THE IMPACT OF COVID 19 PANDEMIC ON THE INSTRUCTIVE-EDUCATIONAL PROCESS IN KINDERGARTEN

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ABSTRACT. We are all going through a difficult period, called into question by so many questions: the COVID 19 pandemic. Without a doubt, this pandemic has had and still has many implications both in the personal life of each of us and in our professional life. In addition to the fact that this virus affects our health, professional life has also been put to the test. The education system was not bypassed by challenges, therefore this period proved to be extremely demanding, with many implications on the instructive-educational activity. Preschool education has not been exempted from the impact of the changes that have occurred as a result of the outbreak of the pandemic. Teachers in the preschool education system have faced many difficulties in terms of teaching in the group. The instructive-educational process suffered in the context of the pandemic, being many variables to consider: the age peculiarities of preschoolers, the ways in which the teaching activities can be carried out through the platforms, the quality of the educational act through them, the lack of training of the teachers in this respect, the availability of parents to be able to supervise the preschooler during the synchronous online activities, etc. The present study presents the results of the application of a questionnaire addressed to teachers in preschool education, on the territory of Romania, which highlights the implications of the pandemic on the instructive-educational process in kindergarten.

Keywords: *"COVID 19 pandemic", "instructive-educational process", "kindergarten"*

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Introduction

The pandemic was and it is a difficult time for everyone. The occurrence of the SARS-CoV-2 virus has turned the whole world upside down. But even at such a time, education continues. The realization of the instructive-educational process represents a clear, well-established objective that must be achieved. We have educational goals, therefore the didactic activity continues. The transition was not easy at all. In March 2020, the closure of schools confused teachers, children, students and parents. We all predicted that this period would pass soon and we would resume the activity we were familiar with - face to face, in the group/ classroom. And even today we have not returned to the "normality" we want and hope for.

We have faced and still face (middle and high school classes) with online learning. This type of learning aims at conveying knowledge through devices. With the help of the online learning environment, both the teacher and the child/ student can communicate online, at a distance. As advantages of online learning we identify: accessibility and flexibility, precise structuring of the contents to be learned, the use of learning guides, the active and interactive involvement of learners, their responsibility in the act of learning, ensuring the rhythm of each child/ student who learns (Bocoş, (coord.), 2017).

For the middle and high school classes, the transition from the classroom activities to the online ones was not made with great difficulty precisely due to the age peculiarities of the students. Obstacles have arisen in the case of preschoolers and primary school children, where the specifics of age make it difficult to adapt to the new context. Regarding the kindergarten, the instructive-educational process has undergone changes due to the multitude of implications of moving it to the virtual environment.

We are aware that the exposure of preschoolers in front of the screen is not indicated or encouraged. Mary Aiken (2019) mentions a suggestion given by Cris Rowan, a pediatric occupational therapist: children aged 3 to 5 are allowed to spend an hour a day in front of the TV. Furthermore, the author mentions that in the UK, the Association of Teachers and Academics has seen an increase in problems associated with the use of tablets by preschoolers, including delays in developing attention, fine motor skills and dexterity, speech and social skills, as well as an intensification of aggressive and antisocial behavior, fatigue and obesity (Aiken, 2019).

In this context, we wonder what is the most appropriate way to continue the instructional-educational process in kindergarten, without causing preschoolers to spend too much time in front of the screen. Kindergarten teachers tried to adapt and find the most appropriate options to meet both the needs and specifics of preschoolers and the availability of parents.

Through the applied questionnaire we wanted to find out what are the ways to carry out online activities identified by teachers in preschool education, as well as the obstacles they faced during the pandemic.

Problem Statement

The questionnaire addressed to teachers was designed by us and it was filled by 193 teachers in preschool education (both urban and rural), which carries out its didactic activity in the counties of Cluj, Sălaj, Mureş, Harghita and the city of Bucharest, on the Romanian territory.

Research Questions

The research questions that guided our study are:
- What are the ways to carry out online activities during the COVID-19 pandemic, in preschool education?
- What are the main difficulties faced by teachers in the transition from on-site activities to online activities in pre-school education?

Purpose of the study

Ascertaining investigation of some aspects related to the development of the instructive-educational process during the COVID-19 pandemic, in preschool education, using a self-designed questionnaire.

Research methods

The research method we used is the questionnaire-based survey. Depending on the ways in which the respondents provided the answers, the survey is indirect, the answers being formulated in writing (Bocoş, 2003). We used the questionnaire as a research tool.

Findings

The questionnaire designed by us included 22 items. Through them, we aimed to identify some aspects regarding the profile of the responding teachers (county, place of origin, type of kindergarten, age of teacher, status, group to which he teaches), as well as the knowledge of some information regarding the instructive-educational process carried out during the pandemic (the way of carrying out the activities, opinions on the most suitable way to carry out the didactic activity, as well as the productivity of the online activities with the preschool children, the platforms/ applications used, the realization of the online activities in the group, the attitude of the parents regarding these

activities, the difficulties encountered by the teacher in the transition from on-site activities to online activities, as well as the personal opinion on the need to train teachers in the field of technology).

Our respondents came from the counties of Cluj, Sălaj, Mureș, Harghita, as well as from Bucharest. The table below shows the distribution of teachers according to the county and their environment of origin.

