitudes and practices to the level of mental development reached by the child. It is about the necessity of a permanent adaptation of the parenting style to the particularities of the child's age. Of course, this adaptation is desirable to be carried out within certain limits, so that it does not turn into inconsistent or uncertain educational actions that could confuse the child and, moreover, have a negative influence.

It is well known the importance of the environment in order to satisfy the set of elementary and fundamental needs. Affective, social, cognitive and ethical deficiencies are almost always the expression of a difficult past, of a primary narcissistic wound generated by a deficient relationship. Pourtois (2000) appreciates that the deficiency syndrome is both serious and difficult to correct.

An example provided by the same author illustrates very well this indispensable need for acceptance of the child, as well as that of attachment to the parents. "My parents love me because they come to say goodbye when I'm in bed." This is just one of the multitude and variety of behaviors that parents can display to express their affection.

Hierarchy is also maintained at the level of communication, parents distributing orders, imposing, threatening, controlling, forbidding, giving solutions. Also, parents tend to impose their own system of values, attitudes, beliefs.

- the humanist model - the parent guides his child, is his guide, lets him have his own options and decide autonomously.

The child has the power and manages the resources of his own education, while the parent, interested in his full development, supports him in everything he undertakes, allowing him to express himself, proposing solutions and offering him support, valuing him, boosting his confidence in himself.

- the symbio-energetic model corresponds to a co-management of power, parents and children being partners in activities that interest them equally.

Parents and children are partners, and the educational relationship is based on change and reciprocity. Thus, the child turns into an actor, not only of his own becoming but also of the continuous construction of parental roles.

1.2.3. Family environment vs. The institutionalized environment

In specialized literature, especially in the pedagogical literature, the importance of education within the family is unanimously accepted and highlighted, expressly emphasizing the role of the mother and the conditions of parental authority.

Since ancient times, authors such as John Locke, JJ Rousseau, Herbert Spencer, have dealt with this problem by emphasizing the importance of the family climate for the optimal development of the child, the care of the mother, as well as the need to educate the child intellectually, respecting human nature with the laws they.

Representatives of contemporary psychology and pedagogy such as André Berge, Paul Osterrieth or Roger Mucchieli, supported through their ideas, the importance of the family environment. The first author reinforced the idea of the need for early child-adult dialogue within the family, considered by the author, a natural, protective environment that must respond to the child's needs.

The family environment has an extraordinary influence, perhaps even the most important in the entire life of an individual, its social position, the degree of culture and, first of all, the quality of the relationships between its members, constituting factors with a determining role for the child's development, for psychosocial maturation of the child. It is true, however, that not every kind of family is beneficial for the subsequent development of the child, since the family atmosphere is not always a harmonious one, the parents adopting educational styles unsuitable for their child, having numerous defects for the correction of which they make no effort. It is about the inability to love, hyperprotection or perfectionism, defects that have a harmful effect on the child.

On the other hand, Osterrieth considered that at the basis of family education are the attitudes of acceptance and non-acceptance of the parent towards the child, while Mucchieli dealt more with the negative aspects of family education - the environment characterized by tension and conflict, anxious behavior, authoritarian, excessive, or neurotic mother or father's violent behavior.

From all the cited works, it emerges that the family is "the first and closest environment in which the child socializes, passes from the state of dependence to the state of autonomy" (Macavei, 1989, page 56).

For a child's normal development, a certain stability and coherence are necessary, through which the family environment becomes an educative environment with essential formative values.

1.2.4. Parental educational style - definitions, typologies and role in the mental development of the child

Definition of the concept

Parental education is the first form of education that the child receives. Hence its decisive role in the training and development of the child. The way in which the parent educates his child is specific, unique, original, reflecting the level of knowledge he possesses, his attitudes, the conception of education he possesses.

Parenting style is probably the most important public health issue that our society faces. It is the most important variable that constitutes a cause of illnesses and accidents that occurred during childhood; teenage pregnancy and adolescent drug use; school dropout, disruption of school courses and underperformance; violence against children, juvenile delinquency and mental illness. These factors are serious in themselves, but they are even more important as precursors of problems in adulthood and for the next generation.

