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# Summary

# DEVELOPMENT OF SOCIAL COMPETENCES THROUGH VALUATION OF NONFORMAL ACTIVITIES FOR PRIMARY SCHOOL STUDENTS

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**INTRODUCTION**

Throughout history, both education and the environment or the provider of education have gone through numerous changes, transformations, in terms of "shaping" the educable to deal with a society in constant development.

The Romanian educational system is in perpetual search for the improvement of everything that means legislative design, curriculum adaptation, social integration, modernization of learning spaces, etc., but all these efforts seem to be too slow for the intellectual evolution of the educated, for the generation's inclination towards a fierce technology, or to respond to multiple situations of school or societal maladjustment. Improvement of the whole system can be achieved if each component part of it revises its position and approach, thus changing not only the form of an educational system, but its entire substance.

The present research wants to draw attention to the fact that, in addition to formal education, which opens the learner's horizon to a world of knowledge, it is non-formal education that prepares him for integration and adaptation in this world of knowledge.
The school environment, a space focused on the assimilation and deepening of knowledge, has become an increasingly rigid space, devoid of interactive collaboration between the actors of the educational act. The educable is burdened with a busy school schedule, numerous homework assignments, multiple extracurricular activities, etc. The non-formal educational activities, carried out in the formal space, carried out with a lot of pedagogical and managerial tact, the dedication and professionalism of the teaching staff, come as a response to the personal, social and emotional development of the learner.

The role of the teaching staff in this endeavor is vital. A teaching staff concerned only with the progress and school performance of the learner, the results of which ensure some professional validity, will not pay the same attention to the personal or social development of the student. Through the prism of the personal experience accumulated both through participation and through the organization of non-formal activities, we found that non-formal activities, although they should offer positive feelings/experiences to all the actors involved in the educational process, they tend to turn into a cyclone of stress, burden, extra work. Starting from the reasons invoked more or less objectively, non-formal activities tend to be transposed into formal activities.

The premise of the research starts from the fact that non-formal activities, organized in the school environment, have multiple benefits on both students and teachers/educational adults, namely: facilitation of communication processes, stimulation of self-confidence and self-esteem, development of thinking criticism, increasing tolerance to stress factors, developing managerial skills, the ability to mediate opposing opinions, etc.

Students' participation in non-formal activities in the school space contributes to the development of social skills, a facilitating element for their social integration and assuming the role of belonging to the community group. Teaching staff, key persons in facilitating non-formal activities, improve their managerial skills (organizational, communication through the selection of partners, self-management skills, etc.). By initiating, planning, organizing, conducting, monitoring, evaluating and improving these activities, they contribute to the development of their own social skills.

Thus, in order to achieve a quantifiable progress in the development of social skills in the educational space, the focus is equally distributed on non-formal activities, on the students who benefit from the activities and on the adults involved in their organization.

Key words: education, development, non-formal, social skills, valorization

**Part II. DESCRIPTION OF APPLIED PEDAGOGICAL RESEARCH ON THE THEME "DEVELOPMENT OF SOCIAL COMPETENCES THROUGH VALUATION OF NONFORMAL ACTIVITIES FOR PRIMARY STUDENTS"**

# CHAPTER I. THEORETICAL APPROACHES OF NONFORMAL EDUCATION

The first chapter substantiates the etymological and epistemological perspective of the notion of "non-formal education".

In a broad sense, non-formal education is treated as an organized systematic educational activity, carried out outside the formal system, with the aim of providing certain types of learning for certain subgroups of the population, and in a narrow sense, non-formal education is represented by those activities and actions which takes place in an institutionalized environment, in an organized way, but also outside the school system.

Throughout this chapter I have analyzed the concept of non-formal education from a scientific perspective, in the philosophical, psychological and sociological approaches of this educational paradigm, in order to shed light on its beneficial potential and to value its multiple valences. Also, the cultural, geographical and historical context of non-formal activities was analyzed, highlighting their importance in the instructive-educational process of students.

From a holistic perspective, non-formal education was conceptualized through the prism of three perspectives: non-formal education as a system, non-formal education as a process and non-formal education as a specific educational context.

Non-formal education as a system has scientific value, because it provides an understanding of the new non-formal education system within the already known, formal system.

Non-formal education as a process has learning as its central component. The importance of non-formal education as a process is supported in the specialized literature, with the focus being on participation and control. Participation is a continuous process, which operates from simple presence in an activity, to full control of learning, through several stages of active involvement. Attendance only implies that the student participates in the program. The interests of the learners are not necessarily considered. Students can be entirely passive. Engagement exists when students, either individually or in groups, interact with other students.

