FACULTATEA DE ŞTIINŢE ALE EDUCAŢIEI

DEPARTAMENTUL DE SPECIALITATE CU PROFIL PSIHOPEDAGOGIC

# FIŞA DE CUNOAŞTERE PSIHOPEDAGOGICĂ

#  A ELEVULUI

Nume și prenume student:

Facultatea & Specializarea:

Anul de studiu:

# I. DATE PERSONALE:

 Vârsta \_\_\_\_\_\_\_\_\_

**II. DATE CU PRIVIRE LA RUTA ȘCOLARĂ ANTERIOARĂ:**

 (aspecte semnificative, explicative pentru situaţia actuală)

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# III. DATE SEMNIFICATIVE REFERITOARE LA FAMILIE:

# (componența familiei, nivelul educațional al părinților)

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# IV. DATE PSIHOLOGICE:

**1. Reprezentările**:

(reprezentări preponderente, stilul de învăţare)

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**2. Memoria**:

(calităţi ale memoriei)

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**3. Gândirea:**

*a).* *Stadiul dezvoltării cognitive:*

⁯ senzoriomotor

⁯ preoperaţional

⁯ operaţii concrete

⁯ operaţii formale

*b).* *Caracteristicile stadiului identificat:*

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**4. Limbajul:**

*a).* *Caracteristicile exprimării orale:*

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*b). Specificul limbajului scris:*

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**5. Atenţia**:

(calităţile atenţiei evidenţiate în activităţile elevului)

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**6. Afectivitatea:**

*a). Emoţii predominante:*

- în timpul orelor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- în afara orelor (pauze, activităţi extraşcolare): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*b). Inteligenţa emoţională* (caracteristici şi manifestare):

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**7. Motivaţia învăţării:**

(tipuri şi forme de manifestare)

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**8. Voinţa:**

(calităţi ale voinţei, caracteristici ale procesului decizional):

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**9. Trăsături de personalitate**

*a). Temperament* (încadrare tipologică justificată prin trăsături comportamentale)

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*b). Caracter* (portret caracterial prin raportare la atitudini și stadiul dezvoltării morale)

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*c). Aptitudini* (inteligenţă, creativitate, aptitudini speciale, aptitudini cognitive)

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**10. Comportament social**:

(conform stadiile dezvoltării sociale)

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**V. CARACTERIZARE GENERALĂ:**

*a). Dominante pozitive* (puncte tari):

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*b). Dominante negative* (puncte slabe):

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*c). Recomandări*:

(în funcţie de dominantele menţionate mai sus, propuneți recomandări pentru cadre didactice şi/ sau părinţi)

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