Table 1. Statistical data on the distribution of teachers by county and area of origin

County	Number of teachers	Of which with the educational unit in the urban environment	Of which with the educational unit in the rural environment
Cluj	166	140	26
Sălaj	20	20	0
Mureș	4	0	4
Harghita	1	1	0
Bucharest Municipality	2	2	0
TOTAL	193	163	30

Analyzing table 1, we notice that most of the respondents came from Cluj County, 166, followed by Sălaj County, where from 20 teachers responded to our request. From Mureș County were 4 teachers involved, from Bucharest we had 2 responding teachers, from Harghita County only one participant. Regarding the environment of origin, we find that most of the respondents come from urban areas, 163 respondents, while 30 participating teachers come from rural areas.

Taking into account the type of educational unit, 98% of the responding teachers come from state kindergartens, while only 2% of the teachers work in private kindergartens.

Regarding the age of the respondents, 17.6% of the teachers are aged between 19-29 years, 34.7% of the teachers are aged between 30-39 years, a percentage of 31.6% of the respondents are between 40-49 years old, and 16.1% of the teachers are over 50 years old. We notice that the highest percentages are held by teachers aged 30-39 and 40-49.

Taking into account the status of the responding teachers, 80% of them are regular teachers and 20% of them are substitute teachers.

Regarding the group they teach, 24% of the respondents teach the preschoolers aged 3-4 years group, 25% of the teachers teach the preschoolers aged 4-5 years group, 32% of them work with the preschoolers aged 5-6 years group, and 19% of teachers teach the combined group (3-6 years).

Figure 1 shows the ways teachers carry out their teaching activity during the COVID-19 pandemic. We remind you that we refer to the period of time in which the educational units were closed (the red scenario).
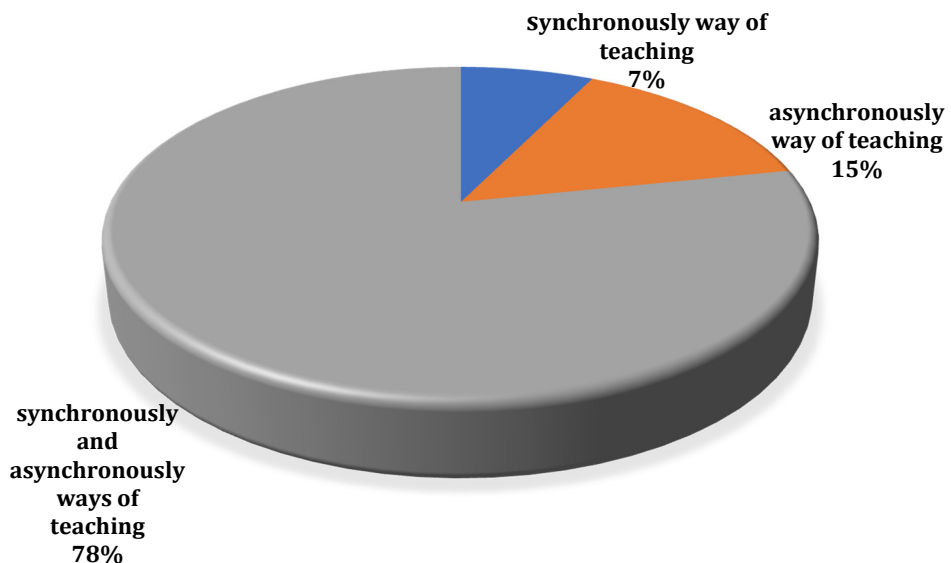

Figure 1. Ways of teaching during the COVID-19 pandemic

Analyzing figure 1, we notice that 78% of the responding teachers carry out their teaching activity alternating the activities synchronously with the asynchronous ones, while 15% of them chose the asynchronous variant, and 7% for the synchronous variant.

Regarding the choice of a certain way of carrying out the instructive-educational process, 26.4% of the teachers state that the way of carrying out the teaching activity was established by the County School Inspectorate, while 54.4% of them claim that the choice belonged to the school, and 19.2% of teachers mention that the option belonged to them. We find that in the case of more than half of the teachers, the decision was made at the kindergarten level.

To the question "What do you think is the most appropriate way to carry out the teaching activity?", The teachers had the opportunity to choose from the existing options or to offer their own answer. Figure 2 captures the responses received.
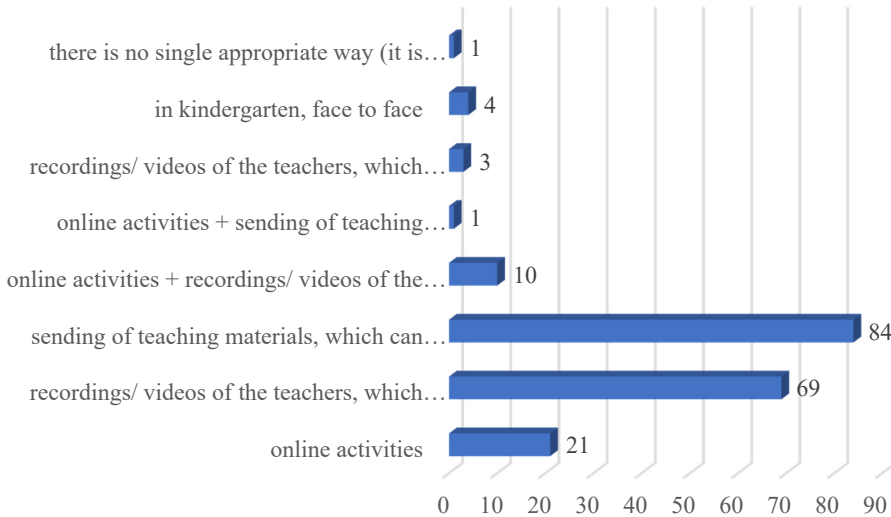
Figure 2. The most appropriate way to carry out the teaching activity, in the opinion of the responding teachers