The third perspective, on the concept of non-formal education, that of the environment, emphasizes the importance of an informal climate in non-formal education activities. Non-formal

education programs are often carried out within formal contexts, such as classrooms, where by default a lack of informality and flexibility in the way learning is carried out is induced.

Nonformal education has been conceptualized in terms of the purposes it fulfills.

From the point of view of its nature, the purpose of non-formal education aims to complete the professional training of individuals through lifelong learning. On the other hand, non-formal education aims to facilitate the people involved in different areas of interest, or to deepen the already existing ones.

Non-formal education has a wide range of educational objectives, which can be divided into informative objectives and formative objectives. The first category includes the objectives aimed at acquiring new knowledge or deepening already acquired knowledge, analyzing content elements and/or reorganizing them. The second category of objectives includes those that essentially contribute to the formation of transferable skills in several aspects of human life: self-knowledge and personal development, effective communication, conflict management, cooperation, creativity, etc.

## CHAPTER II. THE PARADIGM OF THE TRAINING OF SOCIAL COMPETENCES

Chapter II addresses the term "competence", the structural and development elements of a competence, respectively, it highlights the terminological correlations between skills, abilities and social knowledge.

Social competence is defined as the ability to effectively manage social interactions. In other words, social competence refers to the individual's act of being able to form and maintain close relationships and to respond in adaptive ways to social environments. Given the complexity of social interactions, social competence is the product of a wide range of cognitive abilities, emotional processes, behavioral skills, social awareness, and personal and cultural values related to interpersonal relationships.

The main social skills, present in varying degrees in individuals, are: assertiveness, gratification and support, non-verbal communication, verbal communication, empathy, cooperation and attention to others, knowledge and problem solving, respectively self-

presentation. These components are identified based on the analogy between social skills and motor skills social skills (skills to perceive social signals), to assess the situation (skills to assess the social situation), by comparing it with knowledge of social norms (skills to know social norms), and contribute to making decisions about appropriate behavior situation, and when needed, in solving problems (decision-making skills).

Social skills are behavioral patterns, formed according to patterns similar to motor skills. Individuals develop certain types of behaviors based on the goals and motivations they pursue (through the perception of other "social participants" and then through transfer) and correct or not correct them based on the responses they receive from others. Social skills vary from person to person, and individual differences are due to many characteristics, including: gender, age, social class, and personality traits.

From the perspective of correlating social competence with the development cycle of students, specialized literature defines social competence as "the ability to present appropriate and socially acceptable behaviors, which will have a positive impact on the people involved" (Ş. A. Catrinel & E. Kallay, 2007, p56).

Educational research has shown that insufficient development of social skills is linked to poor academic performance, emotional and behavioral problems, and difficulties in social adjustment. Children with poor social skills are more likely to be rejected by others, develop undesirable behaviors and have difficulty maintaining social relationships. In the early years of school age, poor development of emotional and social skills can have long-term negative effects on the individual's function and adaptability during adolescence or adulthood.

## CHAPTER III. NONFORMAL EDUCATION – OPPORTUNITY TO DEVELOP SOCIAL COMPETENCES FOR PRIMARY SCHOOL STUDENTS

Chapter III deals with the development and training of social skills in the school institution, correlated with the participation of students in non-formal activities organized within educational institutions.

Next, this chapter dealt with the classification of social skills related to areas of functioning: interaction, communication, emotional and social knowledge skills, which condition the quality of a person's social functioning. The practical level of social cognition skills is expressed by social sensitivity, which helps to decode signals.

The development of modern societies provides new social adaptation data for an individual as a member and citizen of a world that is constantly changing. At the same time, it is observed that we are losing the essence of communication through interpersonal relationships and personal interaction, through the unlimited and uncontrolled use of new media technology and the possibilities offered by social media.

Considering this perspective, the teacher, through his role and work, is obliged to manage the new social conditions in the classroom and contribute to the adaptation and integration of each student's personality in order to achieve both the regulation of the teaching process (self-regulation) and the capacity for self-determination (self-determined), through interaction and communication with other participants within the student's field of action, looking for ways to acquire knowledge.

Once a child enters school and their social network expands, peer relationships will play an increasingly important role. Time spent with peers increases, while time spent with parents gradually decreases.