Before choosing an educational style, does the parent inform himself, research? Or do you practice that strategy known from the experience of education given by your own parents? Perhaps many think like this: "I will not raise my child the way my parents raised me!". Usually, a parent does not think about the educational style he should adopt until he starts having problems with his child. Suddenly, it is found that the educational parental practice no longer fits, and the adult does not know why. Being a good parent is not a natural ability. Becoming a good parent is not easy, but there are skills that can be learned to face the challenge of being a good parent. Parents' education was not required, but nowadays it is necessary and valid, even more so as a society appreciates this quality.

In the specialized literature, there is no clear definition of this concept, being used a series of insufficiently differentiated terms: educational style, family atmosphere, educational practice, educational strategy, influence technique.

Educational strategies refer to all parent-child interactions, aiming at the level of attitudes, behaviors, learning/acquisition objectives and that of the transmission of values. Educational strategies are influenced by the parents' past and the family's present. But they also guide the child's future and family dynamics. In other words, it is about a family spiral, for each generation, those who become parents educating their children in the same way or opposite to the way in which they, in turn, were raised and taught.

One thing is certain: the common element of the spiral is the parenting style adopted by adults in the education of their own children. However, it is emphasized that it is not always the same parental style, but it can be the opposite. Of course, there are general characteristics of each type of educational strategy, but it also has specific notes determined by the personality of the one who practices it in raising his child.

The educational style adopted by parents in the transmission of values, attitudes, knowledge, refers to the nature and characteristics of the family relationships within which the educational process is carried out.

Darling (1993) defines parenting style as a constellation of parenting attitudes and practices that are transmitted to the adolescent and that create an emotional climate within which parental behaviors are expressed.

The way parents express their beliefs about how good or bad parents should be. In general, they try to adopt a practice either acquired from their parents or opposed to them. This is because they don't know what else to do and feel that this is the right way to be a parent.

other factors (external or internal) that interact and influence the development of the child's personality. Of course, the hereditary dowry is also taken into account, which cannot be ignored. However, due to the overwhelming importance of parents' education, they cannot be absolved of responsibility under any reason.

Over time, a series of researches were carried out that considered the parental style a factor with a particular influence on certain components of human mental life. In the following, a series of studies will be exemplified, whose authors had in mind the establishment of a certain type of relationship (correlational or causal) between parental educational style and other personality traits.

Before looking at how parenting style influences children's outcomes, it is necessary to observe the three aspects of parenting:

- the goals of socialization, through which parents help their children to comply with family and social requirements;
- parenting practices that are used to help children develop appropriate specific behaviors or school performance;
- parenting style.

Coopersmith (1959) analyzed the impact of parental attitudes and educational strategies on children in the case of acceptance and relationships with others during childhood. The author found that parents who show accepting behaviors, emotionally involved attitudes and who treat children's interests with receptivity, favor a high self-esteem.

Parents influence the child's behavior organization and time planning processes. According to attribution theory, the child internalizes parental values. His ability to direct and control his own behaviors, to self-regulate, comes from cognitive and affective factors based on the quality of relationships experienced in early childhood.

Recent studies demonstrate, in a consensual manner, that it is necessary to consider parental behaviors in order to verify their role in the construction of mutual relations between the child and the parents, as well as their effects on the child's personality.

It was also highlighted the impact of parental authority on psychological variables, in particular, on the identification and self-concept in development.

Block (1971, 1980) proposed a typology based on the existence of groups of parents whose educational strategies were analyzed, as well as those of their own parents.

The first group corresponds to lax individuals, who do not exercise control. Most of them had negligent and indifferent parents who did not invest in parenthood, disagreed with them. The second group is made up of rigid, hyperveryifying individuals. The environment in which they grew up was authoritarian, a little cheerful and constraining. The parents of this group are conservative and inhibitory. The punishments imposed on the child for carrying out a task are numerous and regular. It can be said that it is an "overcontrol" exercised at an early age. The third group is that of self-confident individuals. They come from families with loving, patient mothers who encourage change, both parents share the same educational values.

The study practically demonstrates the existence of a process of reproduction of styles by the child who has become a parent in turn. On the other hand, some authors contradict this hypothesis, stating that a punishment accompanied by a rational explanation allows suppressing the effects and future imitation of authoritarian behaviors.

