THE INFLUENCE OF PARENTING STYLE ON PSYCHOLOGICAL DEVELOPMENT OF PRESCHOOL CHILDREN

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Abstract

Basics of mental development of the child are placed in the family. Social environment influences the child first begins to develop proved to be crucial for the further development of which is the subject of education. Studies in this area have shown the importance of family environment for the development of the child's personality, you can print a family atmosphere becoming child, depending on its quality.

Interaction fundamental factors determining a certain level of mental development there of in the day care with which different but as soon as the warm family environment kindergarten.

The work done by children, teacher age and individual peculiarities respect thereof. As we developed the preschool stage reveals individual differences existing intellectual and socio-emotional. Of course, these differences are visible in previous substages, supported by the fact that, yes, every human being is unique and original, but every parent building by means of a specific personal relation to their child in education exercised on it, makes these differences even more visible.

Parenting style adopted child's education has an impact on the development of its mental, behavioral main areas that define the cognitive and social-emotional one. It is true that talking about parent-child interaction are taken into account the influences of parents on children and the children's parents. The influence exerted by both sides can take the form of a "spiral" relational continuity which depend upon the effectiveness of parenting style. It is one of the factors that influence the quality of parent-child interaction.

One aim of the present work is strictly theoretical guidance for parents and future parents. It is believed that the practice of educational style, balanced or less balanced prints parent-child relationship a specific character, positive or negative. Therefore, it seeks ways of structuring information to guide their parents to adopt appropriate educational strategy, adequate own child.

Keywords: environment kindergarten, social environment, parenting style.

1. Introduction

This paper aims to:
- study the relationship between parental education and preschool sociability peculiarities;
- study the influence of consensus (parent-teacher) education on preschool sociability;
- designing activities that involve children and parental involvement in order to improve parent-child interaction.

Knowing and demonstrating the consequences of adopting a particular parenting style can occur to form and even educating parents. This optimization parent-child relationship, promoting the idea of an appropriate parenting style and the improving effects of practicing inappropriate parenting.

Early intervention in parent-child relationship, the more efficiently it can prevent the occurrence of mental development problems, to adapt to the social environment in relationships with others who can hardly or not at all can be solved with time.

However unlikely it may seem to some, parent education children greatly influence their lives as teenagers, young adults. And not so much the content of education, and especially the manner of achieving it.

The theme of the work has implications both theoretical and practical. The latter occur strictly educational plan, targeting both the family education and formal education. More specifically, it is about increasing the effectiveness of these forms of education for social integration of children, in short, to meet the educational ideal.

Interdependence informal formal education is more than obvious, both forms being one for the other as a basis for education and content.

Family atmosphere varies greatly from one family to another. The manner in which it affects the child's personality is undeniable. It is considered that a broader in scope than a family atmosphere has family climate. Family climate is defined as "very complex formation psychiatric disorders, involving all the moods, interpersonal relationships ways, attitudes, level of satisfaction which characterizes the family group for a longer period of time" (Mitrofan, 1991, p. 72). It acts as a filter between educational influences exerted by parents on children and their personality. It has a complex structure, with common features that parents should take into account in their educational activities.

Family climate determines the behavior of the child, starts its mental development. You can not talk about a positive family environment than in terms of understanding the child as a person that needs

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consideration and recognition, love, guidance, support and respect. Emotional security, harmony, play roles in the family, the level of integration of the family in society are factors that contribute to ensuring high quality uniui family environment.

Type of family interaction and behavior of each of the members is more important than the presence or absence of one of the parents or brothers and flexibility play an important role with the family.

Emotional climate is a condition of fulfillment of educational success exerted by parents.

The most commonly used size analysis and characterization of climate conditions are: • acceptance-rejection;

- permissiveness-restrictiveness;
- Heat-affective indifference.

However, these criteria are taken into account in determining parenting styles.

Osterrieth (1973) states that "a child means accepting embraces burning desire to explore and make attempts with his hands, to accept the effort of discovery and invention which starts right from the cradle and never ends" (Osterrieth, 1973, p. 69).

Accepting children by parents benefit the social behavior of the former. Facilitating positive interactions, self-confidence, easy communication, integration much easier in groups, appropriate social behaviors manifest in all circumstances.

Unlike accept children of parents who feel their rejection is characterized by emotional instability, irritability, lack of interest in school, social antagonism, charging authority as harsh and hostile. Moreover, these children often exhibit aggressive behavior, rebellion, hostility, propensity to vagrancy and theft (Symonds cit. In Dumitriu, 1973, p. 48).

