

The role of preparatory education in preparing the child for school**A field study of some elementary schools in the cities of M'sila and Ain Al-Hajal.**

دور التربية التحضيرية في إعداد الطفل للتمدرس
-دراسة ميدانية ببعض ابتدائيات مدينتي المسيلة وعين الحجل

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Abstract: Preparatory education is one of the very sensitive stages in a child growth and it is very important in shaping a child's personality where this environment, with its richness and diversity, influences the future attitudes of children. At this stage, it is easy to transfer good habits to them. This study aimed to shed light on the extent to which preparatory education in Algeria contributes to preparing the child for schooling. Through a field study, we based on the descriptive approach by using the observation and questionnaire tools to collect data. At the end of this research, we concluded that preparatory education develops the child's abilities and prepares him for school through: The development of the motor and cognitive abilities of the child as well as the development of social and linguistic abilities.

Keywords: preparatory education; ability.

- الملخص: إن التربية التحضيرية من المراحل الحساسة جدا في نمو الطفل ولها أهمية بالغة في تشكيل شخصية الطفل حيث أن هذا المحيط يؤثر بثرائه وتنوعه على توجهات الأطفال المستقبلية، وفي هذه المرحلة يسهل نقل العادات الحسنة لهم. وقد هدفت هذه الدراسة إلى إلقاء الضوء عن مدى مساهمة التعليم التحضيري في الجزائر في إعداد الطفل للتمدرس، من خلال دراسة ميدانية اعتمدنا فيها على المنهج الوصفي، واستخدمنا أداتي الملاحظة والاستبيان في جمع البيانات. وقد توصلنا في نهاية البحث إلى أن التعليم التحضيري ينمي قدرات الطفل ويعدّه للتمدرس من خلال: تنمية القدرات الحركية والمعرفية للطفل، وكذا تنمية القدرات الاجتماعية واللغوية.

- الكلمات المفتاحية: تربية تحضيرية؛ قدرة.

- Introduction:

The 18th century can be considered the clear beginning of the work of many educators in Europe. Through their great interest in the issue of raising children at pre-school age, such as the German "Frubel" and the Belgian "Docrole" where their interest in this particular stage did not arise randomly however, because of their life experiences that made them realize the great impact of this stage on the following stages of study and before that, Stages of human growth which characterizes an individual's personality and makes it take on certain characteristics without others in the future.

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If attention is given to this stage sufficiently, the possibilities of ensuring the upbringing of individuals increased to a large degree of serving the country and bearing responsibility, A child is like a modern plant, which, if he finds the appropriate environment for his physical, mental, psychological, emotional, social and cognitive development, will be an effective individual and will constitute a positive future for his community, when human societies realized the importance of this age and school stage, their interest in raising a pre-school child increased. Algeria is one of these societies where this interest emerges through the laws it enacted, the programs it developed, and the means it provided for this process.

1-Problematic:

It was the beginning of the establishment of preparatory education institutions during the eighteenth century by educators and specialists. Their interests were focused on raising a pre-school child. In the beginning, these institutions included orphaned children and the children of the poor in order to provide them with care, attention and education by creating the appropriate environment in which they find their needs. At the beginning of their inception, these institutions encountered some difficulties and obstacles, whether from some parents of the children or from the officials of the areas in which they were found, but they soon realized its usefulness for them and their children. PIAGET also believed that the first two years of a child's life are very important in the formation of concepts, the construction of mental schemes and the development of intelligence.

PASTALUZZI called for attention to this stage because it guarantees the child a real upbringing and a development in his mental bases. He believed that education before primary school plays a major role in helping the child to develop properly, physically, mentally, emotionally and spiritually as well as working on the formation of his school readiness, which enables him to achieve success in the future.

On this basis, pre-school education has become a standard in many countries. In Algeria, preparatory classes have been prepared at the level of most primary schools since this was embodied in Ordinance 35/76 issued on 16/04/1979, which includes the organization of education and training in Algeria and defined the legal framework for preparatory education. It strived hard to advance it to a great development in recent times. It plays a very important role in terms of contributing to the preparation of a normal individual in whom all the features of a normal personality are instilled by paying attention to the basics of growth, in order to be in line with the requirements of his time and follow the modern educational attitudes.

