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**Title of Thesis: Class Context Role in Developing Some
Scientific Concepts with the Kindergartener**

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Study Abstract

Childhood is future making, our children of today are men of the future and they are the society pillars, nation's handhold. Early childhood is considered to be the most important stage in man's life because it is basic formation, where first individual different components of personality established in which most dimension of psychological, mental, physical, social and emotional development integrated. Therefore, this educational stage is the base to prepare child for life and upcoming educational stage.

The scientific concepts are the most important mental cognitive aspects, which can be provided to the child in this stage, especially in the form of activities through daily program in the kindergarten. Psychologists and educational specialists recommend preparing and facilitating context and enriching it with the essential components in order to sharpen child conceivableness, emphasizing on activating mental growth and development during early childhood. Kindergarten stage is the base in which concept learning process develops. For significance of this subject, the study aims mainly to recognize and understand class context role in developing some scientific concepts and excluded to study some concepts related to biology, chemistry, physics, earth science and environment.

And to achieve study objectives, queries of the study are represented in the following:

- 1- What is the role of class context in developing some scientific concepts with the kindergartener?
- 2- What is the teacher's role in developing some scientific concepts with the kindergartener?

- 3- What are the most important difficulties that may limit the class context role in developing some scientific concepts with the kindergartener?
- 4- What are the most important recommendations that can contribute in activating class context-the teacher's role in developing some scientific concepts with kindergartener?

The analytic descriptive methodology is used in this study, study sample is formed of (9) kindergartens which have been classically, randomly chosen from the governmental kindergartens in Riyadh city; the study sample also comprises all governmental kindergarten teachers in Riyadh city who educate kindergarteners, category of (5) to (6) y/o. amount to (353) teacher. Meanwhile the number of teachers on whom this study applied is (276) teacher, which represents 78% of the total number of the teachers.

To answer study queries, two instruments were used in the current study:

The first: Questionnaire directed to kindergarten teachers, aims to knowing teacher's role in developing some scientific concepts with kindergarteners, the second tool is note card for class aids and furnishings in the kindergarten with a view to know how far they are available (availability extent).

The most important results revealed by this study are as follows:

- (1) Teachers of the kindergarten practice their role in preparation the concepts needed to be put forth (always).
- (2) Kindergarten teachers practice their role in providing learning activities through daily program (most often).

- (3) Teachers of kindergarten practice their role in noticing children and interact with them (always).
- (4) The kindergarten teachers practice their role in developing scientific thinking skills with the kindergarteners (most often).

In respect to visual aids and furnishings the study revealed the following results:

- (1) Class visual aids and furnishings help kindergartener to search and discover (available in average degree)
- (2) The visual aids and furnishings contribute in developing scientific concepts pertaining to human biology (available in average degree).
- (3) Class visual aids and furnishings contribute in developing scientific concepts pertaining to botany (available in average degree).
- (4) Class visual aids and furnishings contribute in developing concepts pertaining to zoology (completely not available).
- (5) Class visual aids and furnishings contribute in developing scientific concepts pertaining to physics and chemistry (available in average degree).
- (6) The class visual aids and equipments which contribute in developing scientific concepts pertaining to earth science and environment (available in average degree).

The study shows that kindergarten teachers see existence difficulties that limit class context role in developing scientific concepts with the kindergartener (most often).

With regard to the recommendations which contribute in (class-teacher) role in developing some scientific concepts with the kindergartener

to answer this question the researcher put an open question on the teachers about their opinions of the most important recommendations the can contribute in activating class context role (class-teacher), in kindergarten acquisition of scientific concepts; these recommendations have been added and will be shown in accordance with high percentage.

- 1- Only qualified teacher must be chosen to the job.
- 2- It is necessary to hold training courses for the kindergarten's teacher on continual bases.
- 3- The necessary visual aids must be provided for different activities.
- 4- Freedom to provide suitable curriculum for this stage must be given and practiced.
- 5- Activating the available aids in the kindergarten workshop.
- 6- Providing completed educational/learning pillars and to give kindergartener a chance to deal with them.
- 7- There must be qualified administrative/managing staff; understands stage nature and its requirements.
- 8- Teacher of kindergarten should not be assigned administrative\managerial job.

In light of the revealed study results a number of recommendations have been reached to, most important of which are:

- 1- The students who are prepared for kindergarten must be well trained to prepare activities contribute in developing some scientific concepts with kindergartener.
- 2- To organize refreshing training courses for kindergarten teachers during service and provide them with the latest educational techniques in kindergarten field to develop some scientific concepts in this age stage.
- 3- It is necessary to employ aids and learning technology syllabus for the students during bachelor stage when they are being prepared for kindergarten.
- 4- It is necessary to prepare training programs for the kindergarten during different educational stages; using multi- interactive aids.
- 5- To enrich the kindergarten environment with aids and requisites pertaining to scientific concept development with the kindergarteners; taking into consideration that these necessary requirements must be miscellaneous and most interesting.
- 6- Asking help of college of education professors, with regard to the curriculum and teaching methods as thier field of specialty and in training program design process for the teachers, in light of performance indications and execution.