The second scale - permissiveness-effects restrictivitate- particularly is important in shaping attitudes and behavior of children since the early ages.

Permissiveness refers to the possibility given to the child to act without constant fear of punishment from parents to living varied experiences. Permissiveness effects are to develop initiative, courage, independence, self-confidence.

Restrictiveness limits the child's interaction with the environment by imposing restrictions, the world outside the family is considered to have negative influences in child education.

Protection of the little exaggerated distrust will facilitate the development itself, building a false image of society. In terms of social behavior, children are withdrawn from the field of social relations, are passive, dependent on another.

Important consequences in terms of mental development of the child has emotional heat-size indifference. Suggestive in this regard are the words of Osterrieth (1963) emphasizing the importance of manifestation and expression of love. He believes that it must speak with a clear language but not a language that consist only of words.

The different ways of expressing the emotional heat (quality of care, tenderness daily contacts pleasure playing with baby, goodwill, interest they show father to his works, which enshrines the daily play, communication and joint actions with the child) provide security emotional and psychological development of the child's favor. Ross Campbell (2001) states that "a proper fulfillment of emotional needs" is the cornerstone of effective education (p. 16).

By dwelling less on "adequate fulfillment," it points out that each parent must show concern for the child, directing the activities and conduct. The question supratutelării child and the effects of its development plan. These are often opposed a practice that parents' expectations.It should be known and respected by any parent that "any aid given to the child is unnecessary obstacle to its development" (Montessori, 1991, p. 29)

Family is the first environment in which the child is loved and thus learn to love others, to give love. Therefore, the family is a real "school of feelings; In this way, the family shapes its basic personality dimensions "(Osterrieth, 1973, p. 51).

Since the early days, child development is dependent on the quality of the relationships established between it and the parents. The child will be able later to answer the questions "Who am I?" (In order to discover self-identity), "What am I doing?" "With whom?" "With which tools?"

No matter what causes it, indifference of parents towards children has multiple results, negative: disorientation, uncertainty in the manifestation of behavior, lack of self-confidence in people due to lack of parts, tend to make emotional attachments to persons outside the family but on the basis of lack of discernment.

Family environment is viewed as a "democracy at the smallest scale" (International Year of the Family, UN, 1994) you need to really work on recognition and mutual respect.

Two opposing theses have been written on the exercise of family education in contemporary societies developed. The first expresses the idea that there is education conducted in the family. This for two reasons: either dispossession family privilege to educate in a court outside profit or "demisonarea" the family responsibilities.

The second sentence emphasizes the importance of family education, exerted especially before birth and during the first years of the child's birth. Its role is overwhelming that creates a kind of determinism future trajectory.

However, the role of education in becoming members of his family, is not only one, but none minimum, a simple belt lacks initiative. Family environment is not simply a refuge, but by nature and diversified private emotional bond that unites members, it can play a necessary maturation secure children.

The key question,developed in the last decades, of the degree of responsibility of parents in the psychosocial development of their children or, conversely, (self) exclusion from it, thanks expansiuniii school education, was a pretext for the development of various conceptions of the role of family in education.

In Volume I of the paper "Sociology of Family Education" Stănciulescu (1997) have developed mezosistemul Montandon Jean Kellerhals and Cleopatra in 1991. This mezosistem is defined by setting the various interactions between microsystems. At its center lies the family, and depending on the specific competenţelor- axes or difuze- and of how family involvement in children's activities are established its four operating models:

- The opposition - in this model, the family court does not recognize other than very specific skills and does not consider it necessary to intervene in the action that they exert on the child.
- The delegation - according to him, the family recognize other servants diffuse skills, competence similar to that exerted itself. Parents do not consider appropriate action towards correlating actions.
- The mediation - specific powers of courts to recognize educational and parents involved in the child's relationships with other educational factors.
- The cooperation - in this model are recognized by family, educational comprehensive powers of all courts and need to coordinate their actions.

The family is the "core fundamental tool of larger social structure, meaning that all other institutions depend on its influences" (Stănoiu & Voinea, 1983, cit. In Stănciulescu 1997, p. 11).

Educational styles adopted by parents in the education of children contributes to creating a family atmosphere more or less beneficial to the child's personality development.