According to Figure 2, 84 of the teachers consider that the sending of teaching materials, which can be covered with the help of parents, depending on their availability, it is the most appropriate way to carry out activities in preschool education. 69 of the teachers are of the opinion that the recordings/ videos of the teachers, which can be watched by preschoolers at any time, best meet the needs of preschoolers. 21 of the teachers consider that carrying out online activities is the most relevant choice in the pandemic context. 10 of the respondents state that the most appropriate would be the harmonious combination of the three variants mentioned above, namely online activities, recordings/ videos of teachers and sending teaching materials to preschoolers. 3 teachers consider to be opportune both to record/ film the teachers, and to send some teaching materials to the little ones, which can be read with the help of adults, depending on their availability. One teacher is of the opinion that online activities should be associated with the submission of teaching materials, while another teacher argues that there is no single appropriate way to carry

out the educational act, but it is necessary to take into account the type of activity and the theme approached and according to them to establish the way of carrying out the activity. 4 of the teachers claim that in preschool activities must be carried out in kindergarten, face to face, the online environment is not suitable for children in kindergarten. Analyzing the answers received, we notice that the teachers try on the one hand to adapt their activity from the group, capitalizing on the resources of the online environment, and on the other hand they analyze the needs of preschoolers and the possibilities of parents. At this age, children need the help of an adult to be able to participate in online activities or to go through the submitted materials.

Taking into account the views of teachers on the productivity of online activities with preschoolers, 33% of them consider that this type of activity is effective for preschoolers, while 48% of them say that online activities are not productive for preschoolers. 19% of teachers were reluctant about this.

Regarding the argumentation of the chosen answer, we found that many answers are repeated (both in the case of teachers who consider that online activities are productive, as well as in the case of teachers who consider them unproductive or who refrain from making assessments).

The arguments put forward by teachers in favor of online activities are as follows:

- children are happy to see their colleagues and educators again;
- they help preschoolers continue to feel that they belong to a community;
- the emotional connection between educators and children is maintained;
- a close connection is formed/ maintained between the kindergarten and the family;
- preschoolers are eager to be involved in activities such as at the kindergarten;
- children have the opportunity to work at their own pace;
- a program of activities is kept, which prepares them for the school environment;
- the instructive-educational process is continued;
- the materials used in online activities are attractive;
- going through the sent materials proves cognitive acquisitions at the preschool level;
- online activities are productive if the children go through and complete the work tasks sent by the educators;
- parents are more involved.

We note that, in the opinion of some teachers, online activities support both the socio-emotional development of preschoolers, by maintaining an emotional connection between educators and children and between children, as well as their cognitive development (under the conditions of active involvement of preschoolers).

The arguments put forward by teachers who say that the activities are not productive and by teachers who are reluctant to express themselves are the following:

- the educational environment, the community and the direct contact with the child are missing;
- assessment and feedback are delayed and with minimal impact on children's motivation to learn;
- solving the tasks posted on the platform is done by a small number of preschoolers;
- a small number of preschoolers participate in synchronous online activities;
- preschoolers need physical support in carrying out many activities, and parents cannot/ do not know the correct ways to help the child;
- online activities are very difficult to do with preschoolers aged 3-4 years group;
- parents do not have the necessary availability and training to support the preschooler in the proposed activities;
- parents are not consequent in engaging preschoolers and themselves in teaching activities, preferring asynchronous activities;
- parents are not interested in online activities organized by educators;
- parents do not show an appropriate attitude regarding online activities and the effort made by the teacher in carrying out the proposed activities;
- the activity of preschoolers is conditioned by the availability of parents;
- group games cannot be performed to encourage collaboration between children;
- it is not recommended that children spend a lot of time in front of screens at an early age;
- preschoolers are not interested and have no patience for online activities;
- preschoolers lose their motivation along the way;
- the attention of preschoolers is distracted by disturbing factors in the environment, and the preschooler no longer focuses on the didactic content;
- children get tired of synchronous activities;

- group management cannot be performed;
- not all preschoolers have devices and internet connection;
- it is not possible to ensure the achievement of the objectives proposed in the activity;
- grandparents, in whose care the children are, do not know how to use the necessary equipment;
- difficulties are encountered in the socio-emotional development of preschoolers;
- there is a very slow evolution in terms of behavior, cognitive, socio-emotional and language development;
- the children do not make an effort in accomplishing the work tasks, these being solved by the parents; therefore, the feedback is not real;
- there is a stagnation in the work rhythm of children;
- children cannot develop communication, empathy and social skills;
- there is a need for certain teaching materials, which are not available to preschoolers;
- very large volume of work for the teacher;
- the feeling of frustration at the level of the teacher due to the lack of involvement of parents and preschoolers;
- sometimes feedback is missing;
- it is not possible to effectively evaluate the knowledge of preschoolers;
- teaching methods are limited.

At first glance, we find that there are many counter-arguments regarding the productivity of online activities. We notice that some of the answers focus on the preschooler, and others on the parent, on the teacher and on the previous undertaking to carrying out this type of activity. If we take into account the peculiarities of age, we find that at 3-4 years, sometimes at 4-5 years, online activities are more difficult to perform. On the other hand, the lack of attention of preschoolers, lack of motivation and patience are aspects that hinder the successful conduct of online activities. As for parents, they do not have time to engage in children's online activities or they reach the opposite pole, working instead of their own children. What is totally unproductive is the inappropriate attitude of parents regarding the effort made by teachers in designing and conducting online activities.

