"BABEŞ-BOLYAI" UNIVERSITY CLUJ-NAPOCA

PSYCHOLOGY AND EDUCATIONAL SCIENCES FACULTY

DOCTORAL SCHOOL "EDUCATION, REFLECTION, DEVELOPMENT"

ABSTRACT OF
DOCTORAL THESIS

Scientific coordinator:

Prof. Univ. Dr. STAN NICOLAE-CRISTIAN

PhD:

Naghi (married Negru) G. Emilia – Gheorghina

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KEY WORDS: gender, gender identity, gender role, gender gap, gender equity and equal opportunities in education, gender dimension in education, gender stereotype, gender education, gender play.

SUMMARY

"Nature resembles us, education distinguishes us!" (Confucius)

Society is in a permanent dynamic of change, which means that the educated factor must be prepared for the future, and education has the role of orienting, through pertinent predictions, towards the education of the following decades. Through early education in the present Romanian space, we aim to cultivate the ability to shape change by shaping a new system of values that leads to an optimal evolution of social dynamics. "More and more aware of the history acceleration, some pedagogues in the second half of this century have raised the question of the possibility of future prospects designed to provide pertinent predictions for the education of the following decades." *(Ion Gh. Stanciu, (2006) p. 263).*

This paper, titled "Capitalization teaching strategies on gender dimension in early education", addresses the role of effective, novel and complex teaching and gender-aware gender-awareness strategies in cognitive development of early-childhood children and seeks to respond to the following questions:

1. What are the didactic strategies that capitalize on gender at an early age?

2. How do these teaching strategies differentiate between gender-based education and children's age?

This paper is based on the hypothesis that the group-based application of the heuristic didactic strategies that contribute to the gender dimension contributes to the cognitive development of preschoolers of different ages, as well as the following variables: the independent variable - heuristic didactic strategies that use the gender dimension; the dependent variable - the degree of cognitive development of early-childhood children. Regarding the structure of the paper, it contains six chapters:

CHAPTER I

The gender dimension in early education

Chapter I deals with gender-specific elements at an early age. The end of early education (from birth to 6/7 years), based on the current trends in pedagogy, the evolution of pre-school education

system in the last years, with an open approach towards the integrated approach of the activities carried out at the early age in the kindergarten, projects as well as gender education are the following: free, integral and harmonious development of the child's personality, according to its own rhythm and its needs, supporting its autonomous and creative training; developing the capacity to interact with other children, adults and the environment to acquire new knowledge, skills, attitudes and behavior; the discovery by each child of their own identity, autonomy and the development of a positive self-image; supporting the child in acquiring the knowledge, skills, habits and attitudes necessary for him / her to enter school and throughout his / her life.

Starting from the fact that the National Education Law no. 1/2011, as subsequently amended and supplemented, in Chapter IV, art. 67 (1) reads as follows: "The national curriculum for early education is centered on physical, cognitive, emotional development and social development of children and early remediation of potential deficiencies " we find that the emphasis on forming personality, respecting individual peculiarities and differentiated treatment is a priority of the present Romanian education system, which implicitly promotes the respect of gender specificities and proposes as a principle of organizing equity and equal opportunities.

Thus, gender education, as defined in the Practical Dictionary of Pedagogy, is that "type of education" (*Muşata Dacia-Bocoş (coord.), Ramona Răduţ-Taciu, Cornelia Stan, (2016) p.33*), is that "type of education which supports the consideration of gender differences, specific abilities, attitudes and behaviors related to gender roles, in addressing the development of individuals. Gender education begins with the formation of gender identity in children of 2-3 years, as a result of interactions between themselves and others, and the discovery of similarities and differences, specific roles, etc.

The following aspects are relevant in achieving gender education: promoting gender equity and equal opportunities; ensuring equal opportunities for self-realization and self-realization of the individual female and male potential; designing, developing and implementing appropriate educational / pedagogical / didactic strategies to promote mutually beneficial educational relationships; the formation of gender identity and sensitivity; overcoming rigid traditional attitudes and cultural prejudices about gender socialization; the capitalization of gender socialization in order to acquire (learn and internalize) gender identity; encouragement of educational, didactic, social and cultural behaviors and attitudes that are desirable. "

European compatibility of the national curriculum for early education; orientation towards creative learning; establishment of cooperation relations between the kindergarten, on the one hand, and the economic, administrative and cultural community, on the other; use of electronic, digital infrastructure in the educational environment; the implementation of an autonomous and original school management that would allow for the implementation of international school partnership projects is an indication of early education for the future.

The preschool teachers, in their entire didactic approach, go through several stages both in the design of activities and in their actual development, starting with the curriculum for pre-school education, which outlines four main directions of change, namely: diversification teaching-learning-evaluation strategies; the educational environment; the role of the family; the perspective of global child development focusing on the areas of motor development, cognitive - sensorial, language and communication, autonomy and self - service skills.

Thus, gender education at an early age is an important tool in the process of establishing equality and civic equity in children, where cooperation and mutual respect are basic dimensions. The gender dimension in early education is an element of an investigative process that is just beginning. At the same time, the self image of the child, compared to gender is formed from early ages and the structure of gender traits follows the path of stereotyping: boys are considered powerful, courageous, with an initiative they are expected to protect, and girls are regarded as more attentive to the needs of boys, sensitive , communicative, thoughtful, with artistic expressions.

In kindergarten, children perform individual activities in teams, in pairs or in groups. Educational practice is known for girls' preference to play in pairs, while boys are organized in wider game groups. Boys' group preference for group play develops collaboration skills but also competition; for girls, playing in pairs develops their communication and emotional capabilities. Girls are more careful in choosing a partner / play partner, while for boys this happens rather by chance, the condition being a common preference for the same type of game. Teacher's suggestions are to encourage girls for group play and boys for pairs. What defines us as women or men represents a long line of social learning experiences, family, friends, kindergarten, school, community, or other contexts.

As a social and educational institution, kindergarten is an important laboratory of gender-based processes in early-childhood. From this perspective, the way in which learning experiences

are organized, either through their explicit or implicit content, and through the patterns of cognitive activity and social interaction they involve, can exert significant influence on gender awareness and internalization and, implicitly, roles of gender.

It is presumed that there are a number of heuristic didactic strategies that have a higher potential for favoring gender-specific constructions, others being neutral to this dimension or ignoring it. The selection of certain heuristic didactic strategies is therefore an option that can influence the way in which gender education is carried out in early-childhood children.

Gender awareness involves a whole-body complex psychological process involving elements such as individual characteristics, the psycho-intellectual profile, the interests and aptitudes of each child, but also social based on the social interactions in which the child is the subject.

As a result, from a psychological perspective, heuristic didactic strategies that emphasize the knowledge, respect and valorization of the individual characteristics of children make more use of the gender dimension. In addition, from a sociological perspective, learning activities that involve children in a diverse and as close to real-world social interaction as possible foster gender development.

According to the principle of equal opportunities in education, didactic strategies used in teaching should promote values, practices or treatments that do not introduce gender discrimination (girls, boys or boys because they are boys). In this respect, didactic teaching-learning strategies that use both masculine and feminine models, practices and experiences of life have a higher potential for respecting the principle of gender equality in education from a gender perspective.

Thus, from the perspective of gender issues, the main problems currently faced by Romanian pre-university education are the following:

➢ Reticence towards the gender approach in the didactic process;
➢ Insufficient information of the teachers regarding the fundamental elements specific to gender education (defining the gender / gender, hereditary / acquired concepts, gender equity / gender equality / chances);
➢ Associate gender-differentiated treatment as a form of discrimination in education;
➢ The low number of teachers who use the gender dimension in group / class activity and who critically analyze gender stereotypes in the educational process;

➢ Frequent cases of gender-related transformation, associated with girls or boys, in labels, with negative and long-term consequences on the development of children's self-image, gender identity;

➢ Lack of information sources and teacher training programs, related to gender education;

➢ Insufficient use of the gender dimension in the curriculum materials (school programs, didactic auxiliaries) in the sense of promoting equity and gender partnership;

➢ The low level of awareness of the role of the experiential domains in achieving gender education and the importance of this type of education at all levels of education.

Some basic concepts of gender education at an early age:

Gender equality and equal opportunities in education = the principle of educational policy of today's modern society, which seeks to respect the right of all children to have equal access to education and to receive equal schooling, with the possibility of obtain individual results according to their intellectual, physical, rational, emotional and behavioral abilities, regardless of their ethnicity, religion or socio-economic and professional background.

Gender dimension in education = complementary aspect of education that, through the specific educational approach, along with the other dimensions of education, namely intellectual education, moral education, physical education, aesthetic education, religious education, vocational education, determines the development of the personality of the individual intellectual, socio-emotional, moral, physical, etc. with the emphasis on the fact that the equality between man and woman is not based on the functions they fulfill, on their roles or on the fact that some are more valuable than the others, but on the fact that both are entirely human.

The gender stereotype = the socio-cultural prescription of the gender role; "A cognitive filter that captures the different attributes of groups or individuals, some accentuating them, others ignoring, depending on context, motivation, affectional mood of the person who processes the information." (Elena Stănculescu, (2003, p.5).

Gender education = type of education that aims at forming and developing the individual through the use of gender-specific abilities to form attitudes and behaviors of desirable psycho-educational, social and cultural gender.

