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A COMPARATIVE STUDY OF SOME COGNITIVE ABILITIES (KINETICS) BETWEEN KINDERGARTENS AND CHILDREN OF THE PREPARATORY SECTION AT THE AGE OF (5-6) YEARS. PRACTICAL STUDY AT THE LEVEL OF SOUK AHRAS CITY-

Dr.Cherabcha Rafika*
University of Souk-Ahras- institute of Science and Technology of Physical and Sports Activities- Algeria

****Corresponding Author:-***

Abstract:-

The subject of the study is a comparative study of some cognitive abilities (kinetics of sense) between kindergarten and preparatory section children aged (5-6) years.

Objective of the study: *was to identify the differences between kindergarten and children's section preparatory in some congitive abilities (kinetics of sense) (identify the parts of the body, the distinction between the parts left and right) in general, as well as by variable sex.*

Problem of the study: *has crystallized in the following general quistion : Is there a difference between kindergarten preparatory section children aged (5-6) years in the level of cognitive abilities (kinetics of sense) ?*

Study Hypothes :

General Hypothes: *there is a difference between kindergarten and preparatory section children aged (5-6) years in the level of cognitive abilities (kinetics of sense).*

Partial Hypotheses:

- *There are significant difference between kindergarten and preparatory section children aged (5-6) years in some of cognitive abilities (sense of mobility) (identify the parts of the body, the distinction between the parts left and right) for benefit of children preparatory section.*
- *There are significant difference between kindergarten and preparatory section children aged (5-6) years in some of cognitive abilities (sense of mobility) by variable sex for benefit of children preparatory section.*

The research sample included: *(40 children) at (20 children) of section preparatory and (20 children) from kindergarten, was conducted parity, including the following variables (age, experience, gender)*

The approach of study : *the researcher used the comparative dexriptive approach of study for it best suits the nature of the research* ***as adopted researcher*** *a Hayod measure of cognitive abilities (kinetics of sense) (1986) as research tools.*

The researcher reached the following conclusion:

- *There are significant differences between the children of kindergarten and preparatory section of my ability (to identify parts of the body and to distinguish between the body parts left and right) for the benefit of children preparatory section.*

The researcher suggested several proposals including:

- *Paying attention to the development of cognitive abilities (kinetic sense) in a kindergarten child.*
- *The need to adopt jams kindergarten curriculum on the subject of the ministry and the party directory Applied attachment to him, especially with children aged (5-6 years) so that there will be no variation in capacity between them and their peers enrolled in the preparatory sections.*
- *The need for uniqueness professors of physical education and sport rearing children physically preparatory section as specialists in this field.*

Keywords:- *Cognitive abilities (kinetics of sense), section preparatory, kindergarten.*

INTRODUCTION

and the Problamatic: The progress of nations is largely based on the interest in society and the effectiveness of its programmes to make the most of its human potential, and the good preparation of the human forces begins from childhood, and specifically the pre-school stage, which is a very important stage in the upbringing of the child because it is very capable To be influenced by the different factors that surround it, and therefore have a positive or negative impact on its future life, where educators more than certainly explain that most of the disorders and mental and emotional illnesses and motor problems that afflict a group of people in the course of their lives have no reason other than that ignorance And neglect in his upbringing, which has brought societies to attention in these areas which have an infringement in the entity of society, It established pre-school child-rearing institutes, before the age of six, and has been called kindergartens, and the Return and others (1987) indicate that global attention to preschool and pre-primary education is embodied in the "Universal Declaration of Rights In 1948 and the Universal Declaration of the Rights of the Child of 1959, which was proclaimed by the General Assembly of the United Nations and ratified by the States of the world, the first stipulated the right of every human being to education and the second between the existence of a good child and a good society and considered education to be the right of every child and called for the development of children's culture And teaching him in proportion to his abilities and willingness, and creating opportunities for the game and recreation while directing the play and entertainment to educational goals and helping the child to become an active member of the Society

(Munir ibn Matni al-Attaba, pre-primary education in the Member States of the Office, available on the website: http://www.shatharat.net/vb/showthread.php?t=7496, 31 May 2012)

Algeria, like other countries, has taken care of the pre-school stage, providing what it called the "preparatory education " for children under the age of compulsory admission to study through the establishment of nurseries, kindergartens, Koranic schools and preparatory sections, where we find that ministerial Decree No. 76/70 of April 16, 1976: "The preparatory education is a special education for children who have not attained the age of compulsory admission at school, and it allows children to develop all their potential and provide them with opportunities for success in school and Life"

(National Curriculum Committee, preparatory education curriculum for children aged 5-6 years, p. 7).