Analyzing both the arguments and the counter-arguments, we can say that online activities cannot replace the activities that take place face to face, in kindergarten. In the absence of the latter activities, we carry out online activities, through which we try to respond to the socio-affective and cognitive needs of preschoolers.

Figure 3 shows the platforms/ applications used by teachers for conducting online activities, uploading materials and communicating with parents. We mention that the respondents had the opportunity to choose several answer options or, if they considered it necessary, to offer their own option.
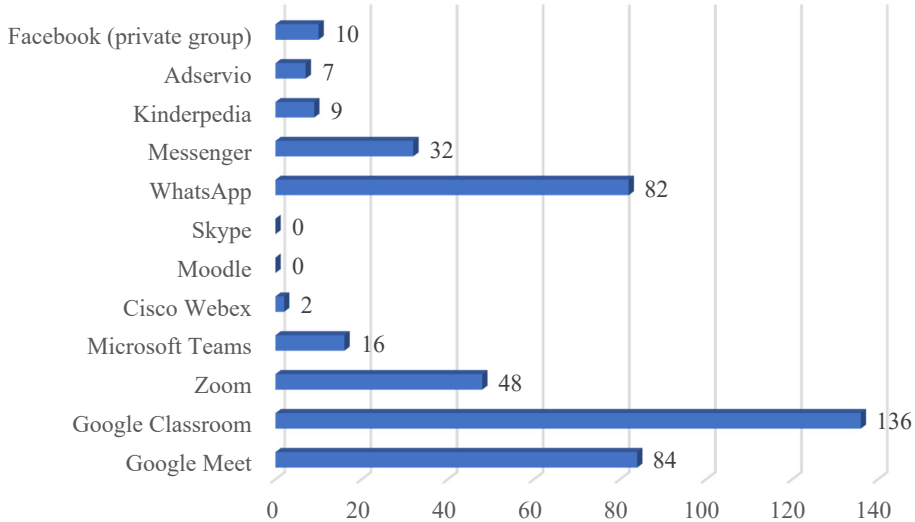
Figure 3. Platforms/ applications used for online activities, uploading materials and communicating with parents

According to Figure 3, the Google Classroom platform is the most frequently used by teachers, being chosen by 136 of them (out of a total of 193 responding teachers). Google Meet is also frequently used for online activities and communication with parents, with 84 respondents opting for this platform. The WhatsApp application is also often used, being chosen by 82 teachers. The Zoom platform is one of the platforms chosen by teachers, 48 of them say they use it in teaching/ to communicate with parents. 32 of the teachers use Messenger, 16 of the teachers have expressed their preference for Microsoft Teams, and 10 teachers use the private group of the group on the social network Facebook. 9 respondents use the Kinderpedia platform, 7 of the respondents use the Adservio platform, and 2 respondents use Cisco Webex. No respondent teacher uses Moodle or Skype platforms. Analyzing the results obtained, we find that a teacher uses, on average, 2 platforms/ applications in order to carry out the instructive-educational activity, to upload the materials for preschoolers, as well as to communicate with their parents.

To the question "How often do you do online activities with preschoolers?" only teachers who stated that they carry out their teaching activity synchronously or who combine their activities synchronously with those asynchronously answered (a total of 165 teachers, i.e. 85% of the total responding teachers). We specify that to this question, the teachers had the possibility to choose the variant from the ones proposed by us or to write down their own variant. The results obtained are shown in Figure 4.
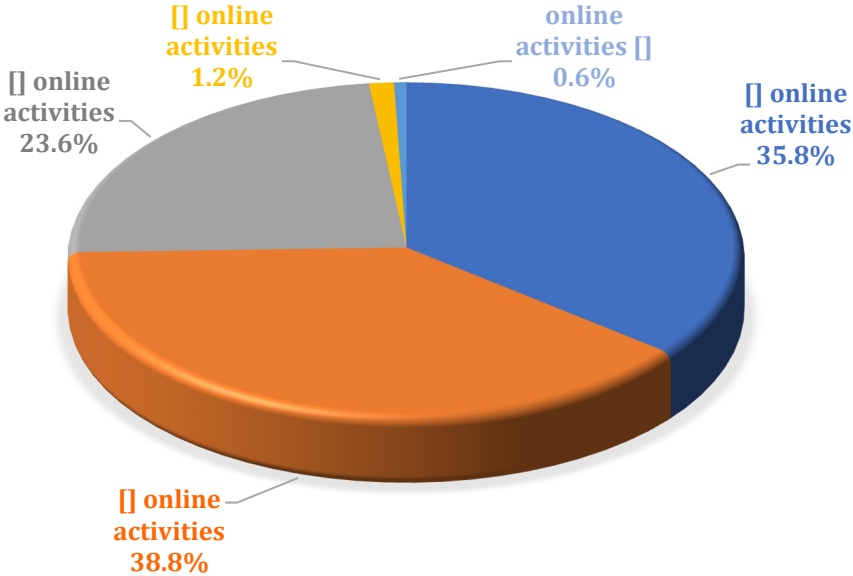

Figure 4. Frequency of online activities with preschoolers

According to figure 4, the largest share is occupied by teachers who carry out online activities (synchronously) with preschoolers 2-3 times a week, respectively 38.8%. With a close percentage, 35.8%, we find teachers who say they perform such activities once a week. 23.6% of our respondents carry out daily online activities with the group's children. The lowest percentages belong to teachers who perform such activities 4 times a week, 1.2%, respectively to those who establish the frequency of online activities depending on the availability of parents, by mutual agreement, 0.6%.

