The Psychological Intervention with Young People: Educational Perspective

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Abstract

The present article intends to realize the design, educational/pedagogical, focusing on the need to equate its foundations or ideologies, its purposes and its objectives, as well as all other instrumental components. Roughly, it attempts to operationalize and exemplify its great questions: what, why, for what and how. And while an example is proposed as a kindergarten, the suggested architecture is amenable to extension to others, or to all, contexts and educational situations.

Keywords: *Project, Plan, Program, Components, Areas of Potentiation of Development or Taxonomies.*

Today, the community perceives the need for preschool education for the development of their own children.

In fact, for reasons of various kinds, the need for the education of younger children is no longer discussed today. Not just an informal education, but also a more formal, institutionalized education. An education that advocates not only welfare and social goals, but, perhaps, fundamentally, pedagogical, developmental purposes. Participation in high quality preschool structures decreases the incidence of school failure. Given that school failure entails dramatic consequences for individuals and society, it is urgent that pre-school services expand so that all children in the European Community can participate in them (Bairrão & Tietze, 1995, p. 73). Equally, consensually accepted is the idea of education as a means of enhancing the global and harmonious development of the subject. Without neglecting or disregarding the most protectionist or welfare-oriented, strict social aspects, if we wish, Education today must permeate, focusing on the cognitive, metacognitive, linguistic, psychomotor, affective, motivational, relational aspects. It is, strictly speaking, thus that one must translate and express the whole of the individual, regardless of his or her age group. Today, psychological development is already considered as the objective and result of people's history, namely the systematic educational processes in which they become involved. If the naturalistic conception has for some time given way to the one that accentuated the influence of life experiences, only recently has attention begun to be paid to the role of the intentional and systematic educational process in the development of subjects (Campos, 1990, p. VI) .However, as we know, development is progressive, cumulative, associative, integrative, proceeding more or less sequentially. Perhaps that is why it is called development. It has dynamic character. It is a climb that begins in pregnancy and only ends with death. Thus, although in general terms these aspects or objectives should be advocated for all age levels, as they are broad categories, they need to be operationalized or branched and hierarchized in order to find specificities for each age group. . That is, if we can generically set the same typologies of goals or purposes for all individuals, if we are to intervene in such a way as to enhance individual development, we

must specify and detail. In this sense, it is obvious that an educational project for young children cannot be confused or approached with an educational project for school-age children, whether this education is basic, secondary or higher. If overall and overall yes, no to your specific development goals. In fact, 'To speak of a project in education means to speak of intentions and adequacy, being defined as' the exposure, adaptation and development of the objectives and educational experiences that are intended for a level, stage, cycle or area of education or in this sense, we can talk about the Educational Project when we refer to the intentions, objectives, forms and experiences that an educational community understands that it must pursue and provide in a determined socio-cultural situation which are proposed because appropriate or appropriate at a level, stage, or cycle, or area. '(Vidal, Cárave & Florencio, 1991, p. 120). In particular, the components of a project are: objectives and learning activities. In operation, a project assumes reference to:

* activities to be provided to children individually, in small groups or in a large group,

* types of activities: initiated by the educator, initiated by the children,

* temporal sequence of activities,

* number and variety of activities and situations to provide,

* variety and types of materials (cf. Gaspar 1990).

A project, denouncing certain orientations, is a support point for the pedagogical-educational practice. It is a set of principles, objectives and strategies, guiding the educator's practical decisions. The educator is not the applicator of a pre-established program, but the builder, a project manager, elaborated and founded by himself, based on his guiding principles articulated with the results of the observation of real situations. The educator must build this Project with the pedagogical team, listening to the knowledge of the children and their families, the wishes of the community and also to the requests of the other educational levels. (ME, 1997). However, while global and harmonious development is the great maxim, it is clear that priorities derive, or may depend on, the underlying philosophical and psychological orientation. Hence the existence of educational institutions that value some aspects more than others, although in principle not denying the need for all of them. By analyzing the course of preschool education, we easily realize that the underlying ideologies and orientations have evolved, largely due to the philosophical, psychological and pedagogical readings of the human being. These views can be roughly connoted by rationalists, innate/maturationists, positivists or even cognitivists and constructivists, and may vary depending on the state, the institution, or only the educator. That is, the projects of the institutions, the objectives that guide the action of educators, always have, explicitly or implicitly, globally or individually, a more or less specific representation of man. Naturally, institutions designed to respond to young children are not marginal to this process, and, in the image of all others, the idealized child, act and manage all their dynamics in function of these conceptions. Practices, actions, as a mirror and reflection of philosophical and psychological perspectives. However, today, the scientific community and practice accept a conscious eclecticism, a practice that binds the various orientations or curricular models, valuing all aspects of development (cognitive, linguistic, emotional, affective, relational and social, psychomotor, artistic, creative), allowing children dynamic and active experiences and experiences, shared in happy and stimulating environments, leading to a full development, anticipatory of school success. In this sense, then, for all development to be effective, the institutions must base their action. Know what they do and why they do it. As a result, of course, an educational, pedagogical project. Outlined the goals and objectives to be achieved, considering the strategies, tasks and implementation activities, they should be adapted to the children to whom it addresses, restructuring, whenever deemed necessary. A project is a grounded outline. It is not by definition, nor should it be, a static instrument, to be implemented without limits, but rather dynamic, articulated and adjusted to the needs and capabilities of its users, its stakeholders. It should be a guiding means for educators, designed and shared with parents, open to suggestions even from the community. Thus, placing us in a perspective of plural development, the educator must