Gender play in education = is the activity by which children recreate inter-human relations outside of utility activities, occupying a large part of the kindergarten day and, at the same time, integrates the gesture of gender - which aims at the formation and development of gender identity,

the hypostasis of creative game - which aims at developing children's creativity with the rule of play - which aims at developing other aspects of the children's personality. Gender play is the activity that gives specific to both gender and early age education. The gender play/game totally employs the child with all his resources, stimulates his individual development and the training and improvement effort. This type of game develops the possibilities of systematic learning and work based on specific gender specificities. Due to its role in the child's life, gender play can be used by the adult as a method, process or form of gender education organization at an early age.

CHAPTER II

Gender stereotypes in early education

Chapter II addresses fundamental issues related to current education policies from the gender perspective of early age, gender stereotypes, and the role of teachers in promoting gender equity at this age.

In early-childhood, segregation is the consequence of gender awareness. So, during the time allocated to the games and activities freely chosen in the kindergarten, it is noticed how the girls are grouping as close as possible to the preschool teacher, around the writing table, the library center, the theater center, and the boys gather as far as the educators, in the corner with parts to build, machine or engage in any activity that involves movement.

If, until the age of two, children do not show gender preferences for play partners, this is changing rapidly from three years, or girls are the ones that initiate segregation, attracted by people who have a similar style of interaction, as opposed to boys who are more aggressive and fighting for their toy. Sex segregation is maintained throughout childhood.

"At the end of the kindergarten, children spend only 9% of their playing time with opposite sex children," producing "the two separate cultures that persist throughout childhood." *(Eleanor E. Maccoby, (1998), p. 22).*

Gender equality can be learned, and studies show that teachers / educators who are aware that sometimes they are subjective, biased, and who, through continuous training programs, have mastered methods and techniques to overcome gender stereotypes, , from this point of view, equally on the class / group children. The poor results of a child in different fields such as math, writing, or exact science should not excuse the genre. It is important that teachers and parents for all children keep expectations constantly at a height.

Given the differences between girls and boys, the key role of the teacher in making the most of their strengths and weaknesses, as well as the role of equalizer education - any child, girl or boy, with the appropriate education and environment supportive, can grow harmoniously, achieve performance, and integrate into the community / society.

CHAPTER III

Didactic strategies for capitalizing the gender dimension at an early age

Chapter III contains the specific elements of the capitalization teaching strategies on gender dimension at the early age, namely the characteristics of the following teaching methods and methods - gender play, gender conversation, gender modeling, discovery and gender cooperation; didactic means and forms of organization visible in the achievement of gender education at an early age. At an early age, as the majority of child group interactions take place in playful contexts, gender play plays an essential role in the everyday life of children, both as a form of organizing the educational process in the kindergarten and as a method active-participatory learning teaching.

Gender play (Ann Pelo, (2008), p. 67) is the work by which children recreate inter-human relationships outside of utility activities, integrating elements specific to creative, role, construction, and movement games.

Considered as a method, gender play is part of active teaching-learning methods and is based on simulation of activities, relationships, roles, etc.

By applying this method, early-age children become actors of the social life they are preparing for, because in the future they will occupy certain professional and cultural statuses in society.

Gender play contributes, through gender roles, to the formation of skills, abilities, attitudes, behaviors, beliefs in early-childhood.

Methodological steps:

Any gender issue can become a game of gender if it realizes a purpose or task from the perspective of gender education.

The goal of the gender game is formulated in relation to the curricular requirements for that group, converted into game finals.

The wording must be clear and reflect the specific problems imposed by the organization of the game in question. An appropriate wording determines a good orientation, organization and deployment of gender-based activity.

The task of gender is related to its content, its structure, referring to what children have to do in the game, identifying the common elements of the female and male genres, physical differences between girls and boys, similarities and differences between girls' and boys' clothing styles, similarities and differences between toys and boys' toys, etc. in order to achieve the proposed goal, namely the promotion of equity and gender equality and opportunities.

The task of gender play is the essence of that activity, intensely engaging in thinking operations (analysis, synthesis, comparison, abstraction, generalization), but also the imagination of early-childhood children.

The gender game generally includes and successfully solves a single teaching task. The didactic task of the gender game is the basic element, which, in the early childhood, pursue the goal in the respective activity.

The gender game uses game elements to accomplish the proposed task.
In gaming, you can choose and use the most varied game elements:

➢ Individual and mixed groups of children, in terms of gender;
➢ cooperation between participants of the same gender or of different gender;
➢ rewarding good results;
➢ penalty of errors;
➢ appealing applause, stimulating words.

Some of these elements are used in most games played in kindergarten, such as games, creative games, logical games, motion games, construction games, etc., depending on the content of the game. It is important that the elements of play mingle closely with the didactic task of the game of gender and mediate its realization under the best conditions.

The gender game uses accessible and attractive content. The content of the gender game must be accessible, recreational and attractive by the way it is deployed, through the educational means used, by the volume of knowledge it is used to.

The gender game uses game rules, known in advance and respected by early-age children. The rules of play are proposed by the preschool teacher or are the ones generally known by the children.

The success of the gender game is conditioned by its methodical design, organization and deployment, the way the preschool teacher can ensure a full concordance between all his elements.

Part two: The experimental approach

CHAPTER IV

Concluding investigation on the use of

gender-sensitive teaching strategies at an early age

Chapter IV deals with the methodology of research, with the presentation of the data obtained in the study's stage. The actual experiment was preceded by studying the teachers' opinion on the place and role of gender education in the curriculum for early education.

Teacher/ preschool teacher training is an integral part of what is called "training of trainers" and is one of the main concerns of our education. The fulfillment in the best conditions of the didactic and educational, cultural and social functions of the preschool teachers can be achieved only insofar as he or she has a thorough psycho-pedagogical and didactic-methodical training.

The high-level work he / she accomplishes requires the preschool teachers to have a wide cultural horizon, to have rich knowledge of literature and art in different fields of science and technology, to be in the social-political life events. They will help to establish a more correct correlation between different areas of expertise, to give more life and personality to their teaching activities.

The preschool teacher must thoroughly master many and varied knowledge in the experiential fields he / she teaches and have a high pedagogical culture, master the theory of education and education, the laws of the educational process, have a thorough knowledge of the child's psychology, school hygiene and other disciplines related to pedagogy.

The objectives pursued in this research were:

➢ learning the opinion of educators on the place and role of gender education in the curriculum for early education

➢ what are the difficulties children encounter in acquiring gender-based knowledge in experimental areas, freely chosen activities, personal development activities;

➢ what are the teaching strategies for capitalizing on gender education at an early age, which allow them to overcome these difficulties;

➢ what is the place occupied by gender play and learning by discovery and gender cooperation in the formation and development of a unique individual identity;

➢ to learn the opinion of the educators regarding the modernization of the didactic methodology applied at the early age;

> To what extent do educators believe that learning by discovery and co-operation of gender and gender play contributes to changing the informative-formative report in favor of the latter in the realization of gender education at an early age

At this stage 21 preschool teachers and 302 preschoolers / 11 groups of children (from the small group to the large group) from the "Ion Creangă" Long Programme Kindergarten Zalău, to whom a questionnaire was applied and it was found that the implementation of methods favoring the direct relationship of the child with the objects of gender knowledge or with gender models, practical-practical, practically-experimental, practically-demonstrative methods , methods of study, information, documentation, independent intellectual work techniques that offer openness to self-training, continuous learning and the formation of one's own identity imply:

> changes in didactic strategy;

> rethinking the training of preschool teachers by capitalizing on gender;

> the school unit's offer to be updated in relation to the child's interests and skills as well as the expectations of society;

> the preschool teacher should adapt the training methods at the level of the group and its degree of receptiveness to the eventual change in the teaching mode according to the aims of the gender education;

> To formulate questions that stimulate thinking, creativity and ties with real life that involves assuming different gender roles;

> use teaching methods in accordance with the skills and learning needs of each child, regardless of their gender, and their strengths;

> to bring an attitude of encouragement to the group of children and to develop self-confidence in them, depending on their gender specifics; gender education also takes into account the capacities of children and the standards imposed by the national curriculum for early education.

The selection and combination of methods, procedures, teaching methods and organizational forms applicable to gender-based didactic activities must be considered according to certain parameters, certain learning conditions, namely: didactic objectives; training units; the quantitative and qualitative particularities of the school group; psychological characteristics; learning time; experience and personality factors of the preschool teacher; material endowment.

Enabling children to become active learners involves both improving existing practices and developing new and varied approaches.

In order to know the preschool teachers ' concerns regarding the use of user-oriented methods in order to capitalize on the specifics of the human genes, a questionnaire was applied to a number of 69 preschool teachers from the "Ion Creangă" Long Programme Kindergarten Zalău (21 preschool teachers/ 11 groups (16 preschool teachers/ 8 groups of preschools),"Dumbrava Minunată" Kindergarten Zalău (14 preschool teachers/ 7 groups of preschoolers) and " Piticii Isteti" Long Programme Kindergarten Zalău (18 preschool teachers/ 9 groups of preschoolers).

The questionnaire contained a question with 5 variants of answers that the respondents had to hierarchize according to their own conception.

