



COMMUNICATION SCIENCES – THE SCIENCE OF EDUCATION IN CRISIS SITUATIONS. FROM GAMES TO FINANCIAL EDUCATION

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Abstract *Communication Strategies in crisis situations promote scientific progress in achieving an appropriate horizon for 2020 and are conceived to acquire key competences in education by following the proposals of the European Commission for Sustainable Learning replacing the 2006 Recommendation. The changes to the new document are based on technology which has become increasingly important in our lives in supporting education by increasing the non-formal education sector.*

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1. INTRODUCTION

Communication Strategies in crisis situations promote scientific progress in achieving an appropriate horizon for 2020 and are conceived to acquire key competences in education by following the proposals of the European Commission for Sustainable Learning replacing the 2006 Recommendation. The changes to the new document are based on technology which has become increasingly important in our lives in supporting education by increasing the non-formal education sector. Key competences are those skills that all individuals need for personal fulfillment and development, employment, social inclusion, and active citizenship. They are composed of knowledge, skills and attitudes that sum up form the academic notion of knowledge, the documents of the European Commission show. The EU

Recommendation aims to improve key competences for all people throughout their lives. Member States are encouraged to better prepare their people for the labor market change and integration into more diversified, digitized and globalized societies. The focus of the document lies on investing in basic skills, entrepreneurial and digital competences and linguistic skills so that everyone can actively participate in society and the economy. The 8 key competences for Sustainable Learning are:

- a) The ability to write and read which can be reflected by the development of the mother tongue in the language taught at school and / or in the official language of the country. The key element is that a good level of writing and reading must be provided in no more than one of these languages to allow the development of future skills.

b) Linguistic competence - actually lies on helping people communicate across borders to enable mobility in Europe and in a globalized economy. The scientific, technological and mathematical competence is determined in the same way as in 2006, focusing on critical thinking and problem solving, these requirements are indispensable for the functioning of a technologically advanced and knowledge-based society and economy. This new title strengthens the notion of science as a process and as a way of thinking includes a reference to the growing need for financial literacy. Digital competence includes 5 areas:

- information literacy and statistics, including content management
- communication, collaboration and participation within the society.
- creation of digital content according to ethical principles.
- safety
- solving problems.

The description of these competences should be flexible enough to be relevant both in today's and tomorrow's society, recognizing the incorporation of social networks and the emergence of new technologies such as Artificial Intelligence robots, the virtual reality argued. Personal, social and learning competence has three specific aspects:

- personally: includes self-consciousness as well as physical and mental well-being;
- socially: covering interpersonal interactions and how we work with others.
- learning: the emphasis is put on sustainable learning strategies and career management skills.

At the same time, this section covered both a series of transversal skills built within 2006 (creativity, critical thinking, problem solving, decision making, self-regulation) as well as new ones such as perseverance and the ability to cope with the unknown and its complexity. Civic competence includes active citizenship,

participation, involvement and building a sustainable future. It also highlights the role of citizenship, democratic values and human rights in today's increasingly connected global societies. The key elements of this competence are both the understanding of the need for sustainability within the societies, economies and ecosystems, and the adoption of sustainable lifestyles.

Entrepreneurial Competence is analyzed with the JRC's Entrepreneurship Competence Framework. In addition to this, creativity and the ability to plan and manage processes are underlined as essential dimensions for entrepreneurial thinking. The Competence of Cultural Awareness and Expression takes into account a wider range of contemporary forms of cultural expressions. It is an essential element in understanding, developing and expressing ideas. In other words, this competence allows the observation and modeling of the world in tune with the identity built in relation to others. We highlight positive attitudes and open minds towards other cultures and cultural differences.

2. FROM GAMES TO FINANCIAL EDUCATION

Areas concerned:

- Science;
- Language and Communication;
- People and Society;
- Creative Aesthetic.

The curriculum for the course “**From Games To Financial Education**” represents an financial education curriculum offer centered on optional course for preschool.

By developing this program, we aims the formation among preschoolers of managing money and preparing for the adoption of decisions with financial consequences skills, as well as to create a picture of how the money is perceived, spend, save in society today .

The curriculum was developed taking into consideration the recommendation of the European Parliament and the EU Council on key competences of lifelong learning perspective (200/962/EC), contributing to the eight key competences:

- communication in native language;
- communication in foreign languages;
- mathematical skills and basis science and technologies skills;
- digital competences;
- learning to learn;
- social and civic competences;
- spirit of initiative and entrepreneurship;
- awareness and cultural expression.

