The hypothesis of the research is that educational plans based on an unstructured didactic processes may foster the development of pre-school cognitive skills. The general objective of the research is to enhance the child's logical, didactic, intuitive and social skills, in order to have the means for a functional access to primary school. We intend to highlight through the observational didactic and verbal-behavioral skills belonging to the macro category of Social Communication: social reciprocity, social interaction, social skills, communication skills and linguistic abilities. The analysis involved two groups of participants: a group of 27 children between 3-6 years, of which 19 females and 8 males, and a group of 15 children between 2-3 years, of which 9 females and 6 males, attending a kindergarten school in the province of Rome. Participants have been included in structured and unstructured didactic activities (music education, art activities, etc.) to help in their development and learning process and to see their differences. The research has been defined with measures repeated in two stages with a time interval of twenty days, for both groups. Before the session, observers performed training to exclude subjective components in data collection by using a constant reproduction language (Bolukman, Gerhard, 1997). By analyzing the registrations, there was a lack of agreement between the assessors sufficient to support the reliability of the measurement (percent necessary agreement) greater than 75% on all the variables. At first, a direct observation of the structured didactic skills in children’s classroom was conducted through observation form, with particular reference to social interaction, social facilitation, social skills. In both cases, the observation of the unstructured didactic was performed on the same participants in Explore the Children’s Museum in Rome.

### RESULTS

The statistical analysis was of all descriptive (mean, standard deviation, range) and inferential (t-test) statistics comparison (Table 1). This analysis was performed on children of all groups, for the three different observation periods, with the following results: for structured and unstructured didactic skills, there were statistically significant differences in the level of behavioral interaction, social skills, social interaction, social facilitation, social communication, verbal communication, social interaction, social facilitation, social communication, verbal communication. The statistical analysis of the differences between the structured and unstructured didactic skills is shown in the following table (Table 2). The statistical analysis of the differences between the structured and unstructured didactic skills is shown in the following table (Table 2).

### REFERENCES