The purpose of applying this questionnaire was:

➢ to learn the opinion of preschool teachers on the main aspects of the achievement of gender education at the early age and especially with the specific didactic strategy;

➢ establishing the weight of gender and learning through discovery and gender co-operation in the methods used by teachers to make use of the gender dimension through experiential activities, personal development activities, freely chosen activities.

The questionnaire also offered "Other Directions" variant to allow preschool teachers to indicate other directions of modernizing the teaching strategy. Based on these, new directions for theoretical reflection and practical action have emerged, new ways of organizing, conducting and evaluating gender-based didactic activities so that they become as effective as possible. Analyzing the results of the questionnaire, we find that the majority of teachers know the current trends in the Romanian education of moving the informative emphasis on the formative, a problem that concerns 26% of the preschool teachers interviewed as well as the necessity of empowering the children of early age with different techniques of efficient learning, in order to achieve self-education and permanent education later, 20%. Immediately afterwards, 15%, item 2, the promotion of the heuristic form of early childhood education, favoring learning by gender and learning through discovery and gender co-operation. Understanding this is all the more important as teaching, as a professional role, will face changes in the following decades: preschool teachers will become counselors, mentors and meditators. Their role will be to help children form their own gender identity, ie to form a single independent personality and perspective, to become responsible for their own formation.

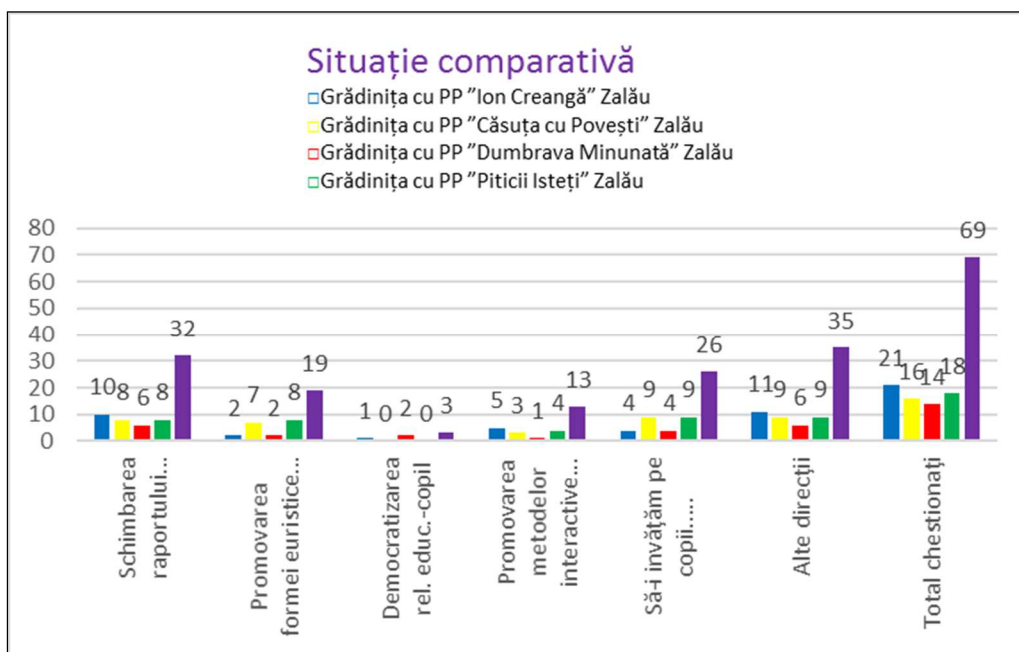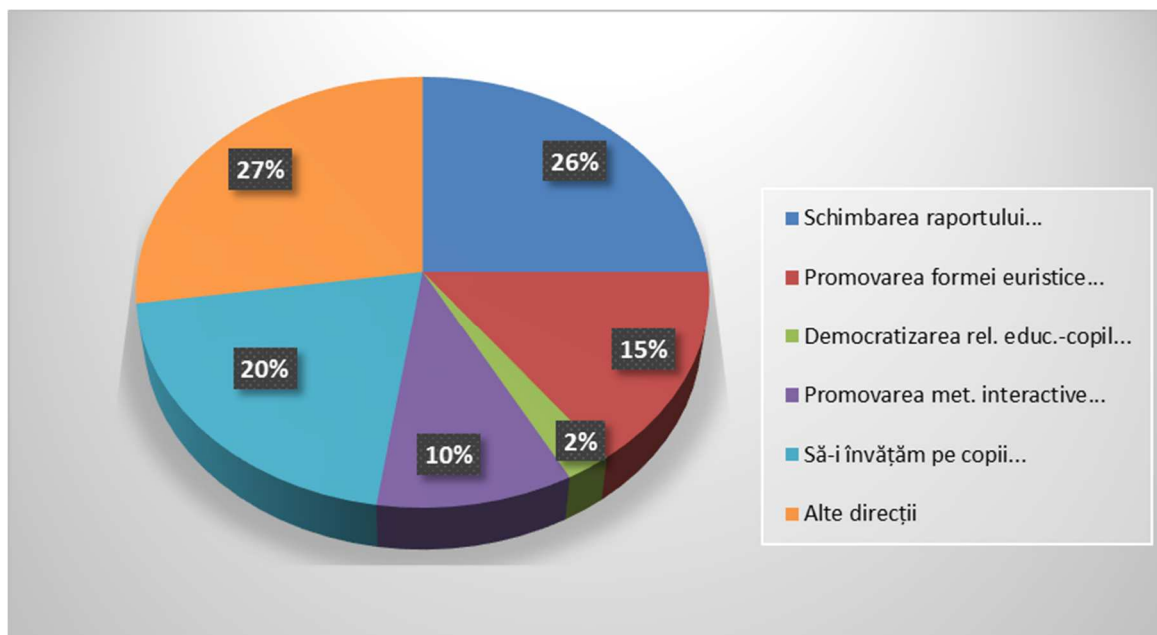**Figure 11. IV.2. Comparative graphical representation of recorded results**

Figure 12. IV.2.

Centralised results

Returning to the comparative situation, we find that the questioned preschool teachers understand things, a role indisputably played by the children with whom they work in these kindergartens. The directions suggested by the educator are quite high, 27%.

These are as follows:

Table 7.IV.2. Other directions of modernization of the capitalization teaching strategy of gender dimension at the early age proposed by the surveyed preschool teachers.

No.	Item	Frequency of answers				Total
		I.C. Kindergarten	C.P. Kindergarten	D.M. Kindergarten	P.I. Kindergarten	
1.	Closer collaboration with the family	1	0	0	2	3
2.	Modernization of the didactic base through Gender Kits	3	1	2		6
3.	Creating an Assessment Base Using Certified Test Batteries - NEPSY Type	3	4	0		7
4.	Using SMART at all Types of activities with gender theme	4	1	0	1	6
5.	Promoting team work and gender projects	2	0	1	1	4
6.	Stimulating the creativity of children	2	0	1		3

The first finding is the relatively large register of proposals that are made and the difference between the school units / kindergartens involved:

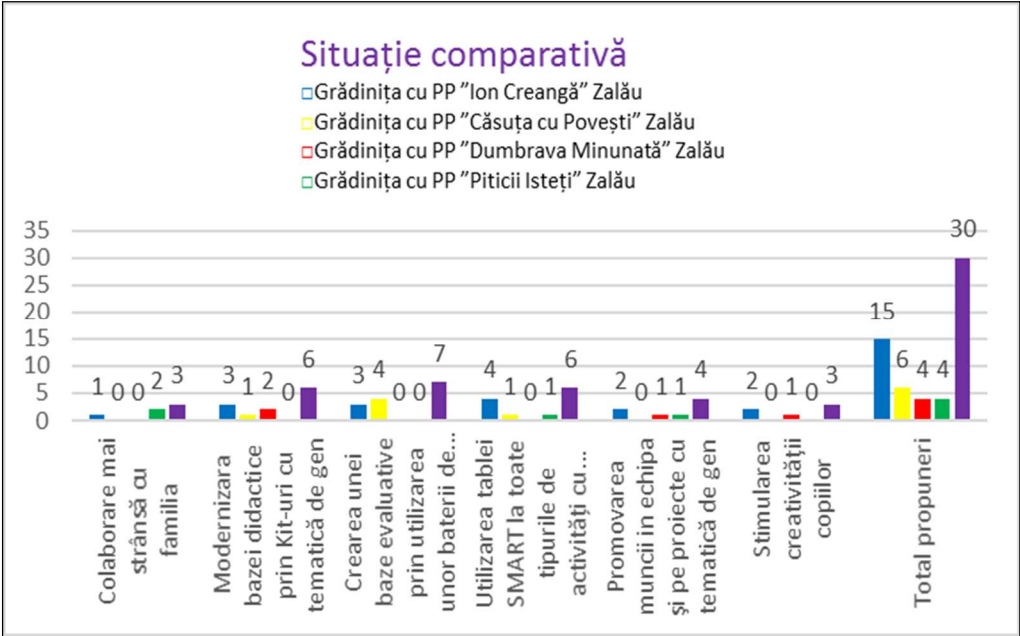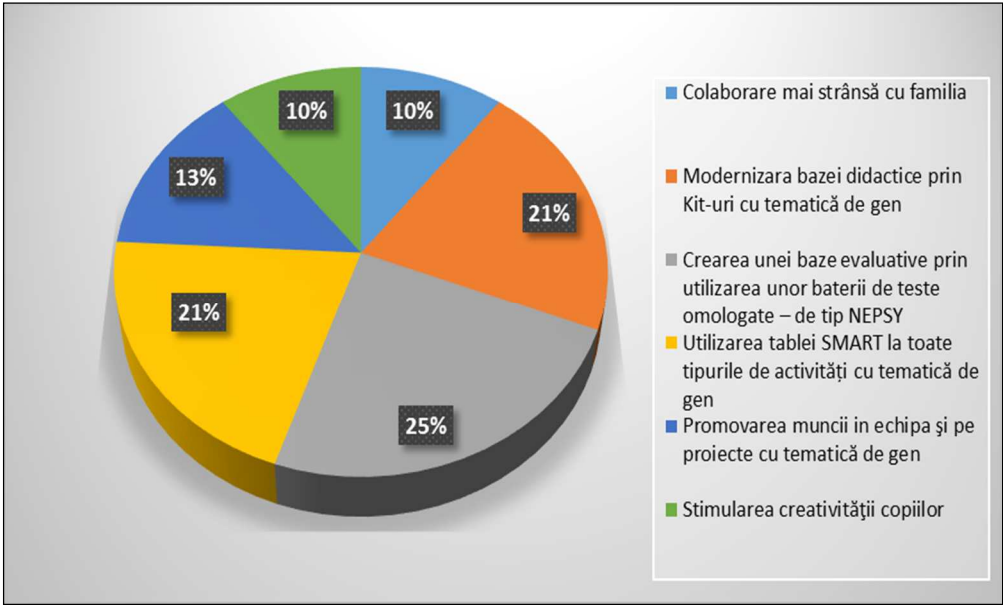**Figure 13.IV.2. Graphic representation of preschool teachers' responses**