Develop

Promote

Enjoy

To tease

Provide

Developing
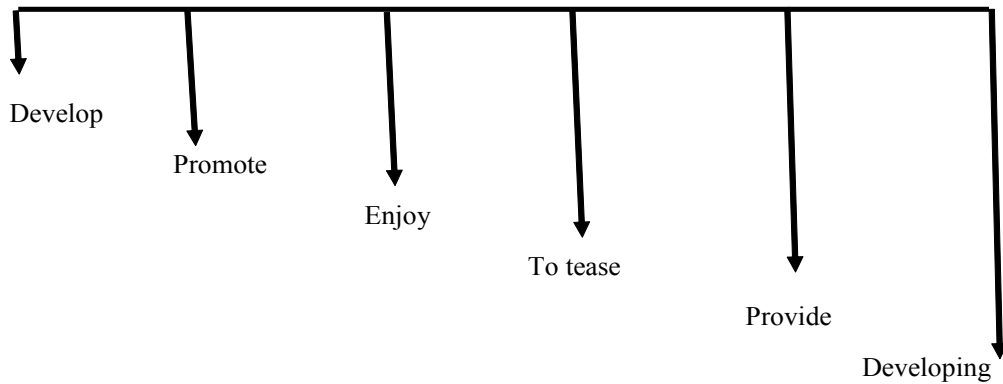
*know the child, know that they are different,

*understand it, accept it, help it make progress,

* organize spaces that allow children to use them according to their interests and needs,

* Organize groups of children to promote in the child a spirit of mutual help, communication,

* Put children in touch with life by providing outings, outings or bringing other people to the institution,

* create a good environment in the institution: joy, security, good interpersonal relationships,

*establish links between institution-parent-community: "the institution cannot be an isolated island",

* live projects, taking advantage of all situations to help the child to learn, but always according to their development,

* create in children a taste for learning, sharing,

* Don't do it for her. Rather, help her do, encourage her, encourage her,

* "lowering" to her level, to understand her, but not to behave like her,

* reinforce, praise, and encourage: always and immediately,

* punish, according to the established rules, systematically and immediately,

* create rules (with other educators and children): ensure compliance,

* Do not contradict other educators: rules, reinforcements, punishments. There must be harmony and harmony,

* Share tasks, in advance, with the other educators, so that there are no conflicts, misunderstandings, bad

environment. This implies constant dialogue and task preparation. There should be no overlap of tasks, before division,

* help create a learning and development environment and atmosphere,

* provide material, suggest activities and evaluate development,

*respond to children according to the type of knowledge involved in the tasks,

* help the child develop his ideas,

* think before "criticizing" and "correcting" (children's "works"),

* help children make choices and make decisions,

* help children solve their own problems, encourage autonomy and responsibility.

The development of children will be greater and more effective, the greater the articulation of efforts of all educators.

Everyone is responsible, but everyone must know their role.

In a logic and interactive, systemic, ecological attitude, the development of the child is recommended, establishing relationships with all the surrounding context. Closer context, such as family, with other children, either from the institution, others with whom they live, with the institution's staff, etc., or wider context.

In this sense, and also in a multi and intercultural perspective, of exchange, sharing, as it is necessary, given the hypothetical updating context of this project, without loss of identity and individuality, undoubtedly, it is intended, in global terms, the