By studying this optional course, the following purposes are considered:

- the familiarisation of children with the money and bank problems;
- developing skills and abilities of using technical and banking means;
- Identifying own interests and means of saving and managing money;
- To promote the concept of financial education for children, with activities in the triad parents-children-teachers:
- To impress children's respect for work and money;
- to train and stimulate the creativity of teachers in order to implement the first notions of financial education in pre-school children;
- to ensure the literacy of young children in the financial field, by introducing money-based concepts, good skills in money use, as well as knowledge of good practice in this area, starting with saving skills;
- ensure the transmission of sound information, skills and good practices related to financial education, which can lead to a change in the mentality of adults around the child;
- to familiarize the teachers with the specific activities and materials of this project, as well as the multiple ways of using them in the group;
- to encourage, through seminars, the professional development of teachers, providing them with the materials and tools needed to achieve quality lessons;
- to Encourage the use of ICT-based learning and access to EER.

The structure of the curriculum includes the following elements:

- Presentation note

- Argument
- General competencies
- Specific competencies
- Examples of behavior
- Content
- Theme of approach
- Methodological suggestions

Specific competences are formed over a school year, are derived from general competences and related to learning activities, representing milestones in their acquisition.

The methodological suggestions are intended to guide teachers in the implementation of this school curriculum for designing the didactic approach.

ARGUMENT

Focused on the child, the new approach to education proposes themes from everyday reality, pragmatic themes and in accordance with the interests and needs of preschoolers. Thus, by addressing this optional financial education, we aim to approach attractive, pragmatic and high-interest themes through a gameplay ... by playing the child learns developing as an adult future.

Together with the characters in their favorite drawings and stories, the children will go through a thematic itinerary, learning the essential terms of financial education. The thematic lecturer starts from the day-to-day reality more familiar to the child, such as the "puppet", then exploring more distant places, namely "the seat of a bank" "Food store", where he gets acquainted with new notions and situations, easily understanding what money is, where we have money, how and why we save, spend or donate, transforming learning into an interactive game.

We believe that this optional teaches the little ones to acquire skills, abilities and knowledge tailored to their age to prepare them for a financial start in life that is so necessary to ensure financial independence. The child will learn what it means to be generous, and wealth will not only relate to those who have unlimited financial resources, but also to those who are deprived of the minimum necessary.

The optional financial education activity has been designed in such a way as to bring extra enthusiasm, curiosity, earnestness ... being better

known as an architect of life, as a home needs a solid foundation, to be able to put a strong roof, so financial education is necessary from the kindergarten because now at this early age we lay the foundation of a solid education, we build the individual's foundation, over which the school will pick up tough walls with a strong roof.

OPTIONAL PURPOSE:

Developing skills and abilities in managing our money, using different forms and learning activities. The optional will consist of carrying out training and information activities for children, teachers and parents about basic concepts of financial education in order to support personal development and, implicitly, community development.

GENERAL SKILLS:

1. Developing the capacity to use a language appropriate to the financial-banking field;
2. Training and consolidation of skills to use financial and banking means and techniques;
3. Manifestation of interest in obtaining, saving and managing money.

SPECIFIC SKILLS:

- 1) To identify specific terms of the financial-banking field in practical contexts accessible to preschoolers; ex. with the ATM card; they exchange money from other countries (euro, USDollars) in lei with the bank;
- 2) to identify / sort national coins and banknotes from other countries;
- 3) to Know the situations in which money can be earned;
- 4) to identify ways to manage money;
- 5) to illustrate situations and places where payments are made;
- 6) to identify the role held in a commercial operation: seller-buyer;
- 7) to use banknote specimens in role-plays;

8) to discuss banking operations;

9) to understand the money flow in the economy;

10) to use some knowledge assimilated to mathematical activities (counted), breakdowns, problem solving with 1-2 units;

11) to use the knowledge assimilated to language learning activities (writing sentences, reps, memorizing and repeating phrased phrases, on specific themes;

12) to use knowledge assimilated to plastic and practical education (drawing, painting, modeling, gluing, cutting, assembling) to carry out original works with financial theme eg: colored banknotes - drawing / painting / application / etc .; banks in my city - layout / application / drawing, etc.)

EXAMPLES OF BEHAVIOR:

- identifies components of the financial-banking field;
- knows types of financial-banking actions (making, roles, keeping and using coins, saving, donation);
- recognize / denote coins, banknotes and their value;
- answer and issue questions about personal and family actions; ("How do I get the money?", "What do our money use for?" etc.);
- proposes actions specific to entrepreneurship;
- verbalize charitable actions, using a specific language;
- denotes means of saving money;
- is aware of the existence of excessive behaviors that can affect the financial balance (waste, spending, excess buying);
- appreciates the value of money.

CONTENTS:

- A. MONEY AND THEIR IMPORTANCE IN OUR LIFE
- B. SAVING UP THE MONEY
- C. SPENDING THE MONEY
- D. DONATIONS

WAYS OF EVALUATION:

- Labyrinths;
- Drawings;
- solving cards;
- perspicacity games;
- practical experiments;
- role-plays;
- dramatizations;
- layouts;
- exhibitions;
- making a CD with pictures of activities.