Figure 14. IV.2. Graphic representation of preschool teachers' proposals to modernize the capitalization teaching strategy on gender at an early age PROPOSALS

It is known that in the kindergartens mentioned above children learn to perform, so educators are concerned with the modernization of the didactic base through gender-based kits, using the most modern technologies, including the SMART board, in all types of gender-related activities. But work with children with intellectual disabilities also requires a rich material base, these children needing diverse, attractive learning tools, learning and capturing attention and focus. Interestingly, we find the need for teachers to have a database of assessment tools by using approved NEPSY test battery packs. We find for this 25% two explanations:

➢ the need to feedback teachers;
➢ The need to use scientific evaluation tools with a high degree of objectivity, modern, as the changes occur in the education process in our country.

Therefore, improving the quality of educational methods and contexts favoring the use of gender in early-age children will mean, first, the acquisition of the skills of those working in formal and non-formal educational environments to use modern didactic strategies in-group activities. For this, we consider that preschool teachers should focus on achieving gender education at an early age on:

➢ the use of approved assessment techniques that take into account not only the amount of information stored by children but also the activities they are able to carry out because of the knowledge of information, whether it involves research, debate or analysis of problems related to gender factor;
➢ introduction to a group of teaching techniques that encourage critical analysis, which accepts the existence of a multitude of points of view that promote teamwork and gender-based projects;
➢ Stimulate children to develop critical analysis and thinking skills through gender analogues and models;
➢ development of children's intellectual capacities to analyze and interpret information on gender similarities and differences in a critical way through dialogue;
➢ changing the social status of the preschool teachers.

All this also requires changes to the curriculum. The curriculum for early education and the continuous training / education of preschool teachers should include innovative interdisciplinary approaches in the integrated teaching of experiential activities, personal development activities

and freely chosen activities capable of leading to the achievement of the competences pursued; as they are they are specified in the curriculum documents, namely:

➢ Psycho-pedagogical skills, expressed in the design, management, evaluation of the training process, in the knowledge, counseling and assisting the development of the personality of the early-child by capitalizing on its gender;

➢ Social skills, expressed in social interactions with early-age children and school groups;

➢ Managerial competencies objectively organized and managed by the group of children.

CHAPTER V

Pedagogical research on gender efficiency and learning through discovery and gender co-operation at an early age

Chapter V represents the most important part of the research and includes formative intervention in order to study the concrete possibilities of streamlining integrated activities/ activities on experiential areas, personal development activities, freely chosen activities, using didactic methods - gender play and discovery and gender co-operation at an early age. The experimental approach involved three distinct stages:

➢ Stage of the theoretical documentation and the synthesis of the data provided by the investigative inquiry, which led to the formulation of the experimental hypothesis and the objectives pursued;

➢ The stage of the delimitation of the operational space, a stage materialized in the sampling of the population and the educational-educational content as well as the choice of the working tools;

➢ Stage of realization of the experimental design, respectively the design of the pre-test stages, the actual experiment, the post-test.

Critical aspects of the investigation:

➢ lack of a specialized conceptual apparatus on gender issues in education - in terms of gender pedagogy, methods and content; reduced number of materials or projects on the subject.

The modernization of education using new methods, procedures, teaching methods and organizational forms to allow for reassembles, readjustments and adaptations depends on the knowledge, understanding and the ability to use them. The work of preschool teachers should focus on the development of children's abilities and abilities and not on issues outside the subjects, which is why we have undertaken a research in which we have pursued such goals.

Starting from these objectives, the research hypothesis was formulated as follows: the use of didactic methods - gender and learning through discovery and gender co-operation in the teaching of knowledge in the field of gender education provide a favorable context for the optimization of their understanding and their lasting acquisition, effectiveness of teaching at an early age.

Proposed general objectives:

➢ improving the quality of teaching through the use of gender-based methods and learning through discovery and gender co-operation;

➢ obtaining higher school performance by using these methods in integrated activities/ by experiential areas of personal development, freely chosen, specific to the early age;

➢ active and conscious involvement of children in the process of acquiring new knowledge;

➢ developing the psycho-emotional and creative potential of children.

To achieve these goals, questionnaires were applied to the preschool teachers, and the children were enrolled with the approved NEPSY test battery (which allows the neuropsychological evaluation of the development of children aged 3 to 12). There have been activities in which children have been partners of teachers in the discovery of knowledge, using mainly didactic methods - gender and learning through discovery and gender co-operation.

The purpose of applying the NEPSY test battery was to observe the differences between the scores of different girls' subtests compared to those obtained by boys at the early age, by reference to normal / standard. Typical NEPSY questionnaires were used for each child, according to their age, for the following areas:

➢ Attention and executive functions - subtests: Visual Attention and Statue for 3-4 Years; Tower, Hearing, Visual attention for 5-6 years;

➢ Language - subtests: Name of parts of the body, phonological processing, Understanding the instructions for 3-4 years; Phonological processing, Rapid naming, Understanding the instructions for 5-6 years;

➢ Sensory motor functions - subtests: Rhythmic fingers, Visual-motor precision for 3-4 years; Rhythmic fingers, Visual-motor precision, Imitation of hand position for 5-6 years;

➢ Visuospatial processing - subtests: Copying of the drawing, Construction of cubes for 3-4 years; Copying the drawing, Arrows for 5-6 years;

➢ Memory and learning - subtests: Narrative memory, Repetition of sentences for 3-4 years; Face Memorization, Memory of Names, Narrative Memory.

With the help of the 21 preschool teachers from "Ion Creangă" Long Programm Kindergarten Zalău, each child was applied the appropriate subtests. The average duration of an interview was one hour and 30 minutes, and the scores were compared to normal for age, following the standardized tables in the NEPSY battery. Each obtained score was overlapped with the IQ / normal intelligence level, and at the end it was possible to calculate the arithmetic mean of the five scores obtained by a Global Intelligence Quotient / Intelligence Level, the overall score being achieved by Reporting to the following scale: Average Intelligence: 90-110, Under average Intelligence: 80-89, Limit Intelligence: 70-79, Mild Mental Delay: 50-69, Average Mental Delay: 35-49. Through this test, we have been able to diagnose the level of development and training of the sample of children chosen, what are the difficulties they encounter in learning, and especially the methods by which learning can achieve greater efficiency.