Cognitive Development

Linguistic,
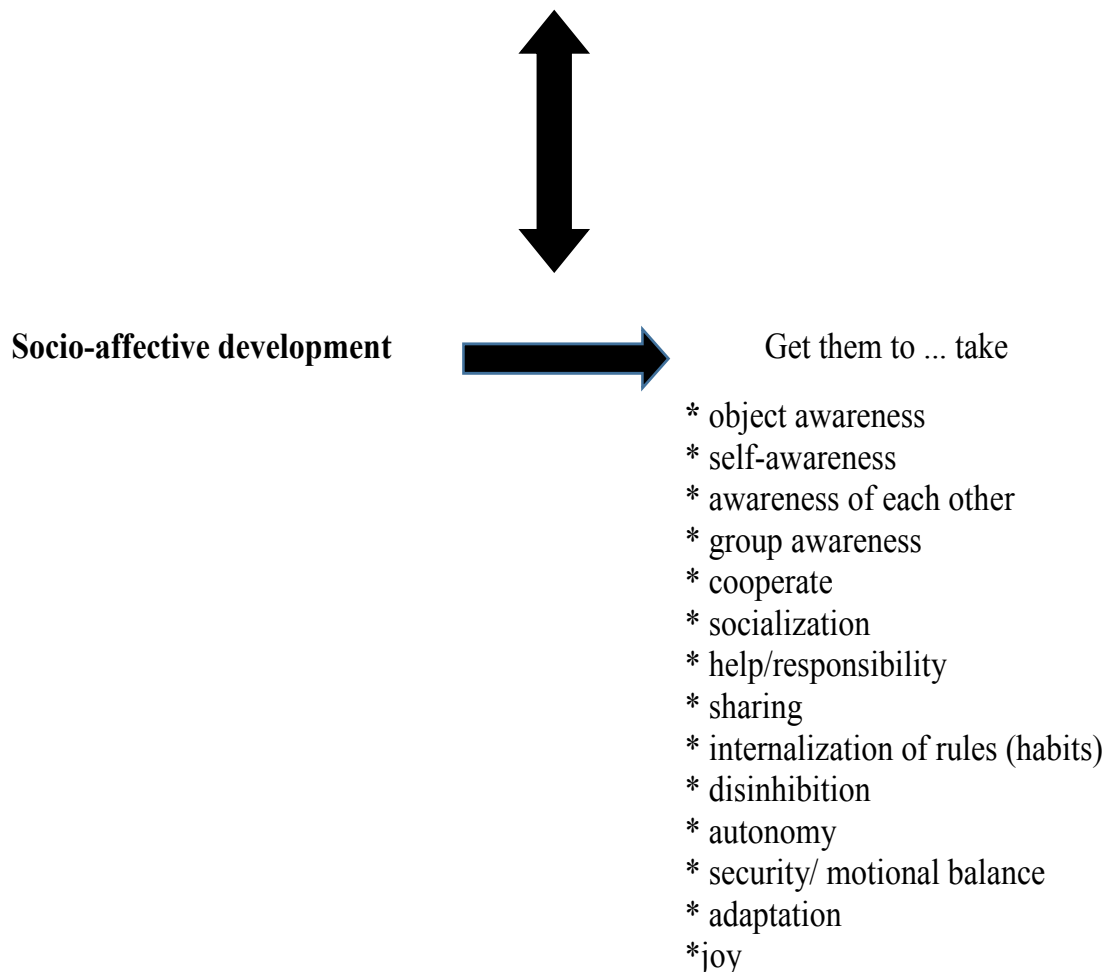
Emotional,

Affective,

Relational and Social,

Psychomotor,

Artistic,

Creative

whereas, in **specific** and **operational** terms, emphasis should be placed on

Socio-affective development → Get them to ... take

* object awareness
* self-awareness
* awareness of each other
* group awareness
* cooperate
* socialization
* help/responsibility
* sharing
* internalization of rules (habits)
* disinhibition
* autonomy
* security/ motional balance
* adaptation
*joy

Perceptual Sensory Development ➡ observation, experimentation, direct contact
.

tact
* hardness differentiation
* weight
* surface
* temperature
* humidity
* thickness
* form
* development of manual dexterity

hearing
* timbre differentiation
* intensity
* height
* duration and pace
* auditory memory
* hearing discrimination

view
* color and tone differentiation
* sizes
* positions
* forms
* visual memory
* visual discrimination

smell
* flavor differentiation
* olfactory memory
* olfactory discrimination

taste
* flavor differentiation
* taste memory
* taste discrimination

* recognition, identification, discrimination
* sense enhancement

Cognitive/intellectual Development

* linguistic
* cognitive - lead the child to look for explanations and to check them
* observation
* exploration
* verification
* initiative, curiosity
* symbology, drums and serials
* imagination/creativity
* reasoning
* memory
* attention
* interest
* cultural notions
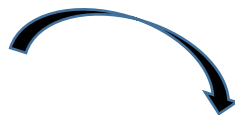* development of logical thinking: symbolization, classification, spatiotemporal structure

Aesthetic Development

Get the kids to ...

* observation
* body expression
* stimulate the sense of aesthetic communication by:
  * word
  * music
  * plastic
  * drama

Language Development

* hearing
* vocabulary acquisition
* diction
* language improvement
* sentence structure
* cultural notions
* creativity/imagination
* verbal, gestural and facial expression
* dialogue
* memory: auditory and visual
* disinhibition
* joy
* communication: stimulate spontaneous communication, imagination, improvisation
* spatiotemporal structuring

But in order to pursue this project, it is also necessary to be aware of who my children are, what interests they express, and what degree of development they have.Offering activities, tasks, strategies, suggestive, with appropriate materials: songs, stories, clogs, conversations and dialogues, puppets, dances, dramatizations and theaters, experience of representative parties: birthdays, Christmas, Easter, Carnaval, Magusto, ... (according to cultural diversity), visits and tours, clipping, drawing, painting and typing, modeling, various games: symbolic, puzzles, movement, computer, based on a specific schedule, in stages, with priorities, but with some routine, in daily life: time of arrival and reception, moment of hygiene, moment of playful activities (individual and / or group; more or less oriented), moment of hygiene, moment of meal, moment of hygiene, moment of rest and sleep, hygiene moment, moment of playful activities (individual and / or group), moment of preparation for the exit.

Thus, it should be noted when trying to make a few closing notes that if these requirements are fulfilled, the likelihood of growth in all respects is multidimensional, holistic.

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