Therefore, family atmosphere will lead to the choice of parental attitudes (often unconsciously) in different moments of raising a child. How parents react to events strongly differentiates child development child in the family. To support this claim, Kaye (1984, cited in Birch, 2000, p. 39) made a number of recommendations to parents:

- the need to meet at birth physical and emotional needs of children to prepare them for communication and networking with peers;
- providing protection;
- guiding the process of acquisition of new behaviors;
- strengthening and confirming proper behavior and manifested learned by children;
- providing models for action, affective relationships and communication;
- Encourage children to establish relationships with people outside the family.

These recommendations may be considered parental functions according to their achievement settling positive or negative nature of the emotional climate.

In the above plus the set of Kari Killen (1998):
- Ability to perceive the child in a realistic manner;
- Ability to accept that it is solely the responsibility of adults to meet the needs of the child and not vice versa;
- Ability collaboration realistic expectations of the child;
- Ability to positively engage in interaction with the child;
- The ability to have an empathic relationship with the child;
- Ability to prioritize basic needs of the child;
- The ability of the parent to master their pain and frustration without it reflects on the child.

The characteristics of these functions relate to their dynamics, can be strengthened or weakened by various social or psychological situations. On the other hand, they aim basic needs of the child and the emotional side of the parent-child relationship.

The family can be both a positive factor and a negative factor / child education. Ideally, the family should be the aim of enhancing the positive influences and reduce negative influences. This is because the family, as no other special institution can not bring so much harm in children's education. Purchases Childhood retain throughout life, in her child's personality placing the bases. Family is the first factor that contributes to structure the basic components of the child's personality. This is due to the richness and diversity of interpersonal relationships and behavioral patterns that you furnizeză.

Trying to explain the mechanism by which this occurs parental influence on children's mental dezoltării finds that the facts of daily life, adult interactions are perceived and learned by children. On the other hand, the manner in which parents respond to the needs of the child, is another factor.

Relevant is the point of view of Birch (2000), which emphasizes the importance of securing emotional child by the mother, establishing a strong emotional ties between the two. Thus the foundations of social behavior later, the child taking easy, gestures, movements, facial expressions, verbal structures, attitudes and social behaviors. The author states that "from a very early age, children orient their attention, especially the physiognomy and human voices" (Birch, 2000, p 38).

We must not lose sight of the meaning of parent-child interaction. If long been targeted educational influence unidirectional manner from parents toward children, with time to recognize the influence of the parent child. The notion of "interaction" indicates reciprocal influence between parents and children. A defining characteristic of this type of relationship is that the intensity of the relationship between parent and child both age ranges. Maintaining desirable relationship involves providing continued parental attitudes and practices in the mental development of the child reached. It is the need for a permanent

adaptation of parenting style to the specific age of the child. Of course, this adaptation is desirable to develop within certain limits so as to not become inconsistent or uncertain educational actions that might confuse the child and, more influential in the negative.

It is well known the importance of the environment to meet basic needs and fundamental assembly. Deficiencies emotional, social, cognitive and ethical expression is almost always a difficult past, the primary narcissistic wound caused by a poor relationship. Pourtois (2000) considers that Deficiency Syndrome is facing serious and difficult.

One example given by the same author illustrates well the vital need for acceptance of the child and the attachment to parents. "My parents love me because I come to say goodbye when you are in bed." This is just one of the multitude and variety of behaviors that parents can manifest to express affection. If for some adults, it may seem trivial to the child, his mental development, has a beneficial effect with multiple resonances in cognitive and social-emotional scope thereof.

For some adults, evidence of care and affection can be a way of wasting time, considering the professional interests as being on the forefront. Interestingly, what is useless for some parents, the child would be a great asset in its development plan.

Parental investment appears as a founding element of feeling positive existence. It also constitutes a central element in the child's identity formation.

Parent-child relations participating in the game closely overlapped part of socialization and customization. Millet (1987) AFIM that parents and grandparents are "carriers purposes". Goals, intentions, children meet for a function pushers representations to the future, currently supporting and buoying of the possible. In other words, these underlying psychological development of the child's behavior is influenced by parental intentions.

Child's mental and social identity is constructed according to its relationship with the parent, thus making a connection in which "collide" and experience needs (re) cognition and personal sense of unity.

Pourtois (2000) summarizes in a quality plastic expression importance of parent-child relations, considering them a "melting pot within which operates a profound alchemy" (Pourtois, 2000, p. 3).

Strengthen or weaken the emotional needs of cognitive and social needs. The author stresses such wealth transformations occurring in child development, qualitative aspect of which is dependent on the quality of interaction with the parent.