A reference educational document for preparatory education was also issued in 1990, in which the objectives of the activities, the child's feature, the proposed programme and how to organize the physical space of the preparatory section were established, followed by a second document in 1996, the "Methodological Guide for Preschool education", which continued until it had been decided to circulate Preparatory sections starting from the 2008/09 school year for all children aged five years and preparatory education to be considered as a stage in the educational ladder

(General Secretariat 0.3.2 of the Ministry of National Education to the Inspectorate of the Algerian Academy and the Directorate of Education on the installation of the preparatory education curriculum, June 2005).

This has been done, but recently several preparatory sections have been abolished to deal with the problem of overcrowding in primary schools, so the fate of children has become a diversion to Kindergarten in order to learn instead of playing in the street.

(Fadila Mokhtar, the abolition of the preparatory sections for overcrowding, available on the website: http://www.echoroukonline.com/ara/articles/141617.html, Date: 14 September 2012).

After a visit to some kindergarten and contact with the nannies, we noticed that this riad is not subject to the required conditions, most of which are made of apartments and villas for the teaching of children, and it is characterized by the absence of a specific national curriculum for kinetic education but relies on free local programs based on a group of Activities each kindergarten prepares it as it deems fit and according to its possibilities are forgetting to take into consideration the characteristics of this child's development on the one hand, and on the other hand that there are other courses that bring English and Italian programs and apply them to children without adapting them to the Arab environment, the child of this stage tends To the movement to discover the world around him and so he can do it, he needs to use the basic movements that are the original skills in his movement in addition, he is able to discover himself and the environment around him if he can grasp things in the right way, and after we see the curriculum The Ministry's decision of 2004 and the accompanying application guide noted that it includes a range of competencies and capabilities centred around the development of the child's sensory aspect, and we are not aware that caring for the child's movement at this stage has a positive health, physical and psychological impact. Mental and social, through kinetic activities the child can learn how to use body parts, and through kinetic behavior and play children are encouraged to think and equip their minds for cognition and learning. Brain research confirms to us that, in fact, the Queen of thought in children is induced when they engage in physical activities, and the learning of basic motor skills from a young age helps in the rapid development of his kinematic compatibility.

The problem of our research has thus evolved into the following **general question:** -Is there a difference between kindergarten children and children in the preparatory section at the age of (5-6) years in the level of cognitive abilities (sense kinetics)?

-Partial questions:

-Are there statistically significant differences between kindergarten children and children in the preparatory section at age (5–6) years in some kinetic abilities (sense of motion):(the identification of parts of the body, distinguishing between the parts of the right and left body)?.

-Are there any statistically significant differences between kindergarten children and children in the preparatory section at age (5 to 6) years in some kinetic abilities (kinetic sense) According to the sex variable**?**

2. Research hypotheses:
1.2-General hypothesis:-There is a difference between kindergarten children and children in the preparatory section at the age (5-6) years in the level of cognitive abilities (kinetic sense).

2.2. Partial hypotheses:
-There are statistically significant differences between kindergarten children and children in the preparatory section (5 - 6) years in cognitive abilities (kinetic sense): (Identification of body parts, distinguishing between the left and right body parts) for the benefit of the children of the preparatory section.
-There are statistically significant differences between kindergarten children and children in the preparatory section at the age (5 -6) years in cognitive abilities (kinetic sense) According to the sex variable for the children of the preparatory section.

3. Research objectives:
-Identify differences between the children of Riyadh and the children of the preparatory departments at age (5 – 6) years in some cognitive abilities (sense Kinetics): (:(to identify the parts of the body, distinguishing between the parts of the right and left body.
-Identify differences between the children of Riyadh and children of preparatory departments (5–6) years in some cognitive abilities (kinetic sense) According to the sex variable.

4. Importance of research:
Despite the importance of the pre-school stage which is the stage of the basic movements, and because of the importance of cognitive abilities (the sense of mobility) of the child and the need for its development, the kindergarten programs are almost free of them, unlike the preparatory sections that have a special curriculum that includes competencies for basic movements Cognitive abilities (sense of motion), hence the importance of research is to mention that the programmes of motor education both in kindergarten and in the preparatory sections are based on a scientific basis, and in line with the requirements of the child's development, and therefore need to contain activities that help the child at the stage Early childhood to acquire cognitive abilities (kinetic sense) because this is what the child needs to acquire during this age period.