According to the nature of the goals to be achieved during the preparatory year and based on the psychological and physiological specificity of the child at this age. The areas of the program have

been structured and formulated in a way that would help educators for being familiar with the educational and pedagogical peculiarities of this stage, while making them aware of the various possible fields of activities. And embodied programs in which all combined within a system of interconnected elements with integrated fields according to a pedagogical path based mainly on revitalization, motivation, play, awakening and respect for individual differences. It contributes also to building the child's personality and achieving a balanced social upbringing.

Based on the foregoing, the research problem was embodied in the following question:

Does preparatory education have a role in developing the child's abilities to prepare him for school?

Sub-questions:

Does preparatory education have a role in developing the child's motor abilities?

Does preparatory education have a role in developing the child's cognitive abilities?

Does preparatory education have a role in developing the child's social abilities?

Does preparatory education have a role in developing a child's emotional capabilities?

Does preparatory education have a role in developing the child's language abilities?

2 - Hypotheses:

General Hypotheses:

Preparatory education plays a role in developing the child's abilities and preparing him for school.

Partial Hypotheses:

- Preparatory education has a role in the development of the child's motor abilities?
- Preparatory education has a role in developing a child's cognitive abilities?
- Preparatory education has a role in the development of the child's social abilities?
- Preparatory education has a role in developing a child's emotional capabilities?
- Preparatory education has a role in developing a child's language abilities?

3- Conceptual Approach:

3.1- Definition of preparatory education:

Preparatory education is defined as an education intended for children who have not reached the age of compulsory admission to school in a special classroom in which children aged 5-6 years are accepted in rooms that differ from others with their equipment and pedagogical means (Ahmed Hussain Al-Loqmani and others, 2003, p. 186). It aims to develop the cognitive, skill and emotional aspects of the child, through the activities done by applying some educational principles.

And there are those who define it without selecting an exact age group because it was considered as an education intended for children who have not reached the age of compulsory

admission to school. It includes various programs directed to this category in order to develop its capabilities. So, it provides them with chances of success in school and the socialization of the child (Houda Mahmoud Al-Nashef, 1997, p. 131).

It was defined as an optional, non-compulsory, non-compulsory education, intended for children who have not reached the age of compulsory admission to primary school and it prepares the child and helps him to develop his abilities before entering the primary stage.

3.2- Definition of Ability:

Ability (In language):

Power and mastery of a thing or matter (Youssef Shukri, Farhat, 2003, p. 474).

Ability:

Ability means what an individual can actually accomplish in terms of work, and also includes speed and accuracy in performance. There is no difference in this use between acquired abilities and inherited innate abilities, and it means the ability of an individual to perform a job without the need for training or learning such as the ability to write or the ability to draw. (Abd al-Rahman al-Aissawy, 1999, p. 89).

Ability is a characteristic that exists in a particular individual that enables him to accomplish an action, solve a problem, or achieve compatibility. (Ibrahim Jaber Al-Sayed, 2013, p. 280).

The source of ability consists of the capacity of achievement in the individual, it appears in the performance of the act in a specific way, or in learning skills, or acquiring specific knowledge, and it is possible to measure some abilities by means of an intelligence test. (Mohammed Atef Ghaith, 1997, p. 11).

Ability (Procedural definition):

Ability is the actual power to perform, which a person attains through or without training, i.e. it is the current human power to do a job if the appropriate external conditions are present.

3.3- Objectives of Preparatory Education:

The main educational objectives for this educational stage are as follows:

- Develop the child's cognitive, sensory and kinesthetic personality, by accustoming him to healthy habits, such as hygiene, maintaining the environment and others.
- Intellectual development: by developing and enhancing children's knowledge and training them to think through sensory observation.
- Helping the family to raise the child, by means of appropriate physical training, raising his senses, and preparing him for social life.
- Reaching the child to discover his potential.

- Training the child to practice reading, writing and arithmetic activities.
- Develop the collective taste of children.
- Providing opportunities for interaction between children to prepare them for social life.
- Modifying behavioral disorders and emotional problems.