The family remains the basic court society, in which are experienced and organized individual growth process. The family crucible formed psychological and cultural identity of the individual.

A paradoxical function of the family is to allow the child to take both, both the presence and absence of the other. The family becomes a melting pot of

symbolization. Function enables the production of meaning and facilitate the child's adolescence crisis will increase. We emphasize practical needs affection and autonomy of the child to be met both in relationships with parents, significant others.

Another function of family education aimed at developing the capacity for autonomy of the child to freely define their own guidelines to decide according to his own ideas and a hierarchical value system. In other words, the education received in the family contributes to the socialization of children, but also helps to build their own identity, to define and strengthen their feelings, beliefs and own ways of action.

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

The first group corresponds lax individuals who do not exercise control. Most of them were careless and indifferent parents who have invested in parenting are in disagreement with them. The second group consists of individuals rigid hiperverificatori. The environment in which they grew was authoritarian, less cheerful and binding. The parents of this group are conservative and inhibitors. Penalties imposed child to complete a task are numerous and regular. One can say that it is a "override" exercised at early ages. The third group is the self-confident individuals. I am loving mothers from families, patient, encouraging change, both parents share the same values education.

The study demonstrates the existence of a process of reproduction practical styles to a child who has a parent in turn. On the other hand, some authors contradict this hypothesis, stating that a sentence accompanied by a rational explanation allows suppression effects and future imitation authoritarian behavior.

Some authors have highlighted the limits of authority love parenting styles. They believe that the adoption of a style or another, depends on many other variables, such as: the effect of social origin of these strategies, the child's sex.

In other words, every family system is practiced specific ways of communication between the child and parents. Each family member is actor socialization and educational strategies involving different.

Research on social interaction outside the family tend to show that patterns of family interaction affects interactions in other situations. Depending on the context of education, adolescent development will be modified outside the family, influencing interactions with unfamiliar people and those of her age.

Depending on parenting practices, developing autonomy will be different from teenager. Authors like Cicognani and Zani (cit. In Pourtois, 2000, p. 103) studied parenting styles and adolescent autonomy. I believe that gaining independence is not achieved without conflict. Posting ability to make their own

decisions, to be real and live alone, tend to reactivate bases family or even to put into question.

Harter (1983, 1985, 1993, 1997 cit in Pourtois, 2000, p. 96) in his studies on self-esteem building, analyzed the influence of parental educational strategies on child and adolescent development. He evokes diverse research that emphasizes self-directed attitudes and behaviors that are formed by autonomous interaction with others. The first children are interacting with parents; by their behavior, they develop attitudes that children according to Winnicott (1958), they will use later. A parent is considered to be adequate if their support, help and encourage the child.

Macoby and Martin (1983) states that the family is a system whose elements are mutually dependent and whose interactions cannot be confused with the characteristics of its parts.

In a study on the impact of divorce on preschool attachment, the authors found that secure attachment relationship is mediated divorce, parental style. Mothers of complete families tend to adopt more authorized style / democratic than divorced mothers. Another conclusion reached by the authors of this study, Hira Nair and Ann D. Murray, was that that style directly influences parental attachment security.

Marital dissolution is associated with maternal mental health, the latter affecting the quality of parenting style and thus providing the security of attachment. The theoretical contribution of this study is to develop a conceptual model that the parenting style was adopted according to a number of variables. It's about demographic variables (marital status, maternal age, education), which influence the mental health of the mother and child- variables related to gender and its temperament.

The results of this study are consistent with observations that the style of Baumrind authorized achieves positive outcomes for children. These results suggest that described by Baumrind democratic style was associated with secure attachment in children. The author describes mothers of preschoolers democratic accountable as emotional, loving, supportive and creative environment for children in the building.

They were shown a series of effects democratic style, considered to be the most beneficial compared to other educational practices. As an example, the authors concluded offers DESLANDES & Royer (1994) in their study that teenagers in schools, states that democratic style seems to be the most favorable adolescent development and that, in several aspects: self-esteem, independence and social and academic competence. Steinberg, Lamborn and Darling (1992) share democratic style three factors that compose socialization: parental engagement, parental supervision and encouragement of autonomy.

Students from families permissive show the weakest results (Dornbusch et al. 1991). Doucet's studies (1993) and his DESLANDES & Royer (1994) show that parenting styles authoritarian or permissive are both associated learning difficulties experienced by students in middle school. On the contrary, the democratic parenting style is associated with academic success and positive commitment to young school.