We were interested to find out the categories of activities that teachers focus on when carrying out online activities. As in the case of the previous question, this question was addressed to teachers who carry out their teaching activity synchronously, who have the opportunity to choose several options. The results can be found in figure 5.
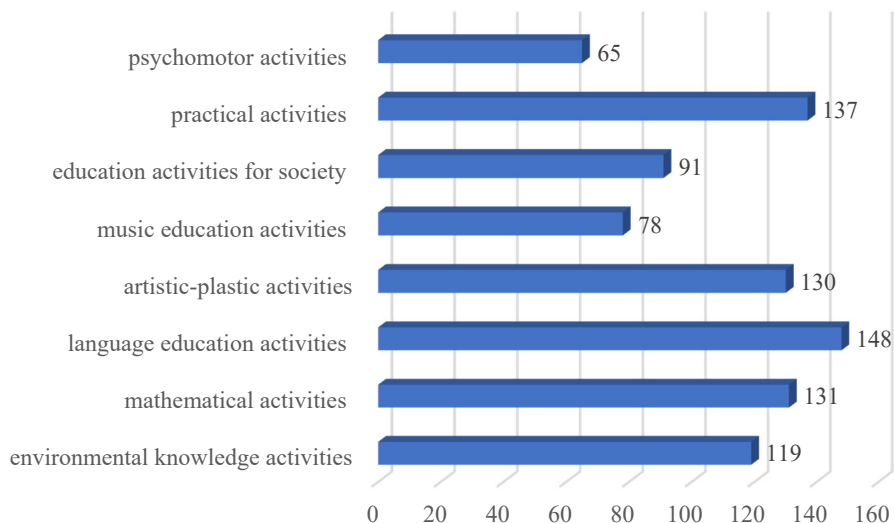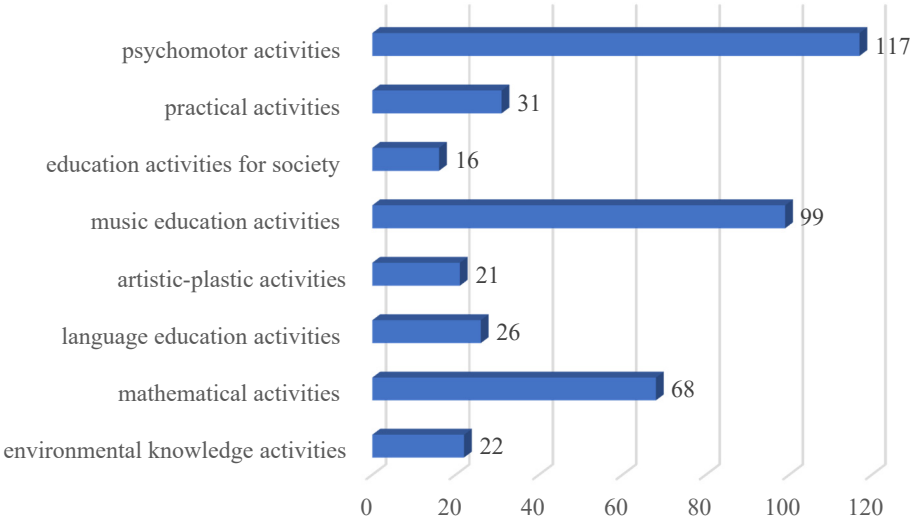
Figure 5. Categories of activities on which teachers focus when
carrying out online activities (synchronous)

As we can see in Figure 5, teachers focused mainly on language education activities (148 choices), practical activities (137 choices), mathematical activities (131 choices), artistic-plastic (130 choices) and the environmental knowledge (119 choices). The categories with the fewest choices were education activities for society (91 choices), music education activities (78 choices) and psychomotor activities (65 choices). We find that the respondents made, on average, 5 choices.

In order to be able to identify the categories of activities that have generated difficulties in online design and implementation, we asked teachers to choose all categories of activities that they find difficult to perform synchronously. We further reproduce the results obtained.

At a first analysis, we can see that the number of choices made by teachers in this case is much lower than in the categories of activities that respondents focused on in the online teaching process. In the case of the categories of activities considered difficult to carry out, the teachers made, on average, 2 choices. In their opinion, the activities that lift the highest difficulties are psychomotor activities (117 choices), followed by music education (99 choices) and mathematical activities (68 choices). Psychomotor and music education activities have obtained the fewest choices in the case of activities that teachers focused on in designing and conducting online activities.

According to Figure 6, a relatively small number of respondents find it difficult to carry out practical activities (31 choices), language education activities (26 choices), environmental knowledge activities (22 choices), artistic-plastic activities (21 choices) and education for society activities (16 choices).

Figure 6. Categories of activities difficult to perform online,
in the opinion of the responding teachers

Regarding the attitude of parents of preschoolers about the conduct of online activities, 58% of them showed a favorable attitude, being happy, excited that these activities are carried out, 20% of parents do not agree with participation of preschoolers in online activities, while 22% of parents are indifferent about this.

On the other hand, 73% of the responding teachers stated that the preschoolers showed interest, being happy to participate in online activities. 17% of respondents (teachers who carry out online, synchronous activities) are reluctant to make statements about the attitude of preschoolers towards these activities, and 10% of teachers consider that preschoolers are not interested in organized online activities.

The next question targeted the frequency of preschoolers participating in online activities. According to the answers received, 39% of teachers had an average attendance of up to 25% of the preschool group, 37% of teachers stated that 25-50% of preschoolers participated in the organized online activities,

20% of the responding teachers had a 50-75% attendance of preschoolers in the activities carried out synchronously, and a percentage of 4% of respondents stated that preschoolers participated in online activities in a percentage of 75-100%. We note that more than half of the responding teachers had, on average, a presence of children in the organized activities of up to 50%, i.e. no more than half of the preschool groups participated.