In general, the objectives of preparatory education can be summarized in four basic aspects: socialization - mental development - attitudes towards work - physical growth

3.4- Motives for preparatory education:

Preparatory education has several motives which are four:

3.4.1- Psychological Motivation:

Considering the pre-school stage is one of the very sensitive stages in a child's development and given its great importance in shaping the child's personality which he is able to be formed according to the mold in which he is placed. The influence on him may be come from his surroundings positively as well as negatively. Therefore, preparatory education provides the necessary environment to ensure psychological growth, emotional, and social development, especially for special groups of children, such as orphans and children of working mothers (Rabeh Turki, 1999, p. 84).

3.4.2-Social Motivation:

The influence of the social environment is great on the individual in all his life stages, especially the sensitive ones, such as the pre-school stage. This environment, with its richness and diversity, affects children's future attitudes. At this stage, it is easy to transfer good habits such as cooperation, teamwork, respect for freedoms and preserving property, and training them on positive personal habits such as: cleanliness, proper food, etc. (Rabeh Turki, 1999, p. 86).

3.4.3- Educational Motivation:

Education plays an important role in the life of the individual which made the Messenger (Mohammed), peace be upon him, alert us to the role of education in preserving the good instinct of human being (Mohammed Moustafa Zaidan, Nabil Al Samalouti, 1980, p. 13).

Therefore, preparatory education separates two stages, the family and the school, the school would not be a breakthrough or a surprise, the preparatory education was the space that combines the characteristics of the two spaces (the family and the school), it is also a place for learning, but it is closer in its qualities and characteristics and the family atmosphere.

3.4.4- Economic Motivation:

It is one of the strongest motives leading to the spread of preparatory education institutions in the world. It was associated with its first appearance, to solve the problem of working mothers, by

providing preparatory education institutions with an educational space that compensates for the mother's absence from the home, throughout her working period, by providing the necessary protection and care for the children.

4- Method and tools:

4.1- Curriculum:

Since the nature of the subject that requires the researcher to follow a particular method. It is "a method of describing the phenomenon and depicting it quantitatively and qualitatively by collecting theoretical information and field data about the problem in question, then classifying and analyzing it, and arriving at the result." (Rachid Zerwati, 2002, p. 87).

4.2-Data collection tools:

4.2.1- Observation:

Observation is one of the methods used by the researcher to monitor the behavior of the study sample members. In this study, we based on simple observation, which is defined as:

"It is used in exploratory studies where the researcher observes a phenomenon or a situation without having a prior plan about the information, goals, or behavior that will be applied to observation" (Hassan Hicham, 2007, p. 137).

4.2.2- Questionnaire:

In this study, a questionnaire was used to collect information; it includes a set of questions Addressed to the sample members, represented by the preparatory stage teachers, to record their answers to them in order to obtain data about the subject of the study and benefit from it.

The questionnaire consisted of 06 axes divided into two axes:

The first axis: includes personal data for the teacher.

The second axis: includes the role of the preparatory stage activities in the development of the child's abilities.

4.3-Sample:

The sample of the current study was chosen randomly, which is defined as "the sample chosen in such a way that every element in the community has the same chances of selection, and the choice of any element is not linked to the choice of any other element." (Hassan Hicham, 2007, p. 149). The sample included 26 preparatory stage teachers distributed over 13 primary schools in the municipalities of M'sila and Ain Al-Hajal.

4.4-Statistical Tools:

During this study, the statistical package, which is SPSS, was adopted because of its distinctive characteristics, including saving effort and time, in addition to accurately displaying the

data results. The mean, standard deviation, and correlation coefficient were calculated, it shows the strength or weakness of the association between the variables.

5- Results and discussion:

5.1- Presentation of the results related to the first hypothesis:

It was formulated as follows: Preparatory education has a role in developing the child's motor abilities.

Table No. (01): represents the correlation coefficient matrix between preparatory education and the development of motor abilities

Indication level	Pearson correlation coefficient	standard deviation	Arithmetic mean	sample	
0.000	**0.669	3.16617	34.2308	26	motor abilities
		14.16172	178.1154		preparatory education

(**)The correlation is significant at the 0.01 significance level.

It is clear from Table No. (01) shows that the correlation coefficient between preparatory education and the axis of motor abilities of the child was (0.669), which is a strong correlation coefficient and statistically significant at the 0.01 significance level. This is shown by the arithmetic mean of motor abilities, which amounted to (34.23) with a standard deviation of 3.16, i.e., whenever the activities provided to the child in preparatory education are good, they lead to the development of his motor abilities, and this confirms that the means for the activities contained in the curriculum contribute positively to achieving the educational goals related to the motor aspect.