Recent Canadian studies based on longitudinal survey data on children and youth, stresses the importance of parenting style as a determinant of child health.

The authors research "in the family: the simultaneous parenting style and child behavior" Burton, Phipps and Curtis, takes a slightly different approach from that of other studies. The latter assumed that the direction of causality is parent-child- parenting styles "good" child- good results in one of the strategic consequences that may improve outcomes in education and health of children, improving parenting practices.

The research objectives were formulated in agreement with literature data, personal interest related to children and their social development.

They were concerned that:
- study the relationship between parental education and preschool sociability;
- designing activities to involve, on the one hand the participation of parents, on the other hand, their interaction with their children, in order to improve their relationship;
- knowledge level of children in group social research;
- identify issues of integration of preschool children according to kindergarten;
- highlighting the degree of socialization in the context of relationships with colleagues.

Research hypotheses are:

I. social level assessed by teachers, significantly correlates positively with the social rated by parents;

II. Education level assessed by teachers, significantly positively correlated with the degree of sociability in preschool;

III. Education level assessed by teachers, significantly positively correlated with the degree of sociability rated by parents of preschoolers.

Variables are in a mutual dependence in Pearson correlation, which we used to obtain the results.

In order to fulfill the objectives were set variables involved in the present research work as follows: sociability preschoolers, defined as adaptation to the social environment, the surrounding world, group, collective, cultural and ethnic patterns;

Target indicators for social-affective behavior of preschool are:
- Autonomy and initiative in dealing with their peers in the game and other activities (training and educational and recreational);
- Liaising with the teacher and other adults in the immediate environment;
- Adequate manifestation of the child's emotional-expressive behaviors depending on the specific activities involving (view shows theater / circus games-dramatisations, recitations, stories, song interpretation);

– Personal sense of order in the arrangement of things.

2. Data analysis research

Following data collection and obtaining results through statistical processing, confirming the hypothesis cercetarii.Încă methodological approach described at the beginning of the research was launched research hypotheses:

Î.I. Rated social level of education, significant correlates positively with the social rated by parents;

I.II. Education level assessed by teachers, significantly positively correlated with the degree of sociability in preschool;

I.III. Education level assessed by teachers, significantly positively correlated with the degree of sociability rated by parents of preschoolers.

This was confirmed with the results obtained by calculating the Pearson linear correlation coefficient, resulting in a positive correlation.

The main condition for calculating the Pearson correlation coefficient is that the variables involved are measured on the scale of interval / ratio (along with the existence of a form of distribution not severely deviates from the normal curve).

A test score is an interval scale, so from this point of view fits Pearson correlation. To test I did as distribution chart Scatterplot showing that indeed form distribution does not deviate from the normal curve.

The first hypothesis, Pearson coefficient $r = 0.79$, $p < 0.01$, which means a positive correlation. (Annex 4) As r is close to 1 even approaching a perfect correlation. This result shows that sociability is equally appreciated by both teachers and parents.

As mentioned, all the children attending kindergarten involved in research for at least two years. The results of the beneficial influence of the environment is valued kindergarten teachers valuing the activities with the children, their cognitive potential, developing skills and abilities specific form of preschool age. It has been shown that even children attending community positively influences sociability in the sense that it is better and more harmonious.

Beyond the fundamentals are other factors whose knowledge allow a proper understanding of individual sociability. It is the general cultural level and health of the family and kindergarten. Kindergarten was present research, the main factor in the relationship between parental education preschool and sociability, the more so since the condition that consensus-kindergarten educational family.

After statistical processing of the results of the second hypothesis appears Pearson coefficient $r = 0.86$, $p < 0.01$, again a positive correlation, almost perfect. So we have confirmation of the second hypothesis, and as you can see from the chart, the shape distribution curve does not deviate from normal. Education teacher assessed correlates with the degree

of sociability that you have preschoolers research participants.

The influence exerted in the kindergarten education can be positive, as long as there is between them and the family unit in terms of the requirements that are placed in front of the child. With the entry into kindergarten exceeded the restricted family, child new environment before putting new applications, different from the family, which is little better respond to them.

There is a tendency to exploit the role of the teacher in kindergarten, which can be joyful or raise questions. First, it appears that the activity of the teacher is not only to work with children and working with their parents. These are just some of the wishes pursued, but now, the teacher plays a role in increasingly complex. It takes her to explain to parents that communicate the role that plays in the preschool institution and to convince them that together have a common goal: the good of the child. Hence, the need for relationships with the family is not unequal duration and consistency different from the kindergarten environment.