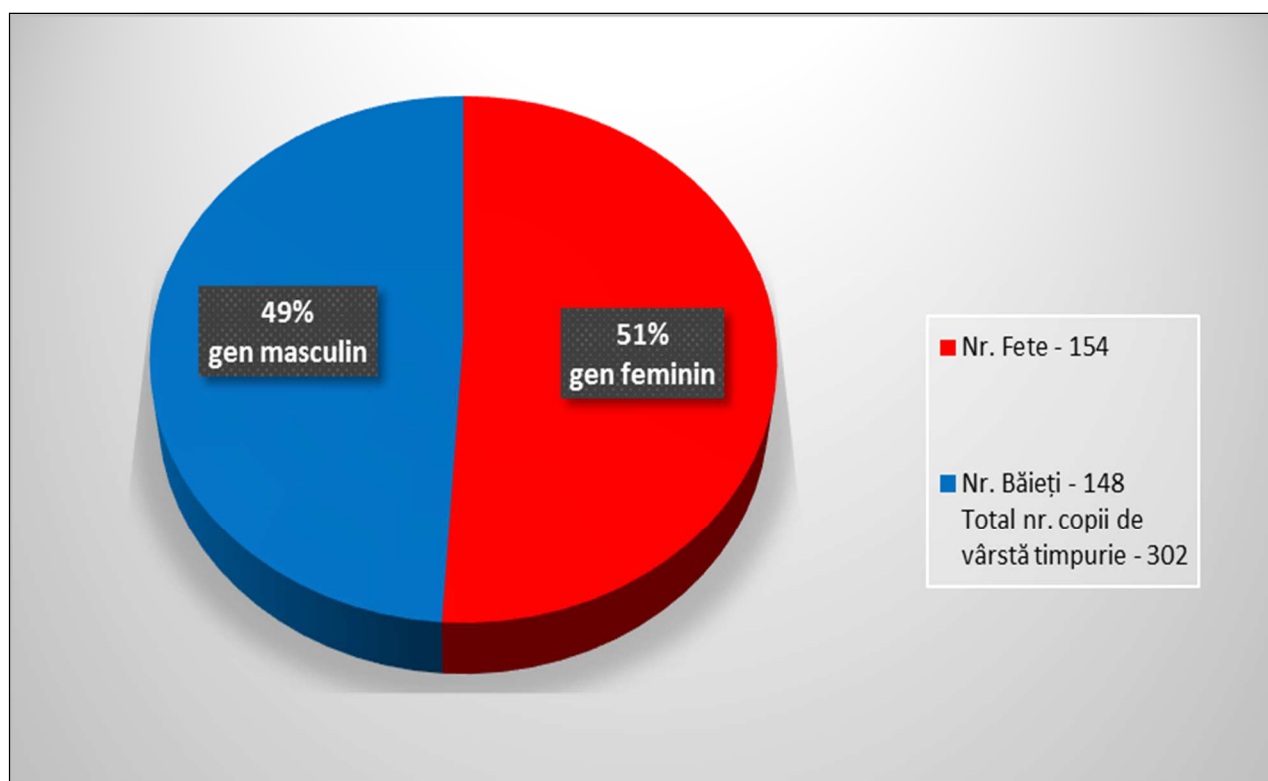**Figure 15. V.2.2.   Gender distribution of the sample**

Figure 16. V.2.2.

Distribution of the intervention / experimental sample by gender
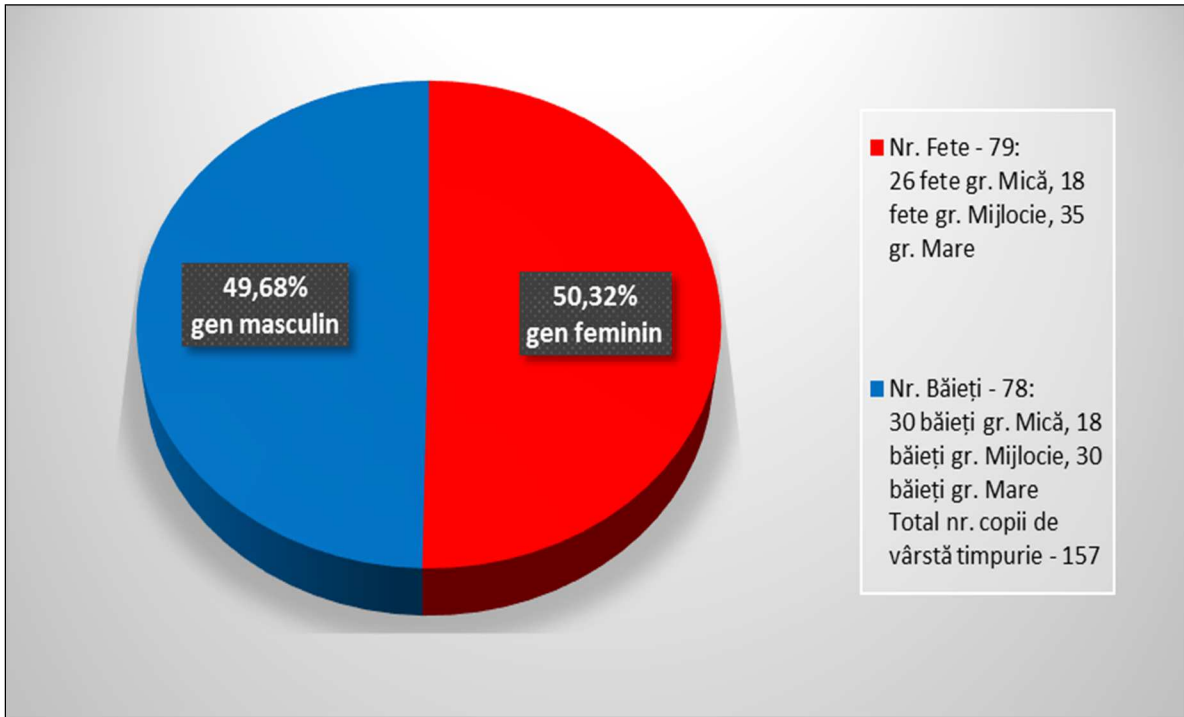

Figure 17.V.2.2

Distribution of the control sample by gender
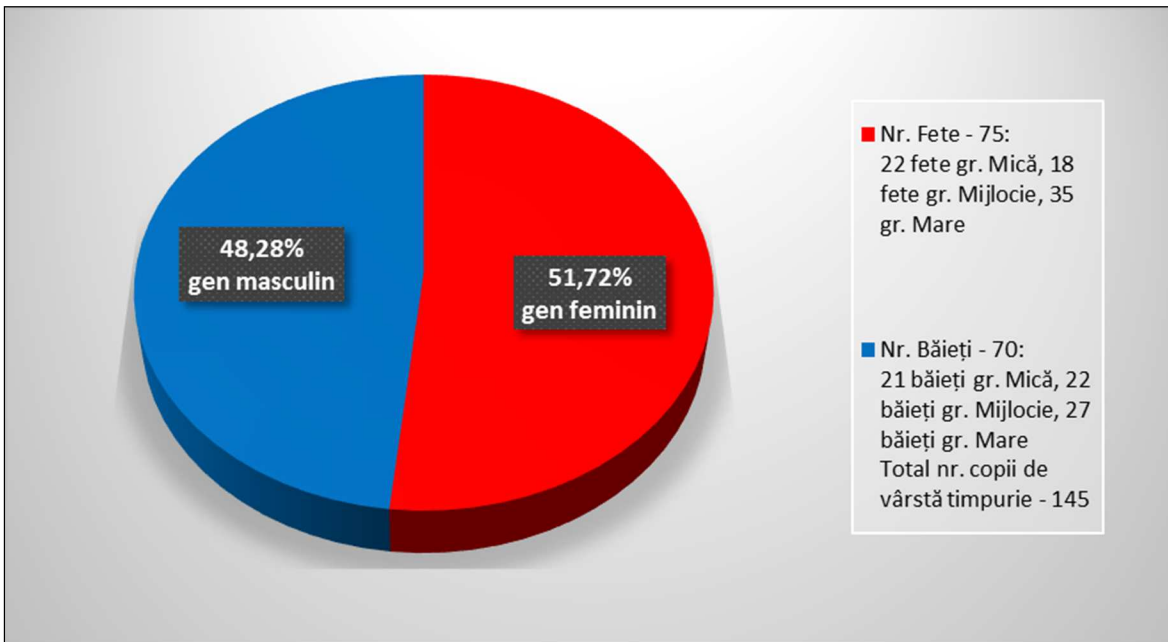
Following the centralization of data and their processing, the following results were obtained by age and gender, on the five NEPSY main domains (Figures 18, V.2.2-24.V.2.2):

➢ Attention and executive functions / AT / EXC:

73% (220 children) fell within normal limits,

17% (51 children) had a mild deficit,

9% (29 children) had a medium deficit,

1% children) were severely deficient;

➢ Language / LJ:

60% (181 children) were within normal limits,

28% (84 children) had a mild deficit,

11% (36 children) had a medium deficit,

1% severe;

➢ Sensory motor functions / SM:

68% (208 children) were within normal limits,

24% (73 children) had a mild deficit,

7% (20 children) had an average deficit,

1% severe deficiency,

➢ Visuospace / VS:

68% (208 children) were within normal limits,

20% (62 children) had a mild deficit,

12% (32 children)

➢ Memory and learning:

65% (197 children) were within normal limits,

27% (83 children) had a mild deficit,

8% (22 children) had an average deficit.