We present below (figure 7) the reasons why preschoolers do not participate in organized online activities, in the opinion of teachers. To this question, the respondents had the opportunity to choose all the answers they considered appropriate to their own situation; also, if deemed necessary, they could offer their own answer.
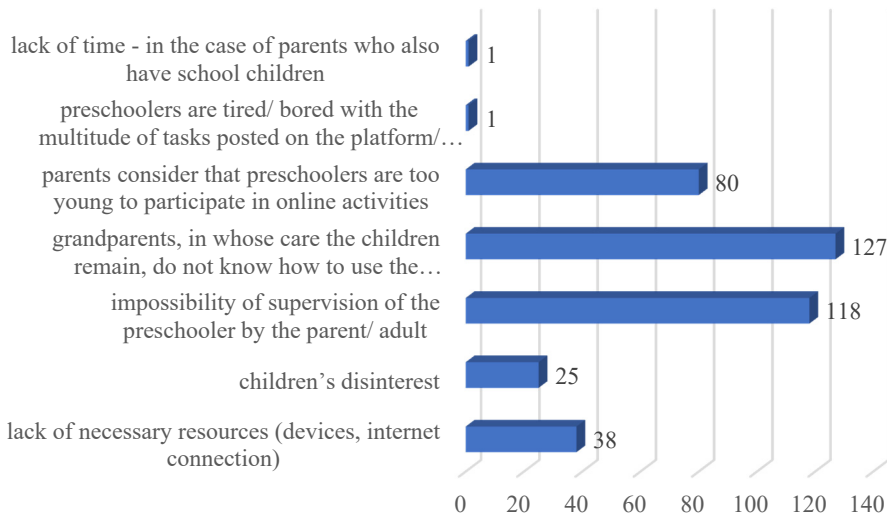

Figure 7. The reasons why preschoolers do not participate in online activities, in the view of teachers

According to Figure 7, the main reason why children are not present at organized online activities is that grandparents, in whose care the children remain, do not know how to use the necessary equipment/ platform used (127 choices), being closely followed by the impossibility of supervision of the preschooler by the parent/ adult (118 choices). Also, 80 teachers state that parents consider that preschoolers are too young to participate in online activities, which is another reason that explains the absence of children in these activities.

Another cause underlying the lack of preschoolers is the lack of their necessary resources (devices, internet connection) (38 choices), along with children's disinterest in organized online activities (25 choices). In the opinion of other teachers, the fact that preschoolers are tired/ bored with the multitude of tasks posted on the platform/ application used and the online meetings (a choice), as well as lack of time - in the case of parents who also have school children (a choice) are the reasons why preschoolers do not participate in online activities.

The next question is for teachers who perform asynchronous activities - whether respondents have received feedback from parents. Of the total 179 asynchronous teachers, 53% said they received feedback from their children's education partners to a large extent, while 46% of respondents said they received answers from parents, but to a small extent. 1% of respondents said they did not receive feedback.

The question "How do you appreciate communication with parents during this period?" addressed all of responding teachers. We further present the results obtained.
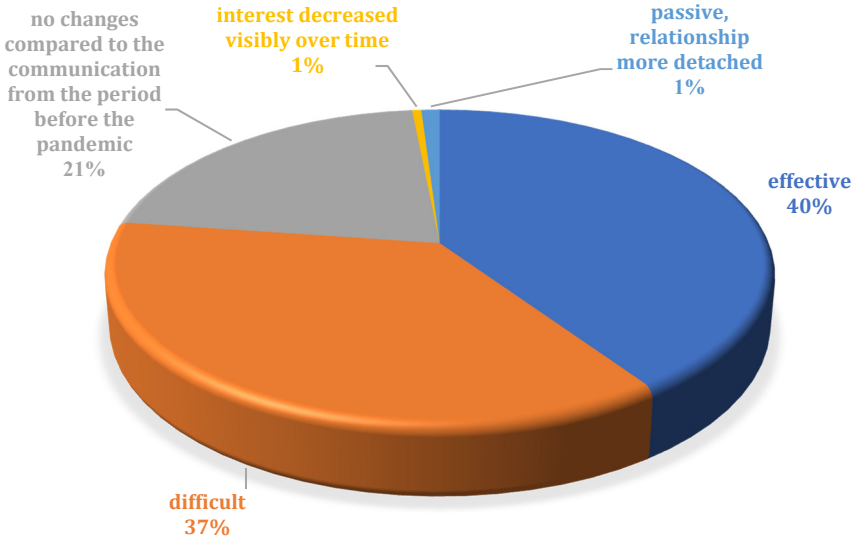
Figure 8. Communication with preschool parents during the pandemic

According to Figure 8, 40% of respondents stated that they had effective communication with preschool parents, while 37% of respondents described communication with educational partners as difficult during the pandemic period. 21% of teachers did not find any changes compared to the communication from the period before the pandemic, 1% of teachers stated that interest decreased visibly over time, the same percentage of respondents stating that the relationship with parents is more detached, passive.