The child spends less time than domestic kindergarten, which is a more stable environment. The question is though, how stable? The fact that preschool is more at home than in kindergarten, can sometimes be a disadvantage for it, in terms of loss of earnings acquired in kindergarten. Family climate, parent education, por be disruptive role factors whose effect is confusing the child.

At preschool large, it is estimated that the education gained from kindergarten increase in intensity until it becomes dominant. Conversations with the teachers in the group which included children assessed, supported and strengthened while the results confirm the second hypothesis of the research. On the one hand, this is, indeed, the awareness of the importance of kindergarten parents psychological and socio-affective development of the child; on the other hand, it is total trust of adults in this environment, the teacher's work, especially because they travel professional overload them as adults. Parents do not have sufficient time to devote to their child, accept and follow the advice of the teacher, often acting as directed. It is the parents who have children in kindergarten for at least two years.

Confirmation of the third hypothesis is given to us by Pearson coefficient $r = 0.74$, $p < 0.01$, resulting in positive correlation that we can see from the chart Scatterplot,. And this time we have confirmation that there is a significant link between parental education teacher assessed the degree of socialization of preschoolers.

Considering the data obtained, it can be said that parental education determine differences in the social-emotional behavior of preschool children. In other words, the manner in which the father of her child is related to the education afforded to it, has an impact on how the child integrates relate to them, follow the rules of game in which they participate, has initiative,

organizational skills, is active in communicating with peers and teacher, mainifestă organizational skills. Moreover, remains appropriate emotional experiences according to the situations that take part. A child looks at recreational programs and not laugh or enjoy disliking another, which is bored in the activities of modeling, mosaic, household activities, considering them a burden and lack of interest, raises questions of terms of its social-emotional behavior.

In this regard was made in the table that had been scoring results of the questionnaires responses of parents and the teacher, which shows deep connection between parental education as assessed by teachers and parents and the degree of socialization of preschoolers lowest score = 54, the highest score = 94.

It is assumed that childhood is a cheerful, "gold". Children live intensely every moment and enjoy it. Parents have a fundamental role in teaching children how to enjoy moments of childhood memories that will be rich in adulthood.

In the family, the child grows and develops under the influence of family environment modeling. In it, the child get acquainted with the first models to relate the pattern of relations will be later. He relates to adults, relate to him. Whose interaction is positive or negative meanings are given and parental education.

Unlike girls who were described by teachers as shy, distrustful, lacking courage, boys were rated as lack of interest in educational activities, games preferring aggressive, often entering into conflict with colleagues, taking their toys without asking for permission. Regarding emotional experiences often enjoy unpleasant events experienced by colleagues.

It should be emphasized that, in terms of differences between boys and girls, they are based on a purely qualitative criteria. It consists of the teacher's comments. There has been no statistical approach in this regard. Considering the differences between children, grouped by gender, may be certainly one of the future directions of research this topic.

Returning, we found that preschool children whose parents are permissive, exhibit selfish behavior, provide toys other colleagues are not interested in educational activities, are intended to be informal leaders are lazy when it comes to achieving self-service skills, often not comply with the rules of the games, want to impose their own "laws". In the case of non-acceptance by others retire, but not for long because his insistence resume, getting a low score evaluation.

Social-affective behavior depends to a great extent on the establishment of fair relations between family members. The way in which each parent to their child reports to be afforded to education is influenced by upbringing in turn as an adult, education level, values, attitudes and worldview and its life. As noted in the first part, the parents begin to wonder about the effectiveness of educational methods adopted when encountering problems with children.

It would be absurd to deny parental love. Every parent strives to do more for the child, to show him the love he shows to him. It sometimes happens that some parents love to show excessive, suffocating, saving your child any effort. I am satisfied every whim, not imposed rules, receives everything as he wants without being asked anything in return. Experience shows that where children are exempt from any responsibilities and efforts specific to their age level, they become selfish, not even offer help reaching their parents. In addition, not being accustomed to respect certain rules, could not join the groups, with the claim that all take place as they want. Since reality is different, if you are not willing to change, hardly could integrate into social groups, have difficulty adapting. In keeping with the theme present neintegrându into the group of children, adapting to the school environment would be difficult, the child was forced to make further efforts to meet the demands of school.