ANNUAL PLANIFICATION

First semester

No. of weeks	Theme of the week	Month
1	„Say it quick and correct” – didactic play (to identify the financial-banking elements and their role in our lives. Ex.: coins and bank-notes; the headquarter of a bank; cards and ITMs)	September 2017
2	What are the money and what role they have in our lives - talk	September 2017
3	Money Story - Interactive Lesson - Educational Software	October 2017
4	Barter - memorization	October 2017
5	The story of the coin – teacher reading	October 2017
6	Coins and bank-notes - observation	October 2017
7	Coins and bank-notes - drawings	November 2017
8	National currency of Romania, as well as the curenry of other countries și a altor țări – reading by pictures	November 2017
9	I worked and I made some money – example with individual work	November 2017
10	At the grocery store – visit	November 2017
11	To the store – role-plays	
12	How much money do you have and what do you buy with them? - Teaching game	December 2017
13	To the Romanian National Bank's Printing House – we make bank-notes	December 2017
14	To the State Mint – coins mold	December 2017
15	„A Story About Money” by Al Mitru – teacher reading	January 2018
16	„A Story About Money” by Al Mitru – role-plays	January 2018
17	What we can / What we cannot buy with money ? – sorting images	January 2018
18	What is the use of money ? – summative evaluation	February 2018

ANNUAL PLANIFICATION

Second semester

No. of weeks	Theme of the week	Month
1	Let's make a piggy bank !	February 2018
2	The banks in my town - visit	Martie 2018
3	To the bank - role-plays	Martie 2018
4	With my piggy bank to the bank, to keep my savings (bank account) – talk with intuitive support	Martie 2018
5	„The coin” – story by Ilinca Ioniță - memorization	Martie 2018
6	„The story of Coin” – made-up story	Martie 2018
7	To the supermarket – role-plays	April 2018
8	We pay bills at the Romanian Commercial Bank's counter – activity at bank's headquarters	April 2018
9	at the clothes store – role-plays	May 2018
10	We make the difference between needs and desires - talk	May 2018
11	„The coin” – story by Ilinca Ioniță - memorization	May 2018
12	Riddles with financial theme	May 2018
13	At the restaurant – role-plays with the purpose of entrepreneurship	June 2018
14	The bakers - role-plays with the purpose of entrepreneurship	June 2018
15	By giving we will become better people – we make donations	June 2018
16	The little banker - contest	June 2018

CONCLUSIONS

For the optional **"From Games to Financial Education"** course proposed at preschool level, it will be considered the use of modern teaching strategies and methods that put pre-school children in situations similar to those in reality, so that knowledge and skills are maximally potentiated for example by visiting banks, shops, etc., or using real-life images that illustrate behaviors in a banking institution, assuming roles / responsibilities in proposed role plays):

- ✓ The heuristic conversation, a method that involves active dialogue with group preschoolers, can be used to analyze savings issues or to identify positive elements of using modern payment instruments (eg to identify savings needs and modalities, benefits / disadvantages of different types of savings).
- ✓ Creating simple dilemmatic contexts in which preschoolers are called upon to seek solutions that can contribute to a natural understanding of the need to adopt behaviors or hold information

(for example, by asking questions like, "What if ...? ", "How can we save / donate ...? "How can we earn money ...?").

- ✓ Within the didactic strategies, role play can be used aiming at: the development of children's cognitive, affective and volitional abilities; assimilation of models of interpersonal relationships, the manifestation of creativity (for example, role games with the theme: at the bank; at the store; at the restaurant ...).
- ✓ It is recommended to use active-participatory methods in the teaching-learning-evaluation process such as: Wenn diagram, stellar explosion, double bubble, braistorming, pyramid, diamond, pair change, galley tour, graphical log in some forms of frontal activity team, developing the skills of communication, negotiation and solution of the tasks received in different contexts (eg in the themes of saving, entrepreneurship, donation).

Financial education is a distinct form of educational activity whose purpose is to prepare

preschoolers to acquire money management and decision-making skills that have financial consequences, using diversified learning forms and activities such as:

- based on an inductive approach - it presents children with concrete problems to solve or to decide, encouraging them to generalize for other situations, starting from them;
- active - preschools are encouraged to do activities, participate in discussions and debates, and not just passive information;
- Relevant - designing learning activities around real situations significant in family, community life;
- collaborative based - using group activities and learning through cooperation;
- Critical - Preschools are encouraged to think for themselves, asking for their views and viewpoints and helping them to develop their capacity for argumentation.

Teaching strategies can also include non-formal and informal activities such as:

- Visits to various banks, shops, museums, giving preschoolers the opportunity to directly observe, analyze and experiment with activities related to the financial field;
- partnerships with other kindergartens in order to achieve simple projects;
- exhibitions with the works of preschoolers (models with various themes, drawings, etc.).

The evaluation tools should highlight the progress made by each preschool during the school year / school years by developing the competencies proposed in the curriculum.

For the discipline "**From Games To Financial Education**" modern assessment methods such as starburst, cluster, Venn diagram, pyramid and diamond are recommended, gallery tour and written and practical proofs.

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