The next question was to identify the difficulties faced by teachers in moving from on-site to online activities. For a more accurate rendering of these difficulties, the respondents had the opportunity either to choose the options that suited them or to offer their own answer. Figure 9 shows the results obtained.
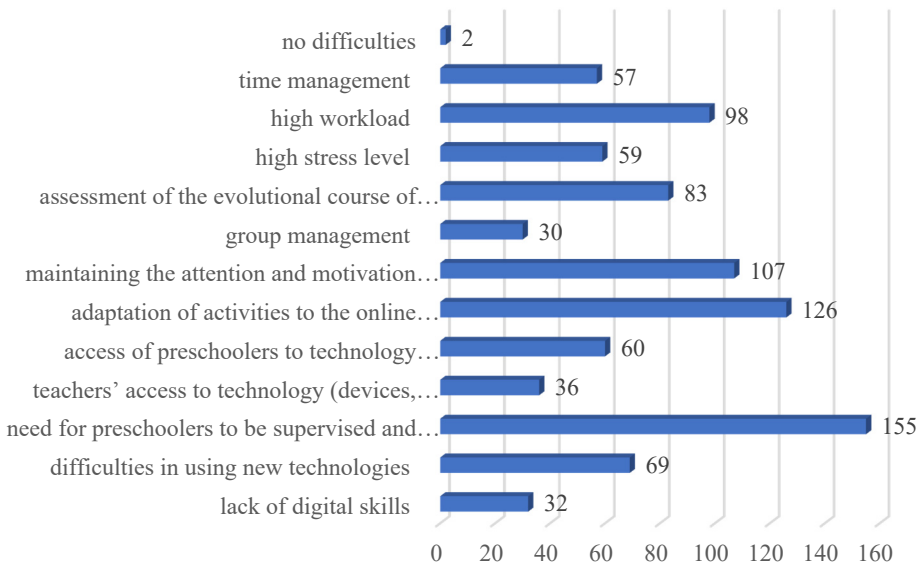
Figure 9. Difficulties encountered by teachers in moving from on-site to online activities

We note that 80% of the respondents consider as the main difficulty in the transition from the activities carried out face to face, in the group room, to the online activities, the need for preschoolers to be supervised and assisted by an adult in online activities (155 choices), followed by another impediment - the adaptation of activities to the online environment, taking into account the peculiarities of age (126 choices). Another aspect that has hindered this process is related to maintaining the attention and motivation of preschoolers (107 choices).

It is well known to all education specialists that preschoolers always need new and new elements to capture their attention and arouse their interest. Motivation in preschool is extrinsic, and the online environment makes it difficult to capture children's attention and motivation. The high workload (98 choices) is another impediment chosen by the respondents. Adapting activities to the online environment requires new materials, which are more and more attractive and which facilitate the understanding of the topic by preschoolers, which implies a much larger volume of work. According to teachers, during this period it was difficult to assess the evolutional course of preschoolers (83 choices). Absence of children from online activities or lack of systematic participation, as well as the fact that continuous assessment is difficult to do "at a distance" (especially since we are not only referring to the knowledge that preschoolers have acquired, but also to the skills and abilities they have developed) it greatly complicates the evaluation (faithful, realistic) of the evolutional path of the preschooler. In addition to these difficulties mentioned above, respondents also faced other obstacles: difficulties in using new technologies (69 choices), access of preschoolers to technology (devices, poor connection/ lack of internet connection) (60 choices), high stress level (59 choices), time management (57 choices). We find that there have been "technological" difficulties related to either the teacher or the child. Of course, organizing and carrying out online activities with kindergarten children is not easy at all, therefore stress and time become two implicit variables. In the category of the least encountered difficulties we include: teachers' access to technology (devices, poor connection/ lack of internet connection) (36 choices), lack of digital skills (32 choices) and group management (30 choices). 2 teachers did not encounter any difficulties in this transition from on-site activities to online activities.

The last question in the questionnaire concerned the opinions of teachers on the need for their training in the field of technology. 86% of respondents say that training is needed in this area, while 7% of them consider that no such training is required. The same percentage (7%) of teachers are reluctant to make assessments in this regard.

Conclusions

Undoubtedly, the period of the pandemic was a difficult one for all people, especially for education specialists. Moving the educational act in the virtual environment was a challenging goal that is as difficult to achieve. There were many implications. Carrying out and getting involved in online activities has not been easy for teachers, preschoolers or parents. The major task of

transposing the didactic activity from kindergarten to the online environment and the adaptation of the activities fell to the teacher. It wasn't easy at all. Respecting the age peculiarities of preschoolers, capturing their attention, as well as their motivation were the daily challenges of teachers. That is why many of them have chosen to combine synchronous with asynchronous activities. Let's not forget that access to technology (both for preschoolers and teachers) was an impediment to the successful completion of activities. All these aspects led to a higher workload, a longer preparation time and a high level of stress.

It wasn't easy for the kids either. Although the idea of sitting in front of devices can be tempting for the little ones, actively participating in online activities (synchronous) is not the same as sitting in front of the screen. This was difficult for 3-4 aged preschoolers group, sometimes even for 4-5 aged preschoolers group. The children of the 5-6 aged preschoolers group adapted the easiest, who accommodate to the new way of carrying out the activities and who responded best to the new challenges.

Parents are considered partners in education. Now it seems that more than ever their support was needed in the successful development of the educational act. Because at preschool age children need help from adults (especially when it comes to using learning platforms/ applications), the presence of an adult during online activities is required. Preschoolers need supervision in online activities, with parents having the task of helping their children with their work tasks. An extremely delicate task of the teachers was to dose the necessary help from the parents, so that they would not be turned into teachers. In addition to this, we must keep in mind that not all parents have the necessary devices/ internet connection (especially those in rural areas). Moreover, the parents mainly take care of the school children (both in providing them with the necessary ones and in giving them the necessary help), not having time to take care of the preschoolers. On the other hand, the parents of 3-4 aged preschoolers group, sometimes even 4-5 aged preschoolers group, do not agree with the participation of preschoolers in online activities. They consider that children are too young to have such learning experiences.