Figure 18.V.2.2. . NEPSY Centralizing – Little group/ 3-4 years/ Gender : Female/ Girls No :48

Centralizator-Grupa mică/ 3-4 ani/ Gen: feminin/ Nr. fete: 48
□ Limite normale
□ Deficit ușor
□ Deficit mediu
□ Deficit sever
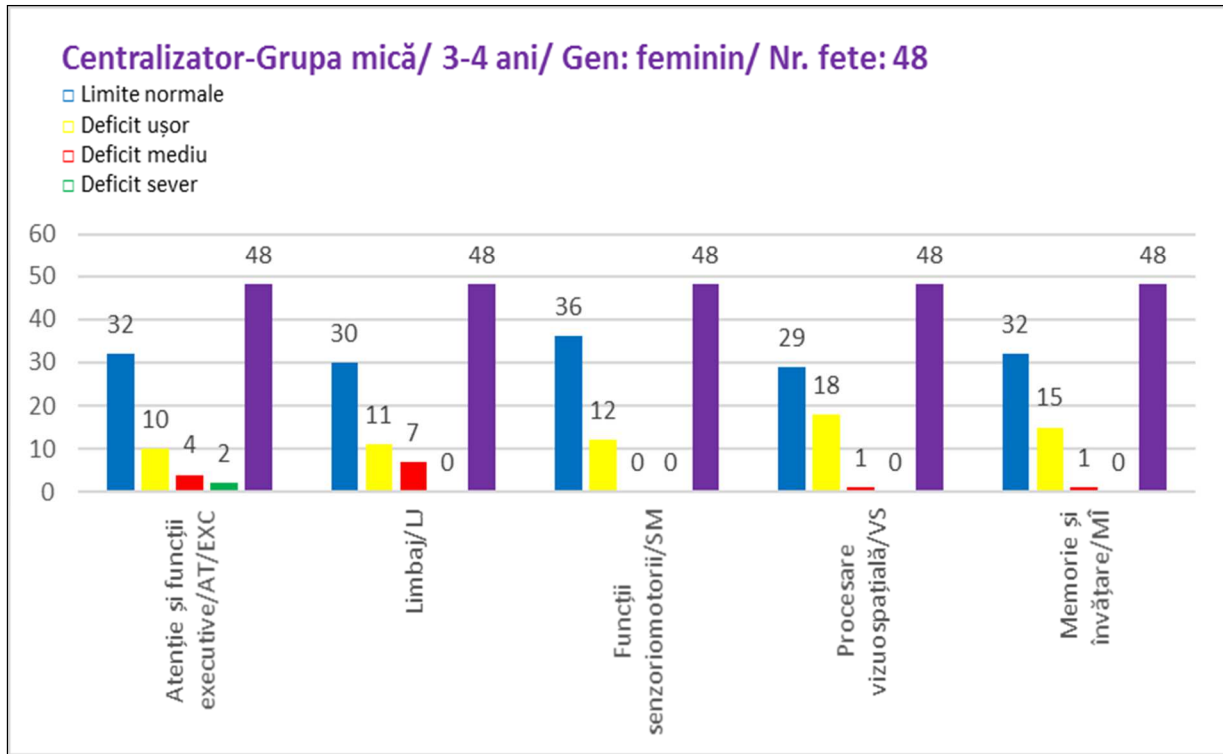
Figure 19.V.2.2. . NEPSY Centralizing – Little group/ 3-4 years/ Gender : Male/ Boys No :51

Centralizator- Grupa mică/ 3-4 ani/ Gen: masculin/ Nr. băieți: 51
□ Limite normale
□ Deficit ușor
□ Deficit mediu
□ Deficit sever

Figura 20.V.2.2. . NEPSY Centralizing – Middle group/ 4-5 years/ Gender : Female/ Girls No :36

Centralizator-Grupa mijlocie/ 4-5 ani/ Gen: feminin/ Nr. fete: 36
- Limite normale
- Deficit ușor
- Deficit mediu
- Deficit sever

Figure 21.V.2.2. . NEPSY Centralizing – Middle group/ 4-5 years/ Gender : Male/ Boys No :40

Centralizator-Grupa mijlocie/ 4-5 ani/ Gen: masculin/ Nr. băieți: 40
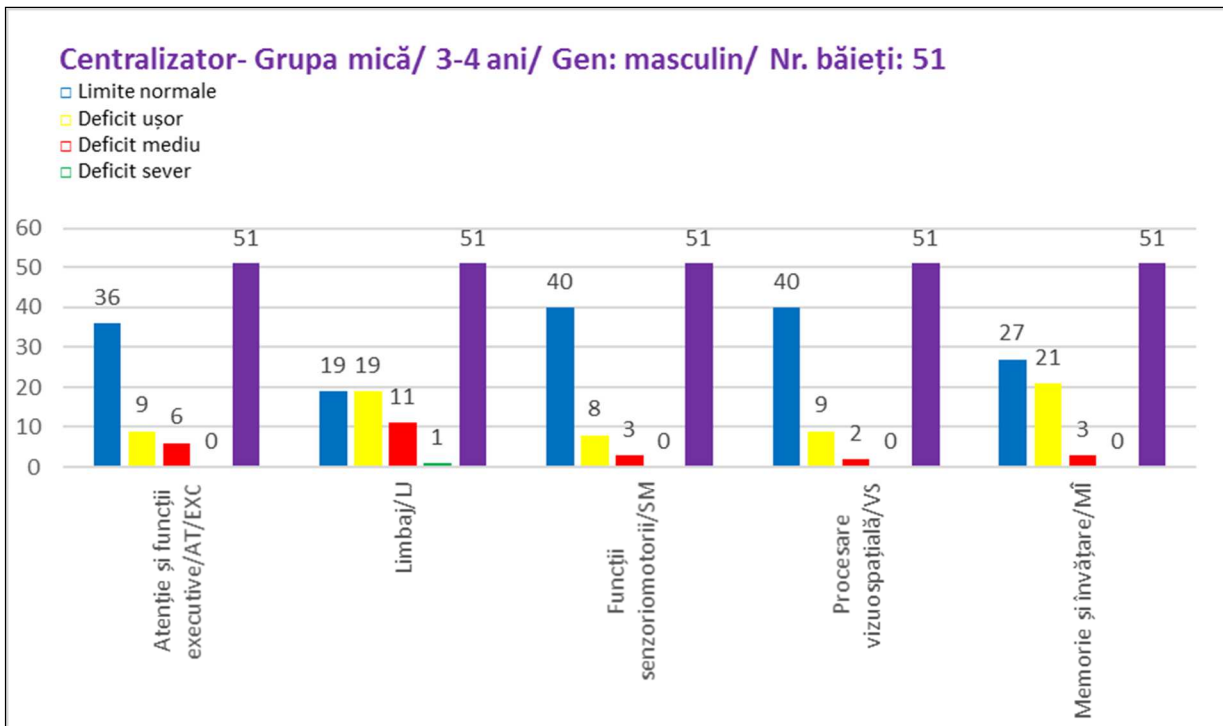- Limite normale
- Deficit ușor
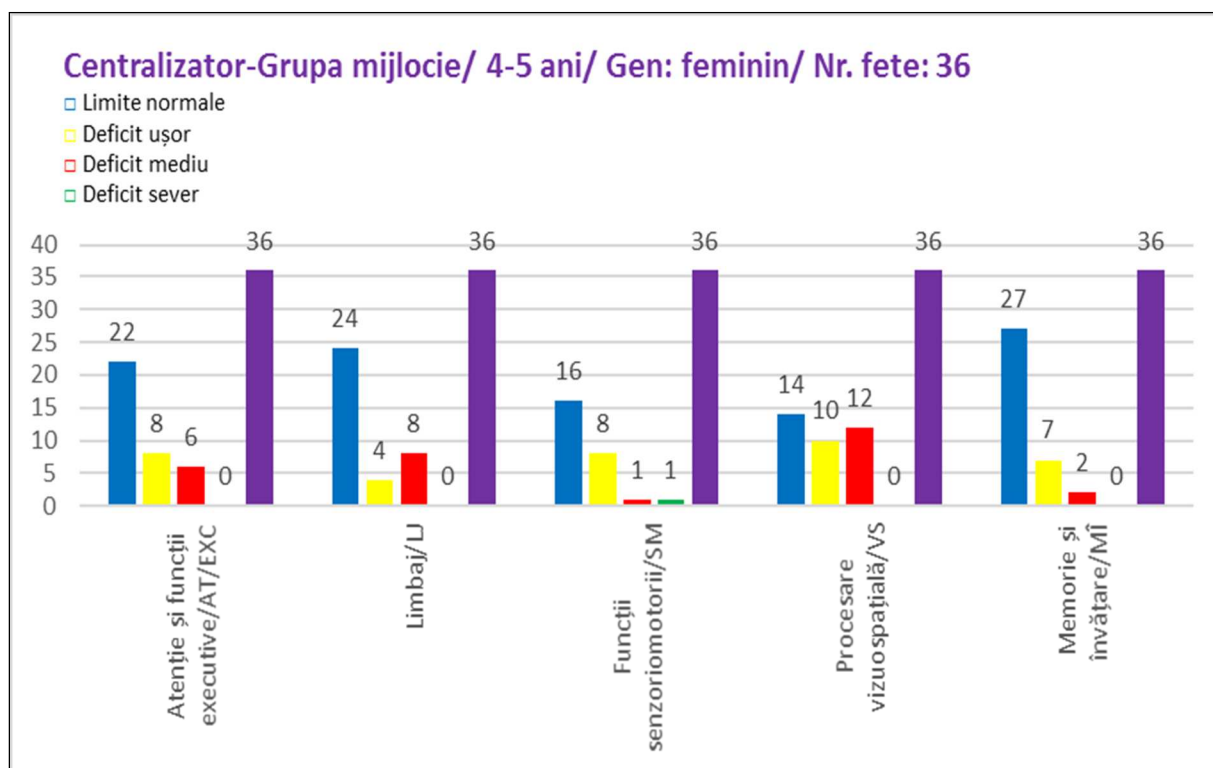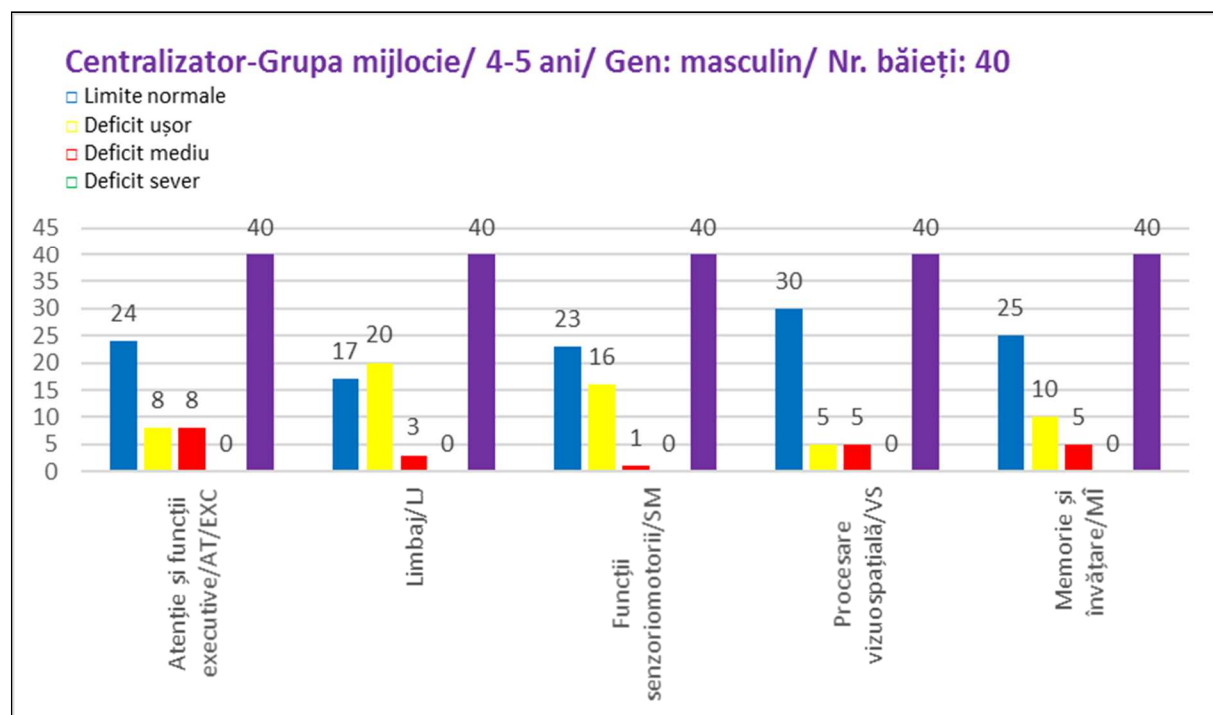- Deficit mediu
- Deficit sever