5. Search terms:
5.1-cognitive abilities (kinetic sense): capacity: The source of the act is the strength and ability to do the thing or legacy, energy and power. **(Mohamed Hamdy, 2005, p250)**
Perception: From verb realized: (aware): The thing: Its time, the boy: hit, fruit: maturity, matter: its flag, the thing: its eyesight and its opinion. **(Mohamed Hamdy, 2005, p19)** It is the management of information that comes to the individual through the senses and reaction in the light of virtual kinetic behavior.

(Amin Anwar al-Kholi, Osama Kamel Rateb, 1998, p169)
Procedurally: Depending on the hyod scale of cognitive abilities (kinetic sense): the identification of body parts, distinguishing between the left and right body parts.

5.2. Preparatory section:
A term that is attached to elementary school, which is attended by children who are 5 years old.

(National Curriculum Committee, Practical Guide for Preparatory Education curriculum Children (5-6) years, p 6) 3-Kindergarten: meaning that the educational institution that is located between the house and the nursery and between the primary school, which deals with the upbringing of young people in the pre-primary level and the work to continue their social upbringing and to discipline their behaviour and care for them health, psychological, social and mental Spiritual and moral, in which teaching methods are based on activity, organized play, practical experience and responsiveness to the characteristics, needs and inclinations of the child
(Faraj Abdulqader Taha, 2003, p520).

6-Methodological procedures for the study:
6.1- Scientific Method: The comparative descriptive approach has been used as the most appropriate for our study.
5.2-Society and sample Study: The study community is pre-school children aged 5-6 years and enrolled in kindergarten and preparatory sections in the Blacksmith Department for the academic year (2012-2013) representing the tenth District at the state level and has been determined accurately after The statistics we receive from the competent authorities where it was estimated at 550 children (250 children in 10 preparatory departments) and (300 children in 8 kindergartens), the sample was randomly selected (35 children) from "Kindergarten " and (25 children) from the preparatory section in elementary school "Oued zarzour " and thus the size of the About 10% of the research community has finished after 20 children have been excluded after conducting the exploratory experiment.

Table 01: Shows the number of kindergarten children and the preparatory section.

Percentages	Number of children	
%02	02	In the Kindergarten
%02	02	In the Preparatory section

6.3- Study Tool:

-Hyod scale for cognitive abilities (sensory-kinetic) for children aged 5 to 7 years: Designed by "Hayod " in 1986 to measure cognitive abilities (sense mobility) for children aged (5-7) years, first used on the environment Saudi (Al-Mustafa, 1998) and codified (Mufti, 2000) on the Iraqi environment exclusively the province of Nineveh (kindergarten) and got the landmarks of stability 85%, the environment The Algerian has not been codified in advance because there are no previous studies that have used this measure.

It consists of (6) Items:

1. Stability of the volume of objects.
2. Total and partial visual perception.
3. Identify the parts of the body.
4. Distinguish between the left and right body parts.
5. Balance.
6. Locating.

In our study, however, only two items (3), item (4) and supplement (01) are used to illustrate how this measure is implemented.

7. Statistical methods:

-Pearson correlation coefficient

-Arithmetic mean-Arithmetic mean

-Test (t) two independent samples of equal.

- Test (t) two separate, unequal samples.

8-Presentation, discussion and interpretation of the results:

8.1. Presentation of the results of the differences between kindergarten children and children of the Preparatory section (5-6) years in some cognitive abilities (kinetic sense) in general:

8.1.1-Presentation of the results of the differences between kindergarten children and children of the preparatory section at age (5-6) years in the ability to recognize the body parts:

Table 02

Shows the results of differences between kindergarten children and the children of the female preparatory section in the ability to recognize the body parts

Level of significance α=0.05	P.value	Children of the Preparatory section			Kindergarten children			Unit of Measure	Statistical features / Test
		S_2	X_2	N_2	S_1	X_1	N_1		
significant	.000	2.02	8.6	11	2.05	8.4	12	score	Body parts Recognition

This table describes the number of females within each group to represent group (01) females in kindergarten (N1 = 12) and group (02) Females in the preparatory section (N 2 = 11), as shown the arithmetic mean and the standard deviation of the averages for each group in the ability to identify the parts of the body, so that the arithmetic mean Female in Kindergarten S1 (8.400) and standard deviation by (2.055), the arithmetic mean of female preparatory section in the ability to identify parts of the body was estimated at (8.600) and by a standard deviation (2.021), as this table illustrates the differences between kindergarten children and children of the preparatory section females age (5-6) Years in the ability to identify parts of the body, where the value of the calculated significance level (0.000) and is below the level of significance α = 0.05 That means that there are statistically significant differences between kindergarten children and the children of the female preparatory section in the ability to recognize the body parts and for the female in the preparatory section when TUI indication α = 0.05.