In addition, according to we saw in this study, we noted that the child's motor abilities represented constantly in moving and playing and practicing it in a proper way to use types of toys, whether synthetic or various plastic toys and by using a pencil sharpener and how to carry the pen.

5.2- Presenting the results related to the second hypothesis:

It was formulated as follows: Preparatory education has a role in developing the child's cognitive abilities.

Table No. (02): Represents the matrix of correlation coefficient between preparatory education and the development of cognitive abilities.

Indication level	Pearson correlation coefficient	standard deviation	Arithmetic mean	sample	
0.000	**0.790	4.34671	45.5769	26	Cognitive abilities
		14.10341	178.1154		Preparatory education

(**)The correlation is significant at the 0.01 significance level.

It is clear from Table No. (02) shows that the correlation coefficient between preparatory education and the axis of cognitive abilities of the child was (0.79), which is strong and statistically significant correlation coefficient at the significance level of 0.01, and this is shown by the arithmetic mean of cognitive abilities, which reached (45.57) with a standard deviation of (4.34), i.e. the activities provided to the child in preparatory education led to the development of his cognitive abilities.

Early childhood is an essential stage in the formation of the child's mental and cognitive abilities through his acquisition of characteristics that form the child's basic concepts, attention and memory and expand the horizons of his mental abilities, which makes him ready to engage in learning. Moreover, this was confirmed by Bloom that 50% of an individual's intelligence occurs at the age of four, and thus everything a child knows depends on his memory and performance in various tasks. Therefore, we have seen in this study the ability of the child to memorize such as Quranic surahs, songs, supplications, numbers and letters.

5.3- Presentation of the results related to the third hypothesis:

It was formulated as follows: Preparatory education has a role in developing the child's social abilities.

Table No. (03): Represents the matrix of correlation coefficient between preparatory education and the development of social capabilities

Indication level	Pearson correlation coefficient	standard deviation	Arithmetic mean	sample	
0.000	**0.652	6.06947	41.96	26	social abilities
		14.10341	178.1154		Preparatory education

(**)The correlation is significant at the 0.01 significance level.

It is clear from Table No. (03) shows that the correlation coefficient between preparatory education and the axis of social abilities of the child was (0.65), which is strong and statistically significant correlation coefficient at the significance level of 0.01. This is shown by the arithmetic mean of social abilities, which amounted to (41.96) and with a standard deviation of (6.06), i.e. the activities offered to the child in preparatory education led to the development of his social abilities. According to the cognitive theory, the child, after being self-centered, at this stage loves to play with the group of children, and makes friendships even if they are not permanent. He also often resorts to pretend and thumb play, as the child enters an unknown world to him that he is not familiar with his family environment.

This leads him to curiosity, so he frequently asks about what he sees around him, and the idea of right and duty arises, which is the first social foundation that enables him to interact with the environment and adapt to it.

VROBEL confirmed that the social education of the child is based on his contact with his peers, through which he acquires a love of cooperation, responsibility and respect for the opinions of others and other behaviors that stem from the same child, and therefore he created types of group play. (Awatef Ibrahim Muhammad, 2004, pp. 116-117).

5.4- Presenting the results related to the fourth hypothesis:

It was formulated as follows: Preparatory education has a role in developing the child's emotional capabilities.

Table No. (04): Represents the correlation coefficient matrix between preparatory education and the development of emotional abilities.

Indication level	Pearson correlation coefficient	standard deviation	Arithmetic mean	sample	
Not significant at 0.103 the level of significance 0.01	**0.32	1.73338	14.7308	26	emotional abilities
		14.10341	178.1154		preparatory education

(**)The correlation is significant at the 0.01 significance level

It is clear from Table No. (04) shows that the correlation coefficient between preparatory education and the axis of emotional abilities of the child was (0.32), which is weak and not statistically significant correlation coefficient at the significance level of 0.01, and this is shown by the simple arithmetic mean of emotional abilities, which amounted to (14.73) and with a standard deviation Its value is (1.73), i.e. preparatory education did not lead to the development of the child's emotional abilities.