Some authors have highlighted the limits of the authority/love binary, as well as the parenting styles derived from this binary. They believe that the adoption of one style

or another depends on numerous other variables, such as: the effect of the social origin of these strategies, the gender of the child.

In other words, in each family system specific methods of communication between the child and the parents are practiced. Each of the family members is an actor of socialization and gets involved differently in educational strategies.

Research on social interaction outside the family tends to show that patterns of family interaction affect interactions in other situations. Depending on the educational context, the adolescent's development will be modified outside the family, influencing the interaction with unfamiliar people and those of the same age.

Depending on parental educational practices, the development of autonomy will be different for the adolescent. Authors such as Cicognani and Zani (cited in Pourtois, 2000, page 103), studied parental educational styles and adolescent autonomy. I am of the opinion that this gaining of autonomy is not achieved without conflicts. Detachment, the ability to make one's own decisions, to be real and to live alone, tend to reactivate even the family bases or call them into question.

Harter (1983, 1985, 1993, 1997 cited in Pourtois, 2000, page 96) in his studies on the construction of self-esteem, analyzed the influence of parental educational strategies on child and adolescent development. He evokes various researches that highlight the fact that self-directed attitudes and autonomous behaviors are formed through interaction with others. The first with whom children interact are parents; through their behaviors, they develop attitudes in children that, according to Winnicott (1958), they will use later. A parent is considered adequate if he supports, helps and encourages his child.

Macoby and Martin (1983) state that the family is a system whose elements are mutually dependent and whose interactions are not congruent with the characteristics of the elements that compose it.

In a study dedicated to the impact of divorce on preschoolers' attachment, the authors found that the divorce-secure attachment relationship is mediated by parenting style. Mothers from single families tend to adopt the authoritative/democratic style more than divorced mothers. Another conclusion reached by the authors of this study, Parra Nair and Ann D. Murray, was that the parenting style directly influences attachment security. Marital dissolution is associated with maternal mental health, the latter affecting the quality of the parenting style and, implicitly, predicting the level of attachment security. The theoretical contribution of this study consists in the elaboration of a conceptual model according to which the parenting style is adopted according to a series of variables. It is about demographic variables (marital status, mother's age, education), influencing the mental health of the mother, as well as variables related to the child's gender and temperament.

The results of this study are in agreement with Baumrind's observations according to which the authoritative style determines the achievement of positive results by children. These obtained results suggest that the democratic style described by Baumrind was associated with secure attachment to children. The author describes the democratic mothers of preschoolers as being more emotionally responsible, loving and supportive, as well as creative in building the environment for children.

A series of effects of the democratic style were illustrated, considered to be the most beneficial, compared to the other educational practices. As an example, we offer the conclusion of the authors Deslandes & Royer (1994) who, in their study about teenagers in the school environment, state that the democratic style seems to be the most favorable for the development of the teenager and this, from several aspects: self-esteem, independence and competence in the social and school field. Steinberg,

underlying their achievement. These will be synthesized in the following pages, trying to give them a psychological meaning.

3.2. Data interpretation

• Interpretation of the results for Hypothesis 1

After collecting the data and obtaining the results through statistical processing, a series of global and specific discussions and explanations are required. Their purpose is to give meaning to the entire research, to support the achievement of the proposed objectives and to provide an adequate interpretation of what was obtained after testing the hypotheses.

From the very beginning of the description of the methodological approach of the research, the general hypothesis was launched: parental educational style influences the psychic development of older preschoolers. The specific hypotheses were established starting from this. It is necessary to remind that the groups of participants were made up in a certain order. These references are made regarding the groups of adults and children from the family environment. First, the groups of parents - the mother-father dyads - were established, depending on the educational styles adopted by them and depending on the existing consensus or not between the parenting styles. Each dyad had its own child, forming 6 groups of preschoolers, as well as the number of groups of parents.

Following the application of Unifactorial Variance Analysis (ANOVA), the first specific hypothesis of the research was disproved. The results did not highlight the existence of significant differences between the averages of the groups of children. In other words, regardless of whether the parents adopt different educational styles, compared to the styles of other parents and their child, there are insignificant differences between the levels of cognitive development. These are explained by the interaction of the fundamental factors of development, each preschooler having his hereditary downy growing and developing in a different family environment.