The organization of the class, the learning space, or why not, the educational unit, in well-defined areas of interest, which can facilitate the access of groups of students, sets the stage for the development of interpersonal skills and knowledge. Some areas of interest are predominantly social in nature and offer excellent opportunities for practicing social skills through informal activities.

According to studies by J. S. Eccles (1999), students who have achieved school success and developed academic and social skills consider involvement in extracurricular activities as an important part of their school life. On the other hand, the results of the study showed that students who do not consider themselves competent in academic, social or other activities, more often show signs of depression, social isolation, as well as higher levels of anger and aggression. Thus, the

author concludes, students' level of social competence serves as a feedback influence on school success and performance, as well as self-perception.

I also dealt with the contingent nature of curriculum development in non-formal education. The curriculum in non-formal education is supported by the following argument: curriculum theory is based on the formal education system, and is transposed into the non-formal sector (J. E. McGrath, J. R. Kelly, 1986).

Advocating for a curriculum in a non-formal context, for D'Hainaut the concept of curriculum is limited to the idea of conscious, organized but not necessarily formal educational action. He argues that non-traditional forms of education require much more careful training. (D'Hainaut, L., 1986).

C. E. Eisdorfer & M. Lawton (1973) focus on the cultural dimension of the curriculum. Culture in this sense is sociological and anthropological, encompassing everything from knowledge, beliefs, art, morals, laws, others.

The educational needs of the participants should determine the curriculum. The author identifies a possible conflict between what are seen as individual needs and the needs of society or community, and these do not always converge.

The management of the non-formal education process is the responsibility of the facilitator, or the resource person who designs and organizes these activities, effectively using the available resources. At the same time, this process involves the implementation of a monitoring and evaluation system that examines the effectiveness of the non-formal learning process and regularly reviews the results to prioritize improvement actions.

In the school institution, the facilitator of non-formal activities is the teacher. It is his responsibility to motivate and inspire both the students and the local community in an effective partnership. The teaching staff, as manager of non-formal activities, has the responsibility to create and implement a strategic plan, which identifies appropriate priorities and objectives for improving student learning. It ensures the management, financing, organization and administration of the non-formal framework in the school institution, monitors, evaluates and reviews the effects of non-formal activities and takes necessary measures to improve them.

Regarding the option of students to participate in non-formal educational activities proposed by the school, it was debated based on the variables that influence the choice of students to participate in non-formal educational activities in schools or other educational institutions. Starting from the premise of student-centered education, the first variable will be the student's interest in the proposed topic. Many students associate non-formal activities with exercise, seeing it primarily as a form of relaxation and then as a way to improve physical fitness. While students' interests must be respected, in some cases they should be advised to choose activities not only based on their immediate satisfaction, but also on their own preparation for long-term success.

Another variable to consider when choosing non-formal activities in a school is the educational conditions of the school. Therefore, the non-formal education provided by the school is significantly affected by the size and level of the school organization, human, educational and financial resources and the quality of the education and teaching process.

Students' participation in non-formal, structured educational activities, organized in educational units, is an important element, because it contributes to the development of their personality, helps students to form positive skills towards learning, to acquire skills, problem-solving strategies. According to A. Feldman and J. Matjasko (2007), non-formal education activities have positive effects on the student through:

- better school performance;

- lower school dropout rate;

- better psychological state, increased self-esteem, fewer worries about the future;

- reduced feeling of social isolation;

- low level of delinquent behaviors.

**CHAPTER IV. GENERAL RESEARCH COORDINATES**

In the course of this research, we intend to identify answers to the following questions:

1. What is the effect of the participation of learners in the non-formal activities organized and carried out in the formal space? Do the students participating in the formative experiment register changes in the development of social skills?

2. Does the school performance of the students register changes following the participation in the program of non-formal activities "My school, life space"?

The purpose of the research is to experiment with the "My school, life space" intervention program, which involves the implementation of non-formal activities in the educational space in order to develop the social skills of primary school students.

The objectives proposed for the experimental research aim at:

- Consulting the specialized literature on the training and development of social competence;

- Analysis of the school programs of the subjects Personal Development and Civic Education regarding social development activities;

- Identification of instruments for the assessment of social skills;

- Designing and applying an educational program based on non-formal activities, organized and carried out in the formal space;

- Analysis and interpretation of the data obtained from the pedagogical experiment;

- Formulation of conclusions regarding the effectiveness of the program of non-formal activities proposed to be organized and carried out in the formal space.