In early childhood, the child is characterized by the intensity and strength of his emotions as well as the diversity of these emotions and their sudden volatility. We observe that the child, sometimes quiet, playing with his toy, and sometimes crying and screaming for the most trivial reason.

We also see him quarreling with his peers and others playing as if nothing had happened. He is also very sensitive and tender-hearted. Emotional growth is an important aspect of the child's personality development at this stage.

He grows gradually and is affected by the presence of the prevailing actions in his surroundings, and the child's first emotions appear in a self-centered manner, such as shyness, self-blame, feelings of self-confidence, orientation towards parental love, and feelings of fear of some animals, darkness and ghosts and has the trait of jealousy.

Several activities have been developed to help children at this age in their emotional stability as well as their independence and liberation from their dependence on adults and their cooperation with them, and this is what we saw the opposite during our experimental work.

5.5- Presentation of the results related to the fifth hypothesis:

It was formulated as follows: Preparatory education has a role in developing the child's language abilities.

Table No. (05): Represents the matrix of correlation coefficient between preparatory education and language development.

Indication level	Pearson correlation coefficient	standard deviation	Arithmetic mean	sample	
0.000	**0.728	5.05919	30.3462	26	language abilities
		14.10341	178.1154		preparatory education

(**)The correlation is significant at the 0.01 significance level

It is clear from Table No. (05) shows that the correlation coefficient between preparatory education and the axis of language abilities of the child was (0.728**), which is strong and statistically significant correlation coefficient at the significance level of 0.01, and this is shown by the arithmetic mean of language abilities, which reached (30.23) with a standard deviation its value (5.059), i.e. the activities provided to the child in preparatory education led to the development of his language abilities. Where this stage is known as the golden age of language in the child's life due to his picking up of every new word, the repetition of everything he hears and the many questions he asks.

This may be due to the wide imagination that characterizes the child of this stage, and it is also easy for him to learn any foreign language due to his good listening, especially to everything that interests him and his strong memory, which confirms that the preparatory stage program is effective in developing the child's linguistic ability.

This confirms that the means for the activities contained in the curriculum; contribute positively to the achievement of the educational goals related to the kinetic aspect. In addition, through our field study, we have noticed that the child's kinetic abilities represented in being constantly moving and playing and practicing it in a proper way to use the types of play Whether it is synthetic or various plastic toys as well as the use of a pencil sharpener and how to hold the pencil.

Table No. (06): The T test represents the average scores of the study sample members in their attitudes towards the role of preparatory education in developing the child's abilities to study.

the decision	Indication level	T. test	standard deviation	The difference between the two averages	Hypothesis arithmetic mean	real arithmetic mean	preparatory education
statistic at 0.01	0.000	6.44	14.10	71.11	207	278.11	sample26

We note from Table No. (06) that the real arithmetic mean of the study sample members in their attitudes towards preparatory education and its role in developing the child's abilities to study amounted to (278.11), with a standard deviation of (14.10), greater than their hypothetical arithmetic average, which amounted to (207) with a positive difference between the two averages amounted to (71.11), and the value of (Ttest) for one sample is statistically significant at the significance level of 0.01, i.e. we reject the null hypothesis which states that preparatory education has no role in developing the child's abilities to study, and we accept the research hypothesis that states that preparatory education has a role in developing the child's abilities to study. The hypothesis is verified.

Also, the activities provided to the child in preparatory education led to the development of the child's abilities to study, and this was confirmed by the previous hypotheses, whether in the development of language, motor, social or cognitive ability which works to strengthen the elements of the child's personality and the growth of his traits by providing the necessary educational opportunities to establish an educational and knowledge base for him to be ready for primary school, and also contribute to giving the child the necessary education to develop his abilities and mental powers and discover his abilities through freedom, equipment and administrations to intensify the natural and social phenomena in his world with new skills and experiences, and an enjoyable atmosphere that helps him adapt and contribute to the development of his relationships, and this is what was confirmed by the preparatory stage teachers.

5.6- Discussing the results in light of the hypotheses:

The results of the first hypothesis:

Through the results obtained, we can say that the first hypothesis that preparatory education has a role in developing the child's motor abilities which has been largely achieved. By referring to

our obtained results, the correlation coefficient between preparatory education and the axis of motor abilities is strong and statistically significant (0.669), and this is confirmed by the results of Table No. (01). Therefore, the teachers agreed that preparatory education works on developing the motor abilities of the child.

