

1. Record Nr.	UNINA9910558689203321
Autore	Clipa Otilia
Titolo	Social-emotional competences of preschoolers : the impact of outdoor educational activities // Otilia Clipa, Erica Cimpan
Pubbl/distr/stampa	Bern, : Peter Lang International Academic Publishing Group, 2020 Berlin : , : Peter Lang, , [2020] Â©2020
ISBN	3-631-83913-8 3-631-83912-X
Descrizione fisica	1 online resource (141 pages) : illustrations
Collana	Erziehungskonzeptionen und Praxis ; ; Volume 84
Disciplina	371.384
Soggetti	Outdoor education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Introduction -- Chapter I Development of social and emotional competences in early education -- I.1 The development of affectivity in preschool -- I.1.1 Strong/secure attachment -- I.1.2 Weak - fugitive/anxious attachment -- I.1.3 Weak - durable attachment -- I.1.4 Unorganized - weak attachment -- I.1.4.1 Self-esteem and behavioral disorders -- I.1.4.2 Sociability and addiction within social relations -- I.1.4.3 Brotherhood relationships -- I.1.4.4 Empathy -- I.1.4.5 Collaborative manner -- I.1.4.6 Problem-solving and creativity I.2 Social and emotional competence in the preschool period -- Chapter II Early childhood education through outdoor activities - theoretical frame -- II.1 Educational theories about outdoor activities -- II.1.1 The Froebel pedagogy -- II.1.2 The Montessori pedagogy -- II.1.3 Nature (forest) pedagogy -- II. 2 Outdoor activities -- II.2.1 Outdoor kindergarten - concept and context -- II.2.2 The history of outdoor (forest) kindergarten -- II.2.3 Forms of outdoor (forest) kindergartens -- II.2.3.1 The classic kindergarten in the nature -- II.2.3.2 The integrated kindergarten in the nature -- II.2.3.3 Other versions -- II.2.4 Differences between traditional and outdoor kindergartens -- II.3 Education through the outdoor activities and the impact for development of preschool's personality -- II.3.1 Social education -- II.3.2 Sensory development -- II.3.3 Motor

development -- II.3.4 Education for the environment -- II.3.5  
Organization and daily activities -- II.3.6 Education for dangers in the  
nature -- II.3.7 Nature - a therapeutic factor -- Chapter III  
Development of children personality through the outdoor activities -  
research -- III.1 Objectives of the research  
III.2 Research hypotheses -- General hypothesis 1: -- General  
hypotheses 2: -- General hypothesis 3: -- III.3 Description of the  
method and the data collection tool -- III.4 Subjects of the research --  
III.5 Coding, analysis and data-processing procedures -- III.6 Overall  
results -- III.6.1 Comparative analysis of the emotional abilities of  
children in outdoor and traditional kindergartens -- III.6.2 Comparative  
analysis of the social abilities of preschool children in outdoor  
kindergartens and traditional kindergartens  
III.6.3 Comparative analysis of the cognitive abilities of preschool  
children in outdoor and traditional kindergartens -- III.6.4 Comparative  
analysis of the motivational abilities of preschoolers in outdoor and  
traditional kindergartens -- III.7 Interpretation of research hypotheses  
-- III.7.1 General hypothesis 1 -- III.7.1.1 Specific hypothesis 1.1 -- III.  
7.1.2 Specific hypothesis 1.2 -- III.7.1.3 Specific hypothesis 1.3 -- III.  
7.1.4 Specific hypothesis 1.4 -- III.7.2 General hypothesis 2 -- III.7.2.1  
Specific hypothesis 2.1 -- III.7.2.2 Specific hypothesis 2.2

---

## Sommario/riassunto

Early childhood education is a new & priority of European trends  
education and a means of increasing the quality of the life. This study  
aims to provide an analysis of the kindergartens in nature experiences,  
where children's lives are conducted in close contact with nature and  
the outdoor activities in any season and in any weather are an  
important part of the daily program. These outdoor activities have a  
significant contribution to social and emotional development of the  
preschoolers. The concept of kindergartens in nature is an innovative  
educational concept in which the education for sustainable  
management and environment has an integrated approach. These  
activities contribute to the social and emotional development of  
preschoolers.

---