**The general hypothesis of the proposed experiment is:**

The participation of primary school students in non-formal activities within the "My school, life space" program, a program complementary to school activities, significantly influences: the development of social skills, their school integration in the community of the class of students, respectively the formation and acquisition of self-regulated school behavior .

**The specific assumptions:**

There are significant differences in the score of the results that show the level of development of social skills in the post-test stage, between the experimental and the control group, obtained following the implementation of the non-formal activities program "My school, life space".

The frequency of non-formal activities has a moderating effect on the increase in school performance of students.

**Research variables:**

**The independent variable of the research:**

Capitalizing on the experiences lived by students by participating in quality non-formal activities in the formal space in order to develop their social skills.

**Moderator variables:**

Involvement of teachers/parents in the design, organization and implementation of non-formal activities in the formal space;

Involvement of students in the intervention program that consists in the development of non-formal activities in the formal space.

**Dependent variables**

The degree of school integration of students;

The level of development of the social competence of the learners, quantified by the indicators: social relationship (inter-relationship, empathy, cooperation), school behavior, compliance (self-control, self-affirmation, self-management);

The objective assessment of the parents regarding the evolution of the child's scholastic competence.

**The system of research methods**

The observation method was used throughout the research period. This method had an important role in the strategic approach of the research, because through the observation grid completed by the teacher for each participant, the teacher also provided information about the level of development of his social competence.

The sociometric method is used to study collectives of subjects investigated as social groups/organizations, with their own structure. In our research, the sociometric method was used to investigate the dependent variable regarding the degree of adaptation and school integration of

the learners. This method, by means of the related instrument, was used both in the case of the experimental sample and in the case of the control sample.

Questionnaire-based research is one of the most used methods in pedagogical research. The instrument related to this method is the questionnaire, and in our research it targeted categories of subjects: learners, teachers and parents.

The method of researching school and curriculum documents is an analytical method that involves analysis, from the perspective of certain parameters, established in accordance with the purpose and objectives of the research. In our research, the method of correcting school documents for measuring the dependent variable related to the school performance of the students in the experimental sample. The work tool was the qualification catalog, which was monitored bimonthly to follow the educational progress of the learners. The scholastic performance of the educables was followed in the 2nd and 3rd grades.

The school population of students enrolled in the primary cycle, according to the data provided by the Arad County School Inspectorate, is 3572 students, of which 998 come from the rural environment, and 2574 from the urban environment. The present research has as its sample subjects pupils from the 2nd and 3rd grades from two educational institutions in the municipality of Arad. The choice of these institutions did not take into account material, economic or political factors, but were selected following criteria of similarity or differentiation:

- the number of primary school students enrolled in the 2 institutions. Students of the 2nd - 3rd grades participated from both institutions.

- gender distribution of students enrolled in the 2 institutions;

- the number of teaching staff from the primary cycle working in the 2 institutions;

- experience in pre-university education, professional training of teaching staff;

- positioning of the schools: having different constituencies, both institutions belong to the same neighborhood in the municipality of Arad, thus assuming that in the case of parents whose children attend one of the 2 institutions, the average income/inhabitant is distributed in a balanced way;

- generous school spaces: playground, gym, inner courtyard;

- in the school institution selected for the experimental sample, students attend school classes in two shifts (morning shift 08-12, afternoon shift 12-16). Thus, by changing the school program, established on the day of the activities, the educational act can be carried out without being prejudiced.

The program of non-formal activities "My school, life space" took place between September 2018 and June 2020.

The design and organization of non-formal activities within the "My school, life space" program involved throughout the period multiple organizational meetings between primary education teachers, parents, representatives of educational partners, organizational discussions between the primary education teacher and the students involved in the program in organizing activities, monitoring the fulfillment of responsibilities, preparing collaborative activities between classes.

**The design and organization of non-formal activities involved:**

• 10 organizational meetings between teachers for primary education, parents, representatives of educational partners;

• Meetings and organizational discussions between the teacher for primary education and the students of the class he leads (organization of activities in working groups, monitoring of the fulfillment of responsibilities, preparation for face-to-face activities between classes);

• 13 non-formal educational activities carried out in the formal space.

Experimental research is structured on the following stages: pre-experimental stage, experimental stage and post-experimental stage.