Since the statistical procedure itself provided an overview of the influence of parenting style on the cognitive development of older preschoolers, the following explanations will also be global. As the interpretive approach progresses, the meanings given to the results will acquire an increasingly specific character.

At the moment of rejecting the hypothesis of a research, the question naturally arises "What exactly determined its refutation?" Perhaps in other types of studies, this would be a limitation, but for the present research, it is considered an advantage.

It is known that mental development is influenced by a number of factors. The fundamental factors were presented in the first part of the paper, explaining the role of each one.

Beyond the fundamental factors, there are other factors whose knowledge allows an adequate understanding of individual psychic development. It is about the child's birth weight, illnesses, previous traumas, the general cultural and sanitary level of the family, kindergarten attendance.

Kindergarten attendance is considered a key factor for the present research, as it can be considered the variable that, through its influence, determined effects at the level of the dependent variable of the research. This led to disproving the first assumption of the research.

As stated, all the preschoolers involved in the research attended kindergarten for at least two years. This explains why disproving the hypothesis cannot be considered a limit. Through the results obtained, the beneficial influence of the kindergarten

order to avoid such a phenomenon that would determine the adoption of an inappropriate educational style, the educator can organize activities in which both parents and children can participate.

For example, the following are given:

- assisting parents in instructive-educational activities carried out daily in the kindergarten;
- carrying out activities with children and parents, the latter being organized into groups that involve both competition and parent-child cooperation;
- participation of parents together with children in extracurricular activities.

A complex program based on partnership relations with the family is constituted by the CRP - Resource Centers for Parents, defined as structures built within the kindergarten that consist of involvement, information, education, counseling, orientation and volunteering activities for parents. CRP is, in fact, the synthetic expression of the activities presented above.

CRP presupposes a space specially prepared to ensure an environment conducive to optimal and positive communication between educators and parents. In the informative activities, different topics can be discussed, such as "Family education", "Effects of parenting style on child development". Early information of the parents can determine the adoption of an educational style appropriate to the child's particularities, avoiding mistakes in education that could have consequences that are difficult to repair in the development of the child's personality.

Hence the need for agreement between parents regarding the educational strategies practiced, the unity of the educational requirements formulated by the family and the kindergarten, any imbalance at the educational level, either in the family environment or at the level of family-kindergarten collaboration, having repercussions in the mental development plan of the child.

Given the above, this part of the paper cannot be completed without highlighting the practical importance of confirming the last assumption, according to which the absence of parental style in the child's education negatively influences its development.

Bowlby showed, referring to the institutions where maternal figures follow each other, that if this type of maternal assistance provides sufficient interaction between the adult and the child, the latter's social sensitivity can develop.

This optimistic vision allows the specification of directions with an ameliorative role in terms of optimizing the psychological development of institutionalized children. Thus, the number of those who take care of these children should be increased, as it is necessary to emphasize the affective components of the relationships between adults and children. From a material point of view, this kind of institutions are provided, but it is found that the satisfaction of material needs is not sufficient.

It is necessary to intensify counseling and therapy programs for children deprived of the influence of the family environment and to apply these programs differently depending on the characteristics of each age. Fortunately, a series of initiatives have started to be taken in this sense. It is hoped that in the future, the actions carried out for this purpose will be more and more consistent.

It is good to provide children with experiences specific to their ages that contribute to the acquisitions of each level of individual development. Also, there should be specialists who deal with the periodic evaluation of these acquisitions at each level of development, both in terms of psychomotor development and of all the components of mental life, with the aim of signaling possible lagging behind in certain sectors of mental life.

