Educating the Preschool Child in the Digital Era

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Education in the digital era represents one of the most up to date dispute and research themes at academic level in the pedagogical disciplines. Digital education aims to prepare the future adults in order to sustain the activity and innovate in current domains and technologies: programming, artificial intelligence, robotics etc.

Digitalization advances active learning in a virtual environment and ensures access to all preschool children to digital resources so as to acquire individual digital competences within using digital devices, educational platforms and softs; developing logical thinking, developing creativity and interests towards current technology; development of receptive and expressive language.

Digital education through online learning is compliant with the new tendencies in education fostering the educational policies of improving the child power of understanding and cultivating his desire of learning without effort, constraints and furthermore, in the rhythm and the parameters required by the teacher.

Observing and analyzing the current population and the succession from one generation to another, GI, "Issue Goverment"-1901- 1924; Silent, "Lucky Few" - 1925-1941; "Baby Boomers- 1946-1964; X, Generation MTV-1965-1980; Y, Millenials- 1980-1995; Z- 1995-to present day, we can clearly distinguish that the

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evolution in thinking is directly proportional to the technological evolution and especially to the access and understanding of various types of technologies, mechanism and energy sources. But the human evolution has not been influenced by the technological one, we are still not born ready to use all the technology we have access to, we have to learn to walk and talk first.

The preschool age continues to be included in the stage of bio-psycho-social acquisitions, a stage which means that in the field of digitization the child is exposed to screens in a limited and gradual way. The contents of preschool digital education prepare the child for digitization by observing previous systems, technologies and by learning to use the symbols of digital operating systems.

Digitization and online learning in the Romanian mainstream education began in 2020, in the context of the global pandemic which required the experimentation and development of a predominantly digital form of learning, online education. Lockdown made digitization to be implemented at all levels and education systems, while at the same time becoming a novel experiment in an undesirable context.

Online preschool education "Home Kindergarten" encountered a series of undesirable situations that can represent guidelines in the development, regulation and implementation of a natural course in the organization of online preschool education. An organized system with specific procedures and intended to come into force in crisis situations or as an alternative in educating children from hospitals or isolated places.

The success of online education is the acquisition of as many of the key competencies of the early education curriculum as possible, which is the basis of the preschool educational system. Behaviors, skills and knowledge specific to developmental and experiential domains can be acquired at preschool age through specific methods, strategies and resources, much richer than in the rest of the educational systems, its successors.

Combining material and human resources with digital methods and strategies is the main factor influencing the success of online education

The attention in organizing an online preschool education system must be directed towards two series of factors that influence the spatial-temporal organization of the preschool learning unit, the didactic activity. Internal factors are represented by the specific characteristics of preschoolers' development level and external factors are represented by online education resources.

A series of regulations must be taken in the following three directions:

- Organizing the preschool educational system in Romania in situations that require online education;
- Ensuring an optimal learning climate within online education;
- Development of key competencies targeted by the early childhood education curriculum

Organizing the Preschool Educational System in Romania in Situations that Require Online Education

Context	Measures
Involvement and support of parents to ensure optimal conditions for the online activities of preschoolers.	The organization of social agreements between the Ministry of Labor and the Ministry of Education in order to ensure the necessary free time for employees who have preschool children who are taking online courses. In this sense, the daily effort curve of the activities will be taken into account and that the morning period is optimal for acquisitions in learning.
Qualification of all pre-school teachers and certification of digital skills to use programs, websites and educational platforms.	In this sense, courses are held for the development of digital skills and the qualification of teachers in online teaching.
Ensuring educational platforms within which the education of preschoolers can be carried out in computer and physical safe conditions.	The creation of as many educational platforms as possible and the mandatory access of each Educational Unit to one of them
Didactic norms valued in the new educational context. The duration of a didactic activity at home is longer than that in the classroom. The particular volume of didactic materials involved in the education of preschoolers, compared to schoolchildren and other educables in the educational systems succeeding preschool education	Taking into account the times required in: Providing feet-back in carrying out work tasks requires much more time for: watching videos or photos with evidence of the work done by preschoolers; drafting and then sending messages with personalized likes. The time required to ensure the didactic materials specific to the didactic contents. Searching, selecting or creating digital teaching materials, videos, educational games, printable worksheets

Ensuring an optimal learning climate within online education

Context	Measures
The stage of symbolic, preconceptual thinking of preschoolers.	Carrying out preliminary preparation activities for the use of educational platforms or software autonomously by knowing the symbols of the icons, necessary to carry out online work tasks.
Learning by imitation and symbolic thinking.	Ensuring the support of an adult in organizing time, the passing of which is not perceived or manageable by the child. And especially in organizing the time spent in front of the screen, which must be limited at this age.
The stage of sensory acquisitions.	Designing and organizing sensory activities that actively involve the parent in providing materials suitable for the contents, preferably those available at home.
The difference between teacher-child and parent-child relationship	Ensuring the parent's support in the acquisition of skills. The need to validate the work and support the involvement of the preschooler by remembering the work steps, by appreciations and demonstrating the way of work. The organization of working time and didactic sequences, taking into account that in the presence of parents the preschooler is freer, more relaxed and has a different rhythm of daily activities, a rhythm of his own or of the family and which differs from that in the group room.

Development of key competencies targeted by the early childhood education curriculum

Context	Measures
The selection of contents that involve materials and study topics available to children, from the environment in which the didactic activity is carried out.	Thematic adaptation to the environment in which the activity is carried out and with the materials available. Aesthetic and Creative Domain - Making painting, drawing or modeling contests, with online voting, making photos that preschoolers have to make. Offering multiple models, involving various materials in the realization of the same plastic theme. Auditions and searches online or on various devices, contests, concerts of melodic interpretation, discussions on musical themes about musical genres, favorite songs, performers, etc. Science Domain - Observing objects, toys, materials, systems, technologies, plants and animals, vegetables and fruits and food in your own home. Carrying out pre-mathematical and mathematical operations with

	toys and household objects.
	Human and Society Domain - Development of interpersonal relationships through knowledge activities and relationships in this sense with family members. Intercollegiate networking activities and transmission of information, feelings and experiences. Carrying out some household and crafting activities in order to acquire some work skills specific to the preschool stage. The Psycho-Motric Domain - Organizing and carrying out activities with specific contents for the development of motor skills through dance, eurythmy and physical movement through imitation. Language and Communication - Reading activities, retelling stories read by parents or siblings, accessing digital libraries and audiobooks, dramatic interpretation contests, recitation or storytelling with online voting. Intercollegiate communication activities through digital means.
Organizing and carrying out activities accessible to preschoolers that develop the skills of the curriculum for early education.	Organizing and carrying out interdisciplinary activities that include skills in the areas of development: physical development, health and personal hygiene; socio-emotional development; cognitive development and knowledge of the world; the development of language, communication and the premises of reading and writing; abilities and attitudes in learning.