**CHAPTER V. PRE-EXPERIMENTAL STAGE**

The purpose of this research is to experiment with an intervention program for primary school students (grades II - III) by carrying out non-formal activities, designed and organized through the collaboration of teachers (primary education teachers), parents and/or other representatives of NGOs, associations, partner institutions, carried out in the training space, in order to improve the social skills of students. In this sense, several objectives related to the pre-experimental stage of the research were derived:

• analysis of the training profile of the primary cycle graduate to identify possible links between the levels of skills pursued and the objectives of non-formal education;

• squinting the content sample to highlight the influence of non-formal activities in the school space on the development of students' social skills;

• obtaining the consent of the management and the teachers for primary education, involved in the organization of non-formal activities, as well as in the tests carried out throughout the research period;

• establishing the experimental sample and obtaining the consent of the students to participate in the research from the parents/legal representatives;

• establishing the control sample, who will not participate in the non-formal activities designed, organized and carried out in the formal space, and obtaining the consent of the students to participate in the research from the parents/legal representatives;

• the evaluation, with the help of the instruments from the pretest, of the participants in the research, and highlighting the possible differences between the two samples.


## CHAPTER VI. STAGE OF THE FORMATIVE EXPERIMENT

The educational program "My school, life space" aims to stimulate this relationship between students, teachers and parents, building a micro-social climate that contributes to the development of students' social competence. The activities within the program will be oriented towards improving the learning experience, on the one hand, and towards their active involvement in the design, organization and carrying out of non-formal educational activities, on the other hand.

The social interaction between the students will contribute to the temporary modification of their behaviors, through continuous mutual stimulation.

Students participating in the activities carried out within the program will develop their relational and collaborative skills. The proposed activities will be carried out in teams, so students will learn to collaborate.

Each activity designed within the "My school, life space" program aims at specific aspects of managing one's own behaviors, communication and inter-relationships, ways of acquiring a prosocial behavior.

The 13 activities proposed within the program "My school, space of life" are derived from the specific skills identified, and can be capitalized by monitoring some examples of behavior in order to develop the students' social competence.

By identifying and encouraging behaviors that stimulate the development of social competence, students will be held responsible for developing self-regulated behavior that coincides with the social norms accepted by the student group community.

## CHAPTER VII. POST – EXPERIMENTAL STAGE

The research methodology regarding data collection in the post-experimental stage is identical to that in the pre-experimental stage. In order to highlight the students' progress regarding the development of social skills acquired through their participation in the program of non-formal activities carried out in the formal space, after the intervention of the formative experiment, we used the same tools as in the previous stages.

The dependent variable is the school performance of the students participating in the research. In order to follow whether the students' participation in the program of non-formal activities affects their school performance, we analyzed the school catalogs, related to the research method of curriculum documents.

A progressive, significant increase in the value of the t index was observed at the significance threshold $p \leq 0.05$. Thus, at the end of the psychopedagogical experiment, significant differences are recorded between the two samples, in relation to the items of the social school behavior evaluation scale, thus highlighting the development and improvement of the social skills of the experimental sample.

For the inter-relationship subscale, a significance threshold of $p < 0.01$ is noted for 7 items, for the self-regulated behavior subscale the significance threshold drops to the value of $p < 0.01$ also for 7 items, and for the subscale that evaluates school behavior , the significance level of $p < 0.01$ is observed for 4 items. Following the analysis of these values of the three subscales, we

tend to conclude the improvement of the inter-relationship between the students, they become more attentive to the needs of their peers, offering them help when needed, inviting them to get involved and participate in the activities of the non-formal education program organized and carried out in the formal space, thus interacting with a lot of colleagues, being assertive in communication with them. Significant increases are also observed in the values related to the students' self-regulated behavior, they are more cooperative with other classmates, being more accepted by them, they show appropriate behavior at school, and they make an effort to control their anger reactions. In terms of school behaviour, he increases the level of transitions between activities, as well as the respectful manner in which he asks for help, and produces work of an acceptable quality for his level of ability.

At the end of the psychopedagogical experiment, significant differences are recorded in all the items of the evaluation scale, thus highlighting a progress of the experimental sample. The $p<0.01$ significance threshold is noted for the cooperation subscale with 4 items, for the self-affirmation subscale the $p<0.01$ significance threshold is significant for 3 items. The empathy subscale concludes the most significant thresholds for 5 items, while the self-control subscale is conclusive for a significance threshold of $p<0.01$ for 3 items. Thus, we notice a significant increase in the level of empathy of the experimental sample through the students' collegial assessments, the manifestation of intercollegiate affection, their appreciation during the non-formal activities program. The level of students' cooperation and self-control increased, while self-affirming behaviors decreased.

The most significant percentages of the preferential index in the case of the experimental sample are those representing the accepted students (53%) and those accepted (34). As for marginalized and rejected students, their percentage has registered significant decreases.