Figure 22.V.2.2. . NEPSY Centralizing – Big group/ 5-6 years/ Gender : Female/ Girls No :70
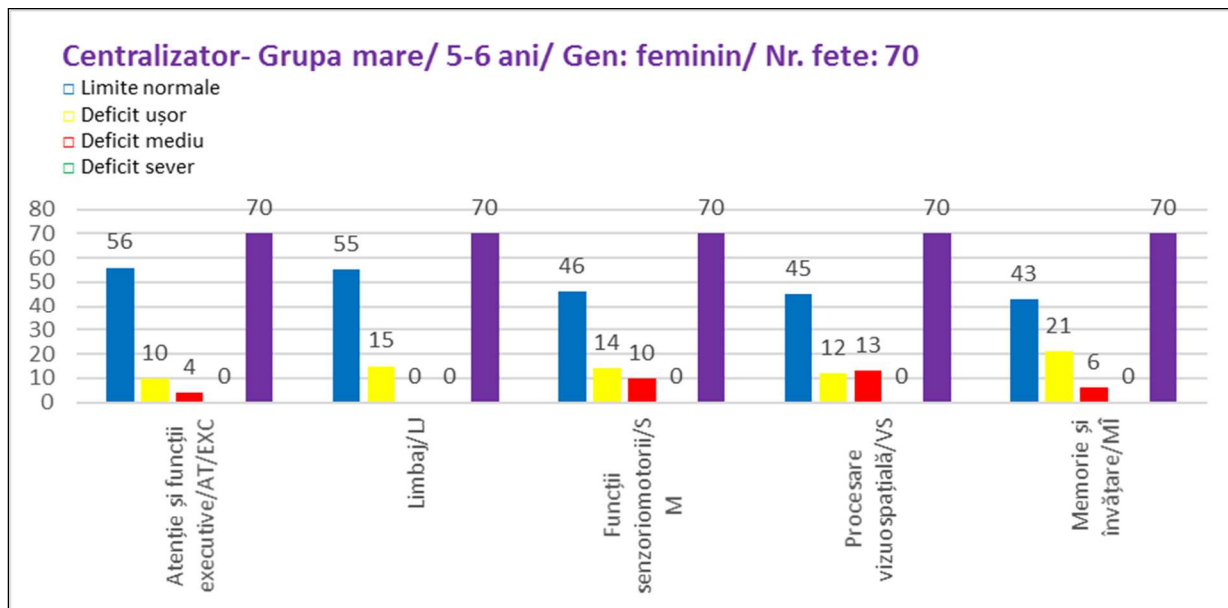
Figure 23.V.2.2. NEPSY Centralizing – Big group/ 5-6 years/ Gender : Male/ Boys No :57
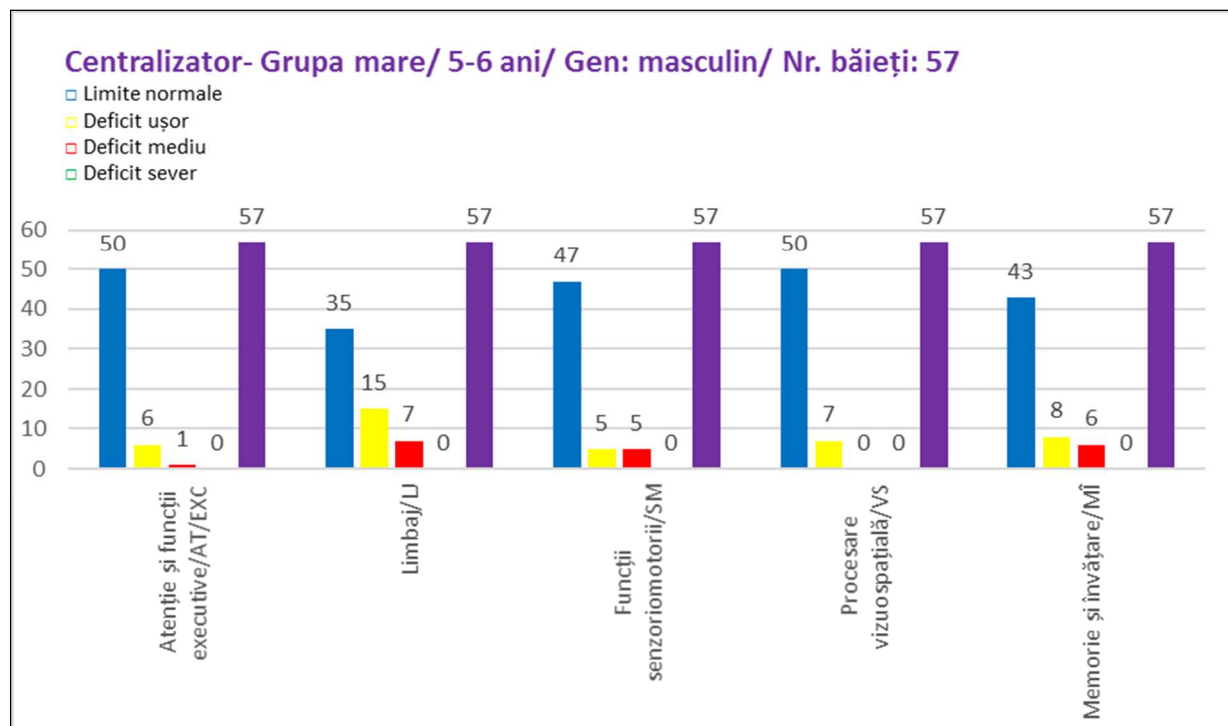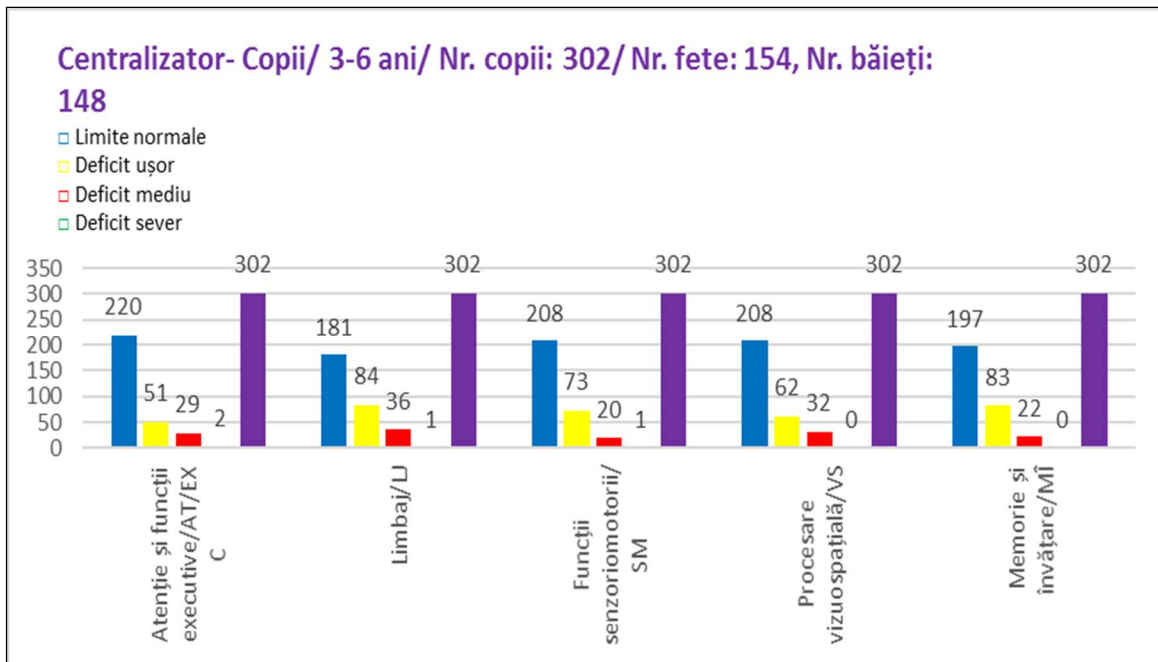
The analysis and interpretation of the results obtained by the children of the experimental and control groups in the initial, final, retesting and distance evaluation tests focused on the extent to which the theoretical knowledge acquired through gender-based methods and discovery and co-operation learning are operational.