The relational model provided by the family can be an inhibiting factor for the development of social-affective behavior of the child when it is authoritative.

Accepting the hypothesis is an additional argument to reflect on the impact that parental education has on social-affective behavior of the child. Start of harmonious development, social integration is given by parents, preschool further development is influenced by family foundations made. Hence the need for foundations to be made with love and control, father striving to fulfill an important goal for his child's life: balancing the two dimensions involved Love and Control.

One of the aspects that should characterize relations between parents and children relate to consistency and unity demands that we make parents to children. The literature reveals that educational nonsense can manifest itself in two forms: the first refers to the fact that parents adopt complementary educational styles (permissive-democratic, authoritarian-democratic), and the second relates to the fact that parents adopt styles Educational opposite (authoritarian-permissive).

Ideally what it claims to be the father of the child held by the parent and vice versa. The differences highlight the fact that nothing can be more damaging to a child's mental development than the differences between the requirements placed upon the child's parents. The lack of consensus on child education confuses you do not know what to think of all that is communicated; he tries to please both parents try to respect those issues that agree or parent to respond to the more imposing.

However, in total freedom offered by a parent and rigorous control are huge differences that are reflected in the social-emotional development of the child, derutându it due to lack of landmarks that a parent should provide. The child needs to be focused, directed, encouraged, especially since the first impressions about the world and life, the family environment are received.

The absence of family education unit, prevents the development of activities that stimulate children's language, explaining the meaning of its causal relationship, stories that allow acquisition of knowledge, training representations, language development and thus the child's cognitive development.

The parents of the child is observed and imitated, which recognizes both parents democratic authority and manifestations of affection and tenderness they express towards him. Balance educational requirements are reflected in the socio-emotional development of preschool, kindergarten, he had to face the demands of the environment, respecting the rules of the games involving, knowing how to lose, to have initiative. He has confidence, actively participate in educational, show their emotional experiences according to specific situations involving, is expressive and emphatic. Lack of support points with guiding role of social-emotional behavior, a parental model has an impact on the development of preschool sociability with great difficulty or not at all meet the requirements of adaptation to the kindergarten environment, with all that it implies.

It is important that each parent to meet the educational role of the other to achieve a complete education that side of the child's personality to develop in harmony. In essence, each designed to comply with the other parent and his own purpose. Added to this is the need to fulfill its educational role at any price. In addition, as the following wording would seem fine, it highlights a fundamental aspect: the child shall be deprived of love, which is necessary as food and water. When not understand this elementary education will fail, no doubt. Ideally, to secure the love, support, guide the child, not to seize.

The need for socialization derives not only for social reasons but also individual reasons. It is one of the important conditions for the formation of man as a member of society. Basics of social behavior are made in early childhood, quality adaptation and social integration of future adult depending on the manner in which these bases are made by parents and others.

According to experts, the child's social sense or instinct is innate but further research contradicts this view unilateral and trenchant. Socialization is a process that relies solely on outside influences, but there are some internal springs that mediate and requests.

Education is not imposed from outside, with violence (or at least it should), but rather there is a deliberate social adaptation. This explains the fact that the entourage adult child feels well, waiting and wishing their presence, and hence the rules imposed by adults.

Housed in an obvious parental addiction, child needs a process of education and socialization to be done deliberately and toward the gradual assimilation of socio-cultural patterns accredited by the social group to which it belongs. In the absence of adults, this process is not performed as it should, taking the wrong direction.

Even relatively well integrated children and apparently balanced, emotionally speaking, there is an impoverished developing essential feelings and difficulties in establishing social contacts.

3. Conclusions and recommendations

The topic is a hot topic no matter what time it is questioned. There will always be children, parents and adults there will always be preoccupied with the efficient education of their children.

The objectives of the work based on the study of literature, were subsumed purpose of showing that between parental education and preschool sociability, there is a profound relationship according to its specificity.

Following statistical processing performed by applying the tools of investigation, relevant results were obtained considering, finally, that the objectives of the work were satisfied:.

It thus draws attention to the need for close cooperation family-kindergarten, both areas having decisive influence on sociability and psychological development of preschool children. We must not lose sight of the fact that kindergarten is the first step in the education system. Most of coordinates teaching can be influenced by a good start in relations at this level.

In what follows it will be discussed issues kindergarten-family partnership, the need for unity educational requirements of the two environments, and finally be exemplified types of activities in which parents can be involved in order to improve their interaction with children endorsed the style adopted for adult education in educating the children.