From the comparative analysis of the assessment of the child's behavior from the parent's perspective, behavior observed by them in the last two weeks, we conclude that there are significant differences between the answers of the parents of the experimental sample and the parents of the control sample.

**CHAPTER VIII. DATA ANALYSIS AND INTERPRETATION**

The data comparison approach will be performed both inter-subjects and intra-subjects. The comparison of inter-subject results is carried out following the analysis of the results obtained in the pre-experimental stage, as well as in the post-experimental stage. This type of comparison will be used to highlight the similarity between the two samples before the training intervention, as well as the differences between them after the intervention program has ended.

Through the participation of the experimental sample in the program of non-formal activities entitled "My school, life space", we expect an increase in the development of their social skills. Regarding the control group, our expectations are that they will also register changes in terms of the development of social skills, but these will not be significant, since they do not benefit from a program of organized non-formal activities, but only from the application of the related program disciplines that tangentially cover the need to develop students' social competence. These subjects are Personal Development for second grade students, and Civic Education for third grade students.

By means of the sociometric matrix made in the two stages of the research, the pre-experimental stage and the post-experimental stage, for the two samples, control and experimental, we analyzed their results. The preferential index of the experimental sample registers changes between the pretest and posttest evaluations, this is how the efficiency of the non-formal activities program "My school, life space" was found, regarding the development of the social skills of primary school students.

Analyzing the values of the comparison indices in the case of independent samples as well as in the case of paired samples, for the experimental sample, we can state that the program of informal activities "My school, life space" organized and carried out in the formal space, is effective in terms of improving school behavior of the student, they become more responsible and respectful. In the case of the control group, the differences between the pretest stage and the posttest stage are insignificant.

We also carried out a correlation between students' participation in the program of non-formal activities organized and carried out in the formal space and school performance (experimental sample¬), and recording the differences between the school performance of students who did not participate in the organization and carrying out of non-formal activities (sample of control). The disciplines that were chosen, and which are conclusive in the evaluation of the

students' performances for the 2nd grade, are: CLR (Communication in Romanian) and MEM (Mathematics and environmental exploration), and for the 3rd grade LLR (Language and Romanian literature) and M (Mathematics).

The value of the Pearson correlation index confirmed that in the case of students who participate in non-formal activities in the formal space, the school performances, grades of students participating in the program of non-formal activities are superior to those who do not participate in these activities.

## CHAPTER XIX. CONCLUSIONS

The present research aimed to investigate the development of the social skills of primary school students through their participation in a program of non-formal activities carried out in the formal space, entitled, "My school, life space".

Scientifically, the doctoral thesis contributes to highlighting the formation and development of students' social skills, a determining factor in their social and community integration.

The comparative analysis of the results demonstrates that through the students' participation in the program of non-formal activities in the formal space, the scores on social behaviors increase, they adopt a self-regulated behavior, respectively, deviant antisocial behaviors decrease. These results confirm the effectiveness of the program but also of the specific hypothesis 1.

Following the analysis and interpretation of the data, it was found that the participation of students in the program of non-formal activities has a significant impact on the school performance of students in the conclusive subjects in the assessment of performance: CLR (Communication in Romanian) and MEM (Mathematics and environmental exploration), and for the class III LLR (Romanian language and literature) and M (Mathematics).

The doctoral thesis "Development of social skills through the valorization of non-formal activities in primary school students" opens horizons for new research directions.

Thus, we propose the possibility of expanding cecetation per education cycle by developing a program of non-formal activities designed, organized and carried out in the formal space, for all classes in the primary cycle (preparatory class - IV class).

Another direction of research would be to analyze, in addition to the development of students' social competence through their participation in the program of non-formal activities, and their emotional development.

Future research directions can be set and studies on the integration and social insertion of students with special educational requirements, included in the mass education system with a support structure, who participate in the activities of the program, which is the level of their acceptance in the community of the class of students, or what is the level of self-efficacy during participation and involvement in program activities.

In future research, the development of social and emotional skills of teachers and parents involved in the proposed non-formal activities program could be investigated. Designing, organizing and carrying out activities involves numerous work meetings, in which those involved can experience different emotions and feelings, which will influence their behavior. In future research, mechanisms for managing and regulating emotions, tolerance to frustration, etc. could be investigated.

Also, we propose approaches to validate the secretory instruments (SSBS-2, SSRS) on the population of the country to identify the co-variation between the social behavior and the antisocial behavior of the students.

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