Carrying out the online learning process proved to be a difficult task, but teachers tried to adapt as soon as possible to the new situation and to make a difficult and delicate situation a pleasant experience for children, for parents and for themselves. Although the number of teachers involved in solving the questionnaire proposed by us was not very high (193 answers), we found that the respondents faced similar situations and encountered the same difficulties regardless of the area of origin.

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QUESTIONNAIRE ADDRESSED TO TEACHERS IN PRESCHOOL EDUCATION REGARDING THE INSTRUCTIVE-EDUCATIONAL PROCESS DURING THE COVID-19 PANDEMIC

The questionnaire below addresses issues related to the development of the instructive-educational process during the COVID-19 pandemic, in preschool education. To this end, please support us by completing it, honestly answering questions. Your answers are confidential and will be processed and capitalized in a study on the implementation of teaching activities during the COVID-19 pandemic, by teacher for preschool education PhD Adela-Simina Câmpan, in collaboration with Professor Mușata Bocoș.

HOW TO ANSWER:

▪ *For the questions followed by a list of answers (numbered from a to n),* **tick the letter corresponding to your answer**. *If none of the answers in the list suits you, you can circle, where there is one,* **another option**, *specifying* **your own answer**.
▪ *To the questions followed by followed by points (...),* **write the answer in your own words**.

1. The county:.....................................

2. Environment of provenance:
   a) urban
   b) rural

3. Kindergarten:
   a) state/ public
   b) private

4. Age:
   a) 19-29 years
   b) 30-39 years
   c) 40-49 years
   d) over 50 years

5. Status:
   a) substitute teacher
   b) regular teacher

6. Group to which you teach:
   a) 3-4 years preschoolers
   b) 4-5 years preschoolers
   c) 5-6 years preschoolers
   d) combined: 3-6 years preschoolers

7. How do you carry out your teaching activity now, during the COVID-19 pandemic?
   a) synchronously
   b) asynchronously
   c) synchronously + asynchronously

If you chose option a) synchronously, please omit question 19.

If you have chosen option b) asynchronous, please omit questions 12 to 18.

8. The manner of carrying out the didactic activity was established by:
   a) The County School Inspectorate
   b) the educational unit
   c) teacher / you

9. What do you think is the most appropriate way to carry out the teaching activity?
   a) online activities
   b) recordings/ videos of teachers, that can be watched by preschoolers at any time
   c) sending teaching materials, which can be covered with the help of parents, depending on their availability
   d) another option...

10. Do you consider it productive to carry out online activities with preschoolers?
   a) yes
   b) no
   c) I don't know
Please argue the chosen answer.
....

11. What platforms/ applications do you use for online activities, uploading materials and communicating with parents? *(You can choose from several answer options.)*
   a) Google Meet
   b) Google Classroom
   c) Zoom

d) Microsoft Teams
e) Cisco Webex
f) Moodle
g) Skype
h) WhatsApp
i) Messenger
j) something else:...

12. How often do you carry out online activities with preschoolers?
a) once a week
b) 2-3 times a week
c) daily
d) another option:...

13. What categories of activities do you focus on when doing online activities?
(You can choose from several answer options.)
a) environmental knowledge activities
b) mathematical activities
c) language education activities
d) artistic-plastic activities
e) music education activities
f) education for society activities
g) practical activities
h) psychomotor activities

14. What are the categories of activities that you find most difficult to do online?
(You can choose from several answer options.)
a) environmental knowledge activities
b) mathematical activities
c) language education activities
d) artistic-plastic activities
e) music education activities
f) education for society activities
g) practical activities
h) psychomotor activities

15. What is the attitude of parents regarding the conduct of online activities?
a) favorable: they are happy, excited that these activities are taking place
b) unfavorable: they do not agree for preschoolers to participate in online activities
c) indifferent

16. Are preschoolers interested, happy to participate in online activities?
   a) yes
   b) no
   c) I don't know

17. What is the average frequency of preschoolers participating in online activities?
   a) up to 25%
   b) 25-50%
   c) 50-75%
   d) 75-100%

18. What are the reasons why preschoolers do not participate in online activities? *(You can choose from several answer options.)*
   a) they do not have the necessary resources (devices, internet connection)
   b) they are not interested
   c) there is no possibility of supervision by the parent / adult
   d) grandparents, in whose care the children remain, do not know how to use the necessary equipment/ platform used
   e) parents consider that preschoolers are too young to participate in online activities
   f) another option:..

19. In the case of asynchronous activities, did you receive feedback from your parents?
   a) yes, to a large extent
   b) yes, to a small extent
   c) no

20. How do you appreciate the communication with the parents during this period?
   a) efficient
   b) difficult
   c) no changes were observed compared to the on-site activity
   d) another variant:...

21. What difficulties did you encounter in switching from on-site to online activities? *(You can choose from several answer options.)*
   a) lack of digital skills
   b) difficulties in using new technologies
   c) the need of preschoolers to be supervised and assisted by an adult in online activities

d) your access to technology (devices, poor connection/ lack of internet connection)

e) access of preschoolers to technology (devices, poor connection/ lack of internet connection)

f) adapting the activities to the online environment, taking into account the pecularities of the age

g) maintaining the attention and motivation of preschoolers

h) group management

i) assessment of the evolutional course of preschoolers

j) high stress level

k) high workload

l) time management

m) I did not encounter any difficulties

n) something else:..

22. Do you think that training in the field of technology would be needed?
   a) yes
   b) no
   c) I don't know

THANK YOU for collaboration!