

Employing Various Activities and Their Role in Providing Learning among Kindergarten Students in the Schools of the Kingdom of Jordan from the Point of View of the Teachers Themselves

Asma Ahmad Ali ElMughrabi
Jordanian Ministry of Education
Email ID: almoghrabiasma@gmail.com

Abstract

The aim of the research is to identify the extent to which the various activities are employed and their role in imparting learning among public kindergarten students at the kindergarten stage in the schools of the Kingdom of Jordan from the point of view of the teachers themselves. The study population consisted of kindergarten teachers in the directorates of education affiliated to the central region, and the study sample was (26 teachers) chosen randomly. The study came out with a number of results, the most important of which are: that diversification in activities has a great role in providing learning for kindergarten students in Jordanian public schools from the point of view of the teachers themselves, and that the teachers are keen to employ kinetic activities and role-playing activities to a very high degree, and there is a positive trend by Kindergarten teachers by ensuring that they provide dialogue and discussion activities, cooperative and competitive learning, creative learning, idea generation, drawing and coloring with a high degree of application.

Keywords: employment of various activities, kindergarten stage, schools of the Kingdom of Jordan

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INTRODUCTION

There are many forms of learning, and the best of them is the practice of various activities, in addition to the fact that the practice of activities is a right of early childhood, which they practice without thinking. Focusing on educating kindergarten children by employing various activities (kinetic, artistic) in an effective manner, and this aims to develop the children's personality first and then bring joy to their lives during learning. The purpose of practicing activities is to achieve educational and learning goals together. Knowledge, skills, values and attitudes. We find that providing children with those competencies that they need in their daily lives is not an easy process, and during the practice of activities, children practice many social roles and manners of speech and practice interaction and cooperation among their peers. Hence the importance of making sure to practice activities in order to develop various social skills and learning events

RESEARCH PROBLEM:

We find that some of the kindergarten teachers, while practicing activities, are directed to achieve the process of classroom control or classroom management only, and their role in imparting learning is neglected, which requires a great conviction of the importance of practicing planned educational activities based on knowledge of the developmental characteristics of children at this age. Here, the importance of creating the appropriate environment for practicing these activities, given their importance in shaping the child's life and their role in providing learning. However, in some kindergarten classes, some teachers practice types of educational kinetic activities or artistic activities, which aim to entertain children and through which few planned educational goals are achieved. Students, and in those classes, we find that the interaction of students is great with these activities and their level of learning is high. Hence, the researcher had the idea of defining the research problem in the following main question:

What is the role of various activities in providing learning for kindergarten students?

RESEARCH QUESTIONS:

- What are the effective practices to enhance learning for kindergarten students in government schools from the point of view of teachers?
- What are the activities and methods of learning that are adopted by kindergarten teachers?

RESEARCH AIMS:

This study seeks to:

- Identifying the extent to which various activities are practiced in kindergarten and its role in providing learning.
- Directing kindergarten teachers to increase interest in employing various activities and developing their role in

providing children with learning.

RESEARCH IMPORTANCE:

The research dealt with the role and importance of activities in gaining learning for kindergarten children. And help make kindergarten an educational environment stimulating, active, effective and attractive.

SEARCH LIMITS:

Spatial limit : government kindergartens in the central region

Time limit: in the second semester of the academic year 2021/2022

SEARCH TERMS:

Kindergartens: They are educational and educational institutions based on the education curriculum for children at the age of four and five years.

RESEARCH METHOD AND TOOLS:

The researcher uses the descriptive analytical method to achieve the objectives of the study and answer its questions, and a questionnaire was developed based on the study of (Jayoosi, Magdy, 2020) and (Al-Ashkar, Abdul Majeed, 2012) to reveal the extent to which the various activities are employed and their role in providing learning among students. Kindergartens from the point of view of early childhood teachers in Jordanian public schools

THEORETICAL FRAMEWORK:

The practice of activities by children in the kindergarten stage is a way for others to share their emotions, thoughts, values and perceptions. So we can count the practice of activities as one of the effective teaching strategies in the education process because it effectively contributes to building and developing the personality of children in all its aspects, from developing the language of dialogue and communication with others to encouraging cooperation and participation among students and self-reliance. Purposeful It is a way of acquiring skills. Children play in order to perceive the world around them. And that the child reveals his inner self during activities more than he expresses it in words. The kindergarten stage is one of the most important years in the lives of our children and has a major role in discovering and developing their abilities, and the care and attention that children receive at this stage continues to affect them throughout their lives, as it constitutes the most important developmental stages and develops children's abilities to learn and in shaping their personality (Al-Dahshan, 2018). One of the most important stages of their physical, mental, psychological and social formation. In the first five years of a person's life, most of the features of their personality are formed. Early childhood curricula focused on developing all aspects of that personality. A major role for activities emerged in building it for children in kindergarten, and that practicing activities is one of the basic needs of the child. It is one of the means of expression for children in the early age stage. We find that the role of kindergarten teachers is very large in directing children's learning and following up on their growth, as they contribute to shaping their future lives (Al-Khudairi, 2013)

The practice of some activities is important for the child. Expression through drawing and role-playing activities allows the child to express his feelings, tendencies and desires in a free manner and in his own way. Art activities are generally considered a fertile domain for children's physical, motor and emotional development and an effective means of communication. The employment of technological tools has a major role in increasing children's experiences and their ability to employ devices and tools effectively and increase their ability to employ previous information in new scientific situations, and through group games the child learns self-discipline. Hence the importance of providing an educational environment that takes care of the diverse needs of children by providing a sound environment for practicing activities and playing freely, exploiting excessive motor activity and directing it to activities of benefit and not forcing children to choose a specific game and directing and providing games that help growth in various aspects, and it is necessary to Employing games in the development of the different senses because they are very important in introducing the child to the surroundings in which he lives and gain his experiences and knowledge in it.

The first years of a child's life contribute to shaping his personality and defining his future features. We find that art is an important means of knowledge for children at that stage. Therefore, attention must be paid to presenting and designing artistic activities in an organized and not random manner to achieve the greatest benefit for children in early childhood (Al-Shorbagy , Muhammad. and others.2020) The artistic activities directed to the kindergarten child vary, including: drawing activities, musical activities, movement activities, coloring, printing, and handicrafts. Through some activities, children can express what they feel by employing any opportunity given to them in their own way. In order to translate their subjective feelings without pressure, kindergartens must satisfy the emotional aspects as it seeks to satisfy the mental development of children (Sobh,

2003). The benefits of artistic activities and their great importance for children of the early age stage is their ability to build a balanced and integrated personality, invest children's tendencies, modify their behavior, form a set of good habits and trends, improve children's abilities to innovate and create, inculcate moral values and principles and achieve healthy emotional growth. This stage is considered one of the most important stages The personality of children is one of the most dangerous stages in the development of individuals, in which the child acquires habits and social trends, as well as normal interaction with peers and the environment around him (Al-Shorbagy, Muhammad. et al. 2020).

Kindergarten teachers can encourage their students to imagine while practicing activities, telling stories and drawing. Artistic expression for children is a presentation of their point of view and their acquired experiences. Children's practice of some artistic activities earns them a lot of mental and psychological processes such as observation, perception, and generalization. Through these artistic activities, different degrees are communicated. From emotions and expression of thoughts and feelings. Performing representation employs a number of components, including kinetic and artistic, developing kinesthetic sense saturation, discovering the relationships between his feelings and kinesthetic behavior, and starting through drawing activities with self-expression and establishing effective communication channels through expressing feelings.

Employing artistic activities is an opportunity to search and express ideas. At this stage, the children's vocabulary grows. One of the mental characteristics of the child at this stage is to increase his ability to think, remember and imagine, and the more the child practices working with various materials, the more he feels that he is able to control and adapt things. Through artistic activities, we provide children with an opportunity to rely on their senses to acquire skills and experience through survey, research, frequent questions, and increase their ability to form perceptions.

Growth is defined as a set of sequential changes that proceed according to a method and an integrated interconnected system during the life of a person with a focus on motor behavior and the factors affecting it (Al-Khouli, Amin. Ratib, Osama. 1998)

Kindergartens are required to meet the mental development needs of the early stage child, and these needs are many and vary between the need for research and survey, the need to develop mental skills, and the need to acquire language skills. We find that the best way to meet these needs can be done through the implementation of purposeful, educational and kinetic games. The social development of the kindergarten child increases, and his social circle, his relationship and interaction with others expand to include companions in the practice of activities, and he begins to learn the social norms and values that work to control his behavior. The pre-school children have the need for achievement and success, which is the basis for developing the child's personality and expanding his perceptions, and he has the desire to win the reward and the need to please peers with what brings him pleasure and earns him confidence, and at the same time they have the need to practice activities. Therefore, teachers of this stage must balance all these needs by giving children the opportunity to choose games that are appropriate for their abilities. In the early childhood stage, social concepts and values begin to form, so the child at this stage needs tenderness, safety and warmth in his relationship with others.