	II. The stage of organization-evaluation 5. The period of ethical, social, specialized interests for the opposite sex III. Production stage 6. Period of work	7-12 years 12-18 years over 18 years
<i>Croquet</i>	1. Early childhood 2. Middle childhood 3. Great childhood	0-2 years 2-7 years 7-14 years
<i>Chircev</i>	1. Age of the infant 2. Preschool age 3. Preschool age 4. Early school age 5. Middle school age 6. High school age (adolescence)	0-12/14 months 1-3 years 3-6/7 years 6/7 years - 11 years 11-15 years 15-18 years
<i>Debes</i>	1. Nursery age 2. Age of the "Little Faun" 3. School age 4. Age of Pubertal Anxieties 5. The age of youthful exuberance	0-3 years 3-7 years 6-13/14 years 12-16 years 16-20 years
<i>Erickson</i>	1. The stage of the fundamental feeling of trust 2. The stage of the sense of autonomy 3. The stage of the sense of initiative 4. Competence-diligence stage	0-2 years 2-3 years 3-6 years 6-13 years
Author	Period	ages
<i>Erickson</i>	5. The stage of personal identity 6. The stage of intimacy 7. The stage of adulthood, of generative capacity, of integrity-acceptance	13-17 years 17-19 years old over 19 years
<i>Gessel</i>	1. The stage of knowing one's own body 2. The stage of self-image formation 3. The opposition-interest stage for adults 4. The cooperation-socialization stage 5. The crisis stage of extreme attitudes 6. The stage of self-affirmation-organization	0-1 year 1-2 years 2-3 years 3-6 years 6-7 years 7-8 years 8-12 years over 12 years

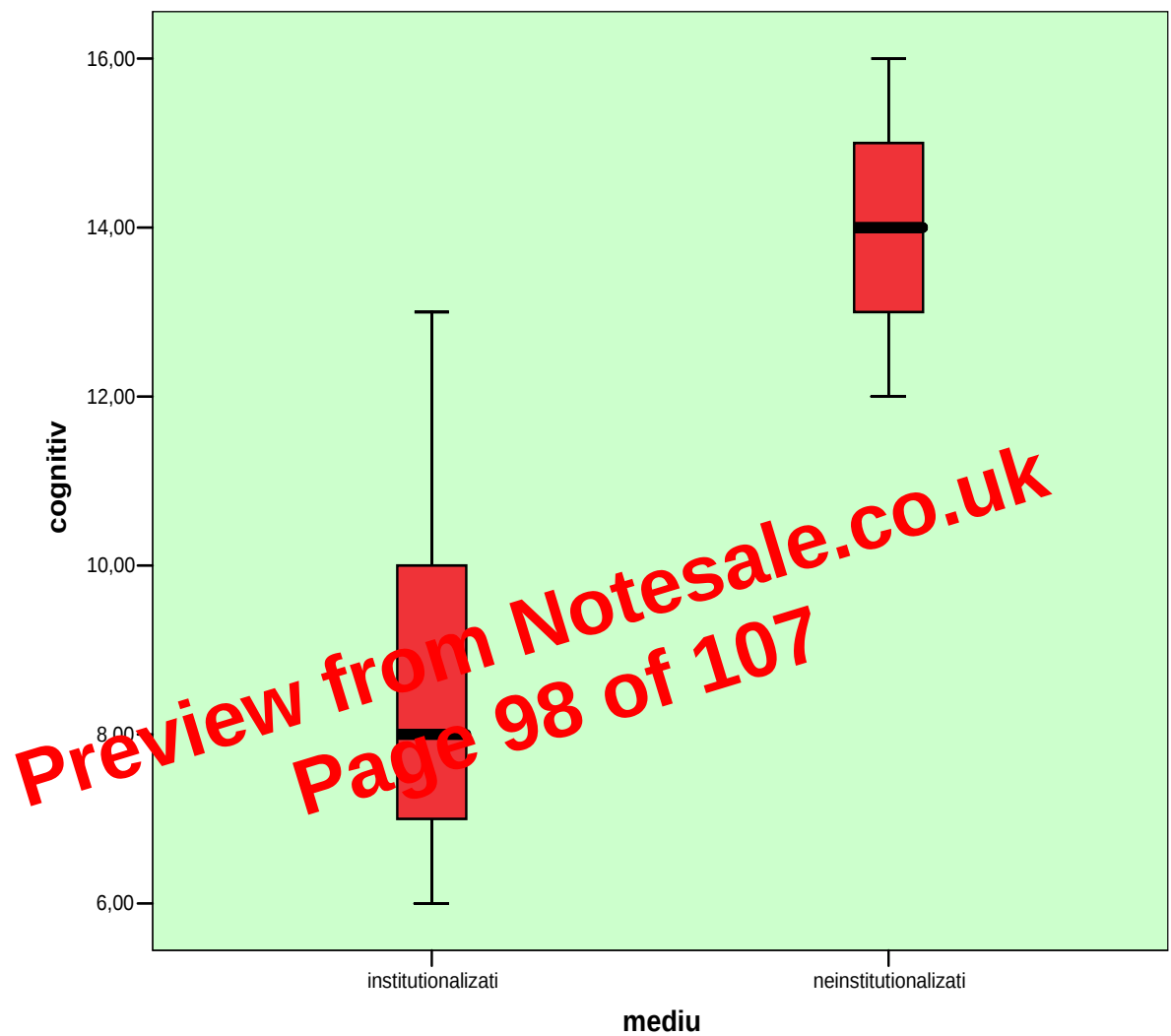
**ASSESSMENT SCALE OF THE LEVEL OF COGNITIVE BEHAVIORAL
DEVELOPMENT OF THE PRESCHOOLER
-COGNITIVE SCALE-**