The scores obtained by children at a certain sample were determined by summing up the points made by them at the items of the sample and by dividing them by the number of children in that group.

In order to analyze the situation of the experimental and control classes corresponding to each stage of the evaluation, the numerical data were recorded in the data tables.

Interpretation of the results obtained by the children from the groups participating in the research is presented in condensed form in the tables below, where the pairs of equivalent groups, their performances, the scores of the children scored, the difference of the average scores for the group pairs, their comparison with using the Pearson statistical criterion.

Different types of associations between the results obtained by the experimental group and the results obtained by the control group are shown by means of the Pearson (r) coefficients.

Table 18.V.6. Pearson coefficient value (r)

No.	Association type	Pearson coefficient value
1.	Pre-test experimental and post-test group experimental group results	0.71
2.	Pre-test control group and post-test control group results	0.70
3.	Pre-test experimental group and retest experimental group results	0.65
4.	Pre-test control group and results retest test group results	0.64

Therefore, in the control sample, the scores obtained at the retest are lower than in the post-test and then the pretest.

The difference in the three tests / sample of the girls is:

- 0.32% of pretest and post-test;

- 0.64% of pretest and retest

and the difference in the three tests / boys sample is:

- 0.68% of pretest and post-test;

-1.02% of pretest and retest, as shown in the table below.

The horizontal or gender-based synthesis of the results obtained by the children participating in the experiment at the three tests is as follows:

Sample type	Little group 3-4 ani	Middle group 4-5 ani	Big group 5-6 ani	Results		Dif.	Res.	Dif.
				Pretest	Post-test		Retest	
Experimental sample Female gender N total=79	N=26	N=18	N=35	362p 100%	371p 102,48%	+2,48%	372p 102,76%	+2,76%
Experimental sample Male gender N total=78	N=30	N=18	N=30	342p 100%	359p 104,97%	+4,97%	360p 105,26%	+5,26%
Control sample Female gender N total=75	N=22	N=18	N=35	314p 100%	313p 99,68%	- 0,32%	312p 99,36%	-0,64%
Control sample Male gender N total=70	N=21	N=22	N=27	295p 100%	293p 99,32%	- 0,68%	292 98,98%	-1,02%

Tabel 19.V.6. Horizontal synthesis of results obtained by children participating in the experiment

The vertical synthesis - both in terms of the female or male genes and the age of the children - of the results obtained by the children participating in the experiment in the three tests is as follows:

Tabel 20.V.6. Vertical synthesis of the results obtained of small group children/ 3-4 years/ participants in the experiment.

Sample type	Small group 3-4 years	Results		Difference	Retest	Dif.
		Pretest	Post-test			
Experimental sample Female gender	N=26	110p 100%	115p 104,54%	+4,54%	120p 109,09%	+9,09%
Eşantionul experimental Male gender	N=30	129p 100%	134p 103,87 %	+3,87%	139p 107,75%	+7,75%
Control sample Female gender	N=22	74p 100%	74p 100%	0%	73p 98,64%	-1,35%
Control sample Male gender	N=21	81p 100%	80p 98,76%	-1,24%	79p 97,53%	-2,46%

Tabel 21.V.6. Vertical synthesis of the results obtained of middle-aged children/ 4-5 years/ participants in the experiment.

Sample type	Middle group 4-5 ani	Results		Difference	Retest	Dif.
		Pretest	Post-test			
Experimental sample Female gender	N=18	80p 100%	82p 102,50%	+2,50%	82p 102,50%	+2,50%
Experimental sample Male gender	N=18	78p 100%	83p 106,41 %	+6,41%	81p 103,84%	+3,84%
Control sample Female gender	N=18	72p 100%	72p 100%	0%	71p 98,61	-1,38%
Control sample Male gender	N=22	92p 100%	91p 98,91%	-1,09%	89p 96,73%	-3,26%

Tabel 22.V.6. Vertical synthesis of the results obtained of large group children/ 5-6 years/ participants in the experiment.

Sample type	Big group 5-6 ani	Results		Difference	Retest	Dif.
		Pretest	Post-test			
Experimental sample Female gender	N=35	172p 100%	174p 101,16%	+1,16%	175p 101,74%	+1,74%
Experimental sample Male gender	N=30	135p 100%	142p 105,18 %	+5,18%	140p 103,70%	+3,70%
Control sample Female gender	N=35	168p 100%	167p 99,40%	-0,60%	160p 95,23%	-4,76%
Control sample Male gender	N=27	122p 100%	122p 100%	0%	116p 95,08%	-4,91%

The synthetic table of the school results obtained by the participants in the experiment highlights that both female and male experimental samples have made progress, achieved better post-test and retest results and the female control sample and the male control sample weaker results. In the initial testing, group pairs did not differ significantly, which allowed us to determine that they were initially equivalent. The graphical representation after using the Pearson coefficient shows that its value in the experimental group falls within the range of 0.50-1 so it indicates a positive correlation, the dispersion is higher, so there have been changes due to the methods used, the attitude of the children changed compared to learning, while the control group finds some homogeneity towards regression, which indicates the tendency to reproduce previously behaved behavior towards learning.

Chapter VI

Conclusions

Chapter VI contains the final conclusions. The experimental investigation confirmed that, unlike the descriptive-enumerative exposition by the preschool teachers of the gender knowledge and the mechanical memorization of their children, the teaching of the activities in an integrated or experiential field, by areas of personal development, freely chosen through gender play and through discovery and gender co-operation, has positive effects on the work of early-age children, both formative and informative.

Thus, putting or challenging a gender issue contributes to the cognitive development of children as it helps them and even causes them to ask their own questions, which they try to answer by themselves, to solve problematic situations by their own efforts.

Building on permanent mobilization and updating of previous knowledge and acquisitions, gender and discovery and gender-based learning make it possible to achieve a logical and natural chain between old knowledge and new information; Experienced domains are not separate sequences, but on the contrary they are interconditioned within a training situation; the new gender content is correlated with the previous knowledge, contributing to a better fixation and better understanding of them, as it capitalizes and activates the previous knowledge of early-childhood.

The system of knowledge and skills available to the child becomes an important source for putting various theoretical or practical knowledge problems for the intellectual efforts made to solve them, all of which end with the independent grading of new gender knowledge in the cognitive system own.

The observations made during the research, as well as the comparative analysis of the results obtained by the children, girls and boys, from the experimental group compared to the control group, demonstrate the favorable effects of the didactic strategies of capitalizing on gender in the early age, respectively the game gender and learning through discovery and gender co-operation, on assimilation of knowledge, with a beneficial formative influence on the personality of children.

Increasing the quality of learning and assimilation of gender knowledge is due to the increased emotional participation of children in the process of their training, knowledge is not imposed by the preschool teacher, but it is a thing acquired through internally motivated actions, so they have psycho-emotional value for children .

We are looking for continued use of these didactic strategies to harness the gender dimension at an early age, namely gender and discovery and gender-based learning, in the process of teaching and learning, as they stimulate the logical thinking operations of children, imagination and creativity, and also lead to the dynamics of children, by gender, during the teaching activities, to the removal of the monotony that may appear in the instructive-educational situation.

The use of gender-centered teaching strategies at an early age allows the child to be permanently and directly involved in building his or her own learning path. We therefore conclude that our efforts in this study have been focused on identifying effective didactic strategies by which we can harness the gender dimension in order to achieve an optimal cognitive development of early-childhood children, trying to provide some support to teachers.

At the same time, we consider this justifiable approach even more so as the gender education at the early age is tangentially found in the curriculum for preschool education and we propose that the future direction of pedagogical research the impact of these gender teaching strategies of capitalizing on the emotional development of children of early age.

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