Therefore, we consider directed growth and controlling the behavior of the child and knowing the method of reward and punishment, acceptance and rejection are among the most important tasks entrusted to parents and educators, such as kindergarten teachers, for example. Various games and different activities (Al-Ashqar, Abdel-Majeed, 2012). Playing is one of the most appropriate activities and contributes to satisfying the needs and achieving and shaping the child's personality, so it plays an important role in the development of educational functions represented in preparing pre-school children for life, and developing mental, social, linguistic and psychological skills. .

The importance of practicing kinetic activities in the development of social aspects is highlighted, as it helps children to innovate, reshape and develop the ability to solve problems and exploit leisure time for the benefit and pleasure of the child himself. About the self and its emotions, children discover themselves and adapt to their environment through playing, developing self-concept, interacting with and discovering things, and developing sensory-motor synergy (Qatami, 2002)

It also plays an important role in mental and cognitive development, as the practice of activities helps to acquire new information, skills and experiences, so we can accustom children in the kindergarten stage to giving and giving, loving others, and initiative. Practicing activities can help develop children's learning abilities and their readiness to receive educational knowledge and skills and develop spatial and linguistic ability (Al-Ashkar, Abdul Majeed, 2012)

The practice of activities for pre-school children plays an important and prominent role in the lives of children and the development of their social intelligence, as it helps them to develop the physical, mental, psychological, moral and social aspects. Role-playing, building dialogues, employing different methods of communication with others, and diversifying ways of self-expression, whether through the use of language, drawing, acting, role-playing and using sign (Amer, 2013). Some consider the activities as a teaching approach that helps in learning basic skills and concepts, and is based on imagining events, situations and problems, and

includes a process of interaction between individuals, through which the teacher aims to bring about a change in the learner.

All of these features call for kindergarten teachers to be keen to address these features during the implementation of learning by providing an attractive environment that contributes to achieving the planned learning goals. Through artistic activities, the child can express his feelings and learn to deal with things in an acceptable manner, and he can vent his strong feelings through the practice of psychomotor activities, which leads to transforming negative performance into positive performance and ridding the child of feelings of tension, and artistic activities provide for children to participate in forming groups, respecting the opinions and feelings of others, and realizing the importance of cooperation and self-control, and through artistic activities, children discover new ways to use materials. . Artistic activities can be divided into verbal expression (such as speech, poetry, literature, story), formal expression (includes how the child organizes his life and chooses his clothes, photography and all kinds of plastic arts), vocal expression (starts with screaming, laughing, crying and other sounds that the child makes), and motor expression. (Begins with hand and face movements and other expressive motor activities of the child) (Al-Qazzaz, Fatima. 2018)

PREVIOUS STUDIES:

Study (Nasir al-Din, Fadia, 2021)The study aimed to measure the degree to which female teachers of the first three grades possess soft skills from their point of view, and the study used the descriptive survey method, and a questionnaire consisting of (64) was developed to measure the degree to which female teachers of the first three grades possessed soft skills from their point of view, and the study sample consisted of (237 female teachers).) from the Qweismeh Brigade Directorate of the Capital Governorate, Amman, and the study showed that the degree to which teachers of the first three grades possess soft skills came to a medium degree on all areas of the questionnaire, and the results indicated that there were no statistically significant differences due to the variables of educational qualification and years of experience.

Study (Salem, Fatima 2021)The study aimed to shed light on the reality of the role of the kindergarten teacher in the development of digital technology for the child in light of contemporary crises. The study found results, the most important of which is that the role of the kindergarten teacher in the development of digital technology for the child came to an average degree. There is also a lack of awareness of the importance of providing enrichment activities that develop the child technologically, and the lack of use of activities that acquire children skills of cooperative learning, with a lack of interest in employing educational games in the development of child technology.