- **For 5 ½ years**

No. Item	Items
MI 1	He walks balanced on a line drawn on the floor.
M II 1	Makes correct movements on command (left hand-right eye; right hand-left eye).
M II 2	Draw a triangle, according to the model.
M III 1	Correct orientation movements in one's own body scheme, with some difficulty (show right ear, left leg)
CI 1	Build a deep ladder from a few cubes, 6-7 cubes.
IC 2	Compare three lengths of sticks, indicate the middle size.
CI 3	Indicate and name 4-5 colors or shades.
C II 1	Recognize the missing elements on 8 incomplete drawings
C III 1	He easily distinguishes and names 2 moments of the day.
C III 2	Knows and names 1-2 seasons.
C IV 2	Group images in relation to 4-5 general notions (birds, vegetables, furniture, clothing).
C IV 3	Names from memory notions from the sphere of 3 general notions (vegetables, furniture, clothing).
C IV 5	Define 3 objects or beings (ball, cat, bed).
C IV 7	Count 7-10 cubes.
VI 1	Knows 3 adverbs of time (today, tomorrow, yesterday).
V III 1	Reproduces longer poems with intonation.

APPENDIX 3

T-test for independent samples
-Cognitive behavior-



APPENDIX 9

domains were used from the scales. In order to assess social-emotional behavior, a scale was built to evaluate it, according to the model provided by the Romanian Scales.

Following the statistical processing, the following results were obtained: the first hypothesis of the research was rejected. Thus, no significant differences were revealed between the results obtained by the children, even if their parents adopted different educational styles in their education.

Regarding the second hypothesis, it was confirmed, thus accepting the fact that the democratic style has a positive influence on the development of social-affective behavior, compared to the influence of the permissive/authoritarian style.

The third hypothesis was partially confirmed, in the sense that, at the level of cognitive behavior, significant differences were revealed between the results obtained by children whose parents adopted the same parenting style and children whose parents adopted opposite styles (authoritarian-permissive). Compared to preschoolers whose parents adopted complementary educational styles (permissive-democratic; democratic-authoritarian), no significant differences were identified. The same was demonstrated in the case of social-affective behavior, with the exception of the democratic-democratic dyads, whose children obtained significantly higher results than those whose parents adopted different educational styles, either opposite or complementary.

The explanations offered to support the obtained results were summarized in a separate chapter of the present paper. It is stated, however, that the parental style adopted in the child's education leaves its mark on the child's mental development, influencing it positively - in the case of the democratic style - or negatively - in the case of the permissive/authoritarian style.

We cannot talk about the existence of an ideal parenting style, especially since we are dealing with adults and children, but we can try to practice a more balanced style, which respects the age and individual characteristics of the child. The difficulty arises at the moment of balancing the two dimensions - love and parental control -, at the basis of which is also the parents' knowledge, the consistency and the unity of the educational requirements. To these is added, first of all, a lot of love and patience or, more precisely, the wisdom to know when and how to show them to the child in order to be good in his further development.

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