The results of the second hypothesis:

The preparatory education has a role in developing the child's cognitive abilities. After interpreting the results of the hypothesis, it became clear that they were achieved in a large percentage, and this was evidenced by the results obtained. The correlation coefficient between the preparatory education and the cognitive abilities axis was strong and statistically significant (0.79). This is confirmed by the results of Table No. (02). Therefore, the teachers agreed that preparatory education has a role in developing the cognitive abilities of the child.

The results of the third hypothesis:

It was formulated that preparatory education has a role in the development of the child's social abilities, as it clarifies after interpreting the results of the hypothesis that it was achieved in a large percentage and evidenced by the results obtained, the correlation coefficient between preparatory education and the axis of social abilities was strong and statistically significant (0.65), This is confirmed by the results of Table No. (03). Therefore, the teachers agreed that preparatory education has a role in developing the social capabilities of the child.

The results of the fourth hypothesis:

It was formulated as follows: that preparatory education has a role in developing the child's emotional capabilities, as this hypothesis was not fulfilled, as the correlation coefficient between preparatory education and the emotional abilities axis was weak and not statistically significant (0.32), this is confirmed by the results of Table No. (04). Therefore, preparatory education has no role in developing the emotional capabilities of the child.

The results of the fifth hypothesis:

The hypothesis concerned the preparatory education which had a role in developing the child's linguistic abilities. After interpreting the results of the hypothesis, it became clear that they were achieved in a large percentage, and this was evidenced by the results of the obtained table, where the correlation coefficient between the preparatory education and the linguistic abilities axis was strong and statistically significant (0.728), this is confirmed by the results of Table No. (05). Therefore, the teachers agreed that preparatory education has a role in developing the language abilities of the child.

5.7 - General result:

Through the partial results mentioned previously, the general result of the study was as follows:

Preparatory education develops the child's abilities and prepares him for school through:

- Develop the child's motor abilities, and he must be trained in activities that help him to strengthen the physical structure to carry out the various tasks that he encounters in his daily or scientific life.

The preparatory stage also provides the opportunity to imitate others in motor activity by playing with peers or practicing daily activities, which provides him with the development of his motor aspects.

- Developing cognitive abilities by introducing the child to the principles of some sciences such as arithmetic, which develops the child's ability to think as well as helping him to form the basic concepts that he uses in his daily life by expanding the horizons of his mental abilities by learning reading, writing and arithmetic. In addition, providing the means of technology to keep pace with progress or Effective integration into social life.

- Developing social abilities and setting up some activities that work on this, such as the activity of religious education that develops his connection with his Creator and his acquisition of values and standards, and social education that works to normalize it socially, which conforms to his customs and traditions, and seeks to identify his rights, duties and attitudes which is considered the first social foundation that enables him to be familiar with his environment.

- As for the aspect of emotional capacities, their development is due to effective cooperation between the school, the teacher and the family. Child, through his interaction with the physical and human environment, passes in this period an educational process through socialization that has effects exceed any educational process, later on, it calls for intensifying efforts to achieve psychological stability for the child, whether with regard to the competence of the teacher or providing what is appropriate for him at school and at home.

- Develop the child's language abilities through training him on activities that develop the linguistic aspect due to what is characterized by this stage of rapid growth, which is the stage of storing information and symbols. It is also called the question period with curiosity and a desire for discovery among the child, through the abundant processes provided by preparatory education in forming the desired benefit in preparing the child for the subsequent years. It is essential to expand the child's awareness of some aspects that he may not be able to know at home, and to form a sound base for a normal personality who is able to adapt and stand up to life's problems with insight, knowledge and determination.

6- Conclusion:

This study attempted to focus on the role of the preparatory stage in developing the child's abilities and preparing him for school. It has been shown that the primary role of the educator or preparatory educator is not to impart organized knowledge just like the other professors, but rather in designing and implementing educational situations that motivate the child and push him to build his personality, mental structure and various knowledge. It is also required to provide individual assistance, when necessary, which will allow the child to overcome difficulties and obstacles and continue his personal building of his knowledge. Therefore, the preparatory stage can be considered as general gateway to the formation of the individual's personality in the future.

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