Study (Ahmed, Ibrahim. Al-Shorbagy, Mohammed 2020)The study aimed to address the philosophical dimensions of the stages of plastic art therapy for a hyperactive kindergarten child, and to review the importance and objectives of art therapy. With hyperactive children, the descriptive analytical approach was used in order to reach a tabulation of the results

Study (Daoud, Ahmed. Al-Moadhiya, Reda 2019)The study aimed to know the effect of language games on improving language communication skills for kindergarten in Jordan. The study adopted the quasi-experimental approach and the study sample consisted of (35 children)." Statistically significant in linguistic communication skills in favor of the experimental group".

Study (Al-Ashqar 2012)The study aimed to identify the effect of employing educational games to acquire some values for kindergarten children in the governorates of Gaza, and to identify the standards that must be met in educational games for children. The researcher used the experimental method. The study was carried out on a sample of (32 children) that were deliberately selected from the age of (5-6 years) and used with them a set of games, activities and stories aimed at providing the children with the values required in the study. Among the most important results he concluded: the importance of setting standards in games for children of this age group. And it was found that there are positive differences in favor of the experimental group in employing games to acquire some values for kindergarten children, and these values are cleanliness, honesty, honesty, order, love of parents and respect for others.

Study (Shaath, 2002)The study aimed to identify the availability of the financial capabilities to practice activities for pre-school children and to know the extent of the participation of nannies to activate the educational role of play for the kindergarten child, and to know the role of practicing activities in raising the physical, educational, social and emotional aspect. It aimed to reveal the problems that hinder the use of activities in child-rearing institutions, and the researcher used the descriptive analytical method. The study population consisted of all kindergartens, which are supervised by the Ministry of Education in Gaza Governorate, amounting to (102 kindergartens). High The problems that hinder the use of practicing activities are attributed to the lack of material capabilities and the lack of space. The researcher recommended the importance of educating parents about the importance of practicing purposeful activities in building the personality of children, and deprivation of it hinders these aspects.

COMMENTING ON PREVIOUS STUDIES:

We find that previous studies indicate the effectiveness of various activities for developing the abilities of kindergarten children. Previous studies agree with the current study by showing the importance of activities for children in the pre-school stage, and call for the adoption of activities as a teaching method that helps in providing students with targeted skills, knowledge and trends in the educational process according to their age stage. The current study benefited from previous studies and the researcher found that the descriptive analytical approach is the most appropriate for the current study.

STUDY APPROACH:

The researcher identified the problem of the study and its importance, and the researcher used the descriptive analytical method to obtain data that can be described and analyzed to estimate the phenomenon under study. The study population consisted of a number of kindergarten teachers working in government schools located in the districts of the central region. The study sample amounted to (26 female teachers)

STUDY TOOL:

After reviewing the educational literature, references, books, studies and previous research, which were available to the researcher, which dealt with the subject of employing activities in the education of kindergarten students. The study tool, represented by a questionnaire, was prepared by reviewing previous studies, and the validity and reliability of the questionnaire were confirmed. The number of study axes (2 axes) and its paragraphs (16 items)

TOOL VALIDITY AND STABILITY:

The validity of the internal consistency was calculated by calculating the Pearson correlation coefficient between the degree of each paragraph of the test scores and the total score of the domain, then the stability of the degrees of the resolution axes was verified using the Alpha Cronbach stability coefficient and it was applied to the study sample, so the correlation coefficient was (The correlation coefficients between the degree of each axis and the total degree where (n = 32).

As shown in Table (1) for the correlation coefficient and the stability coefficient, it shows the consistency of the domains of study

#N	Domain	Number of paragraphs	Correlation coefficient	Indication	Stability coefficient
1	The domain of effective practices to enhance learning for kindergarten students	8	0.85	0.05	0.963
2	The domain of learning activities and methods that are employed by kindergarten teachers	8	0.83	0.05	0.945

Table No. (1) indicates that the stability coefficients for the study axes ranged between (0.945 and 0.963) and these coefficients are considered strong and those values indicate a high degree of stability. After applying the questionnaire to an exploratory sample, it was applied to the study sample, collected and categorized. The study data was processed statistically through several statistical measures and extracted the results. The five-point Likert scale was used, and the response weights for the paragraphs were determined according to the following table:

Table No. (2) Response weights according to Likert quintuple

Degree of reality	Very high	High	Medium	Few	Very few
Relative Weight	More than 80%	70-79%	60-69.9%	50-59.9	Less than 50%

ANALYZING AND INTERPRETING THE RESULTS OF THE RESEARCH:

This part dealt with a presentation and discussion of the results of the study as it was dealt with in the theoretical framework in order to extract the results. By answering the following study questions:

RESULTS OF ANSWERING THE FIRST QUESTION:

-What are the effective practices to enhance learning for kindergarten students in government schools from the point of view of teachers?