One of the objectives was Popu and designing activities and suggestions for improving the relationship between kindergarten and parents. Involving parents in kindergarten issues relates to building positive relationships between family and kindergarten and a unified system of values and requirements relative to the child. This can have a positive effect on children when they see the teachers are working and advising parents and involve defusing problems before they become uncontrollable (Vrasmas, 1999).

On the basis of collaboration and effective cooperation between kindergarten and family is communication between the two educational agents. Parents are constantly involved in kindergarten activities, not just when problems arise.

Teacher-parent communication can take place in meetings, daily meetings be scheduled periodically or permanently. To these may be added a voluntary system which can involve parents or grandparents in direct support of activity in kindergarten. Also, through these meetings, the teacher knows more about the specifics of child and parent interaction with it that

often, the teacher communicate, how they relate to their own education afforded to it.

The teacher often can identify based on conversations held with parents, their communication with children in her presence, the observations made on the small practice some parenting. Negative or beneficial effects appear very soon, so that the teacher can intervene with explanations, arguments in conversations with parents. Of course, this in an elegant manner, with tact and care so that some parents do not feel offended. Also, everything will undertake teacher will consider the harmonious development of the child, taking into account the particularities of individual age and coplilului. The latter are required not only hereditary endowment of the child, but also educational activities exerted influence on his parents and, especially, of how adults educate their children.

In order to inform parents about the effects of a more than adequate and efficient education of their child interaction with children, Vrasmas E. (2000) propose several types of activities needed with parents, the most important categories are:

- ice-breaking activities are primarily meetings with parents to achieve a lasting and effective communication;
- informing parents about: educational program activities conducted in kindergarten and in the group; their child; other topics (child nutrition, education, health);
- pedagogical counseling in problem solving situations with their children, and preventive activities and removing any risk situations.
- orientation fathers to regular or permanent support services;
- discussion and exchange of ideas and experiences between parents.

Of course the above activities involving teacher-parent relationship, but much more in line with the theme of the present work, we can question the activities that involve both parental involvement and their children, the teacher acting as coordinator and mediator. These in order to improve parent-child relationship.

It often happens that parents because of the extremely busy time, do not know what you know and what you do not know their child. It is possible that the parent about the child image may not correspond to the real meaning either underestimation or for the purposes of overvaluation. To avoid such a phenomenon that could lead to the adoption of an inappropriate educational style, the teacher can organize activities involving both parents and children.

For example is given:

- assisting parents of educational activities carried out daily in kindergarten;
- undertake activities with children and parents, the latter being organized in groups that involve both competition and cooperation parent-child;

- participation of parents with children in extracurricular activities.

A comprehensive program based on partnership relations with family consists of CRP- Parents Resource Centers, defined as structures built in the kindergarten consisting of engagement activities, information, education, counseling, guidance and volunteer parents. CRP is actually synthetic expression of the activities listed above.

CRP requiring a space specifically trained to provide the best environment and positive optimal communication between teachers and parents. The informative activities can call into question various topics such as "Family Education", "effects on child development parenting style." Informing parents can cause early adoption of appropriate educational style peculiarities child education avoiding mistakes that could have consequences difficult to repair the child's personality development.

Hence the need for agreement between the parents regarding educational strategies practiced, educational requirements made by the family unit and nursery, any imbalance in education, either in the family or family-kindergarten level collaboration is taking a toll on children's psychological development plan.

Bowlby show, referring to institutions that succeed maternal figures that if this type of caregiver provides sufficient interaction between adult and child social sensitivity of the latter can develop.

Of course, the present paper presents some limitations. Some of them are:

lim- subjective assessment of the teacher;

In conclusion, parental education affects child sociability positively or negatively, depending on its specifics. It is one of the determinants of child personality development, requiring a certain level of socio-affective thereof.

This paper can be both a continuation of studies that focused parenting practices, but also a beginning, meaning substantiation of future research. You can study the influence of strict parenting styles on personality traits, in training of preschool children and differences between girls and boys imposed parenting styles, within certain parts of their personality. Given the complexity of human nature, the importance of family in shaping child's behavior can be identified various investigative branches from the topic of this paper. This is particularly so since the completion of any research is not an end but a beginning clearly to conduct other studies.

Given those presented in previous pages, it can be seen that information and solutions to optimize parent-child relationship exists. It needs the goodwill of parental responsiveness and awareness of the model provided and education influence exerted enormous further development of the child, contributing to its success in life as a man.

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