# FIŞA DE CUNOAŞTERE PSIHOPEDAGOGICĂ ŞI SOCIALĂ A ELEVULUI

Şcoala \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Localitatea

Întocmită de la până la

# I. Date personale:

1. Sexul □ Masculin
	* Feminin
2. Locul şi data naşterii: Vârsta
3. Domiciliul:
4. Înscris la aceasta şcoală din anul şcolar:

**II. Date cu privire la ruta şcolară anterioară, inclusiv perioada preşcolară (**aspecte semnificative, explicative pentru situaţia actuală)

# III. Date familiale:

1.

|  |  |  |
| --- | --- | --- |
| **Părinţi** | **Studii** | **Profesia actuală** |
| Mama |  |  |
| Tata |  |  |

1. Structura şi componenţa familiei
2. tipul familiei:
* normală
* părinţi divorţaţi
* un părinte decedat
* părinţi vitregi
* altă situaţie. Precizaţi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# IV. Dezvoltarea psihică şi starea sănătăţii:

* 1. Anamneza
1. Antecedente familiale

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1. dezvoltarea timpurie a copilului (naştere, îmbolnăviri, deficienţe):

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# V. Date psihologice:

1. Reprezentările (tipuri de reprezentări preponderente, stilul de învăţare):

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2. Memoria (calităţi ale memoriei):

* preponderent logică
* preponderent mecanică

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3. Gândirea

a). Stadiul de dezvoltare

⁯ senzoriomotor

⁯ preoperaţional

⁯ operaţii concrete

⁯ operaţii formale

b). Argumentaţi, descriind 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)

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

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10. Comportament social (conform stadiile dezvoltării sociale)

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**VI. 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 (recomandări pentru cadre didactice şi/ sau părinţi)

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