Frequencies, percentages, arithmetic means and standard deviation were used, with arithmetic means arranged in descending order for the domain of effective practices to enhance learning for kindergarten students, as follows:

Table No. (3) Effective practices to enhance learning for kindergarten students

Phrase	T percentage	sample response					average	deviation	Function	Rank
		I agree strongly	I agree	neutral	disagree	Strongly Disagree				
The teacher is keen to develop and enrich vocabulary when practicing play activities	T %	16 59.6	7 28.9	3 11.5	0	0	4.6	713.5	Very high	1
The teacher links between cognitive interest and the development of creative aspects while playing	T %	13 50	8 30.8	3 11.5	1 3.85	1 3.85	4.4	633.9	Very high	2
The teacher takes into account providing activities that contribute to building various life skills	T %	14 53.9	7 27	3 11.5	2 7.6	0 0	4.1	448.6	Very high	3
The teacher reminds the children of the importance of cooperating with their colleagues while playing	T %	12 46.2	5 19.3	3 11.5	3 11.5	3 11.5	3.9	421.8	High	4
The teacher explains the importance of honesty with their colleagues while playing	T %	10 38.45	5 19.25	6 23.1	3 11.5	2 7.7	3.7	417.6	High	5
The teacher gives the children to think and perform some mental operations while playing	T %	14 53.8	5 19.25	5 19.25	2 7.7	0 0	3.5	412.1	High	6
The teacher provides an opportunity for children to achieve various ingenuity and exercise imagination while playing	T %	10 38.45	7 26.9	4 15.45	3 11.5	2 7.7	2.7	226.1	Med	7
The teacher provides an opportunity to practice individual and group research activities while playing	T %	9 34.6	8 30.8	6 23.1	3 11.5	0 0	2.6	99.3	Med	8
The general average of the domain of effective practices to enhance learning for kindergarten students							3.7	421.61	High	

It is clear from Table (3) that the degree of the total response of the study sample to the teachers' application of the effective practices to enhance learning for kindergarten students in government schools from the point of view of the teachers supervising the education of kindergarten children was high, as the arithmetic mean of the response of the study sample reached (3.5) with a deviation Normative (421.61), which indicates a high degree, and the levels of application, according to the response of the study sample, ranged from very high to medium.

That is, effective practices based on diversification of activities play a major role in providing learning for kindergarten children, according to the response of the study sample, which indicated a high degree of response by female teachers to the paragraphs of the domain of activities and their role in providing learning for kindergarten students in Jordanian public schools.

The phrase (the teacher is keen to develop and enrich vocabulary when practicing play activities) got the highest estimate with an arithmetic mean (4.2), a standard deviation (713.5), and a very high degree of appreciation.

The statement (the parameter provides an opportunity to practice individual and group research activities while playing) obtained at least an arithmetic mean (2.5), a standard deviation (99.3) and an average degree of appreciation.

Results of the second question: What are the activities and methods of learning that are adopted by kindergarten teachers?

Table No. (4) The use of frequencies, percentages, arithmetic averages and standard deviations, with arithmetic averages arranged in descending order for the domain of learning activities and methods that are employed by kindergarten teachers as follows:

Phrase	T percentage	sample response					Average	deviation	Function	Rank
		I agree strongly	I agree	neutral	disagree	Strongly Disagree				
The teacher employs motor activities	T %	13 50	6 23.1	4 15.4	3 11.5	0 0	4.7	710.3	Very high	1
The teacher employs role-playing activities	T %	12 46.2	8 30.8	4 15.4	2 7.6	0 0	4.3	657.1	Very high	2
The teacher employs dialogue and discussion activities	T %	12 46.2	8 30.8	2 7.6	4 15.4	0 0	3.9	416.8	High	3
The teacher employs cooperative and competitive learning activities	T %	11 42.3	5 19.2	4 15.4	4 15.4	2 7.6	3.5	392.6	High	4
The teacher uses ideas generating activities and creative learning methods	T %	10 38.5	6 23.1	5 19.2	3 11.5	2 7.6	3.3	352.2	High	5
The teacher employs drawing and coloring activities	T %	9 34.6	6 23.1	6 23.1	3 11.5	1 3.8	3.1	253.2	High	6
The teacher employs the missing shape games activities	T %	9 34.6	1 3.8	3 11.5	9 21.2	4 15.4	2.7	114.7	Med	7
The parameter employs the activities of classification games for similar and different	T %	8 30.8	6 23.1	5 19.2	4 15.4	3 11.5	2.5	112.3	Med	8
The general average of the domain of learning activities and methods that are employed by kindergarten teachers							3.5	370.3	High	

It is clear from Table (4) that the degree of the total response of the study sample to the learning activities and methods that are employed by kindergarten teachers was high, and the arithmetic mean of the response of the study sample was (3.5) with a standard deviation of (370.3), which indicates a high degree of application. The levels of application, according to the response of the study sample, ranged from very high to medium. That is, teachers employ a number of learning activities and methods to a high degree while teaching kindergarten students.

The phrase (the parameter employs motor activities) got the highest estimate with an arithmetic mean (4.7) and a standard deviation (710,3) and a very high degree of appreciation.

The phrase (the parameter employs similar and different classification games activities) got the least estimate with an arithmetic mean (2.5), standard deviation (112,3) and a medium degree of appreciation.

SUMMARY OF THE STUDY RESULTS:

Table (5) Summary of the results of the total score for the requirements of employing various activities and their role in gaining learning among kindergarten students in the schools of the Kingdom of Jordan from the point of view of the teachers themselves:

The table contains the descending order according to the arithmetic averages and percentages of the domains and the total degree of the reality of employing the various activities and their role in gaining learning among kindergarten students in the schools of the Kingdom of Jordan from the point of view of the teachers themselves, as shown in the following table:

Domain	Average response	Standard deviation	Degree of application	Arrangement
Effective practices to enhance learning for kindergarten students	3.7	421.6	High	1
Activities and learning methods that are employed by kindergarten teachers	3.5	370.3	High	2
Overall score for all domains	3.6	395.95	High	

It is clear from the study of the previous table No. (5) that the overall degree of estimation for all fields was high with an average total response of (3.6) and a standard deviation of (395.95). An arrangement among the rest of the fields, and the standard deviation of the field was (421.6) and the average response of the study sample was (3.7), and this indicates a high estimate of the degree of employing effective practices to enhance learning for kindergarten students by the sample members, and this is consistent with what was confirmed by previous studies such as the study (Shaath), 2002). It is also clear that the overall degree of appreciation for the field (learning activities and methods that are employed by kindergarten teachers) ranked second and the standard deviation was (370.3), and the average response of the study sample was (3.5), which indicates a high estimate

of the degree of employment of learning activities and methods. Variety of kindergarten teachers

SUMMARY OF RESULTS:

- 1- The diversity of kindergarten teachers in government schools in providing activities, where the practice of kinetic activities obtained the highest rate of appreciation, as it was found that the teachers practice kinetic activities and role-playing activities with a very high degree of application.
- 2- The employment of kindergarten teachers in public schools comes in the second place in the activities of dialogue and discussion, cooperative and competitive learning, creative learning, idea generation, and drawing and coloring activities with a high degree of application.
- 3- Finally came the recruitment and practice of the activities of games to complete the missing forms and the employment of classification games for similar and different with a medium degree of application by kindergarten teachers in Jordanian public schools.
- 4- Teachers are very keen on developing and enriching the vocabulary of kindergarten students in Jordanian public schools when practicing play activities while learning.
- 5- The teachers link with a very high degree of rhetoric between the cognitive interest and the development of the creative aspects of kindergarten students during the practice of play activities.
- 6- Teachers take into account, to a high degree, providing activities that contribute to building a variety of life skills (cooperation, honesty, performing some mental operations)
- 7- Kindergarten teachers provide the opportunity to a moderate degree for children to achieve ingenuity and exercise imagination while playing.
- 8- Kindergarten teachers provide the opportunity to a moderate degree for students to practice individual or group research activities while practicing play activities.

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