Table 03 explains the results of the differences between kindergarten children and the children of the male preparatory section in the ability to recognize the body parts

Level of significance α=0.05	P.value	Children of the Preparatory section			Kindergarten children			Unit of Measure	Statistical features / Test
		S2	X2	N 2	S1	X1	N 1		
significant	0.300	2.222	8.400	09	2.001	8.20	08	score	Body parts Recognition

This table describes the number of males within each group to represent the group number (01) males in kindergarten (N1 = 08) and Group (02) Males in the preparatory section (N2 = 09), as the arithmetic mean and the standard deviation of the averages for each group in the ability to identify the parts of the body, so that the arithmetic mean For males in kindergarten S1 (8.200) and standard deviation S2(2.001), the arithmetic mean of males in the preparatory section of the body parts recognition capacity (8.400) and a standard deviation (2.222), as illustrated by the differences between kindergarten children and children of the preparatory section of males at the age of (5-6) years in The ability to identify parts of the body, where the value of the calculated significance level (0.300) and is below the level of significance α = 0.05, which means that there are statistically significant differences between kindergarten children and children of the male preparatory section in the ability to recognize the body parts and for the benefit of males in the preparatory section at the level of the Machine α = 0.05 .

Table 04 Explains the results of the differences between kindergarten children and the Children of the preparatory section in the ability to identify body parts

Level of significance α=0.05	P.value	df	Children of the Preparatory section			Kindergarten children			Unit of Measure	Statistical features / Test
			S2	X 2	N 2	S1	X 1	N 1		
significant	.000	38	2.044	8.8	20	2.12	8.4	20	score	Body parts Recognition

This table describes the size of each group (N1 = 20) so that group (01) Children of Kindergarten and group. (02) Children of the preparatory section, as shown the arithmetic mean and the standard deviation of the averages for each group in the ability to recognize the body parts, so that the arithmetic mean of the children Kindergarten (8.400) The standard deviation is (2.12), the arithmetic average of the children of the preparatory section in the body parts recognition capacity (8.800) and a standard deviation (2.044), and the indication of differences between kindergarten children and children of the preparatory section at age (5-6) years in the ability to identify parts of the body, where the value The calculated indication level is estimated at (0.000) and is less than the level of significance α = 0.05 This means that there are statistically significant differences between kindergarten children and children in the preparatory section in the ability to recognize the body parts and for the Children of the preparatory section at the indication level α = 0.05

8.1.2-Presentation of the results of the difference between kindergarten children and children of the preparatory section at age (5-6) years in the ability to distinguish between the left and right body parts:

Table 05 the results of the differences between kindergarten children and the children of the female preparatory section in the ability to distinguish between the left and right body parts

Level of significance α=0.05	P.value	Children of the Preparatory section			Kindergarten children			Unit of Measure	Statistical features / Test
		S2	X 2	N2	S1	X1	N 1		
significant	.000	1.02	2.8	11	1.003	2.6	12	score	Distinguishing between the left and right body parts

This table describes the number of females within each group to represent group (01) Females in kindergarten (N1 = 12) and group (02) Females in the preparatory section (N2 = 11), as the arithmetic mean and the standard deviation of the averages for each group in the ability to distinguish between the left and right body parts, so that it is estimated Female arithmetic mean in kindergarten S1 (2.6) and standard deviation by (1.003), the arithmetic mean of the female preparatory section in the ability to distinguish between the left and right body parts was estimated at (2.800) and by a standard deviation (1.025), and the indication of differences between kindergarten children and children of the Department Female preparatory Age (5-6 years) in the ability to distinguish between the left and right body parts, where the calculated level of indication (000.) is less than the level of significance α = 0.05 This means that there are statistically significant differences between kindergarten children and the children of the female preparatory section in the ability to differentiate between parts of the body Right and left and in favour of females in the preparatory section at the indication level α = 0.05.

Table 06 the results of the differences between kindergarten children and the children of the male preparatory section in the ability to distinguish between the left and right body parts

Level of significance α=0.05	P.value	Children of the Preparatory section			Kindergarten children			Unit of Measure	Statistical features / Test
		S2	X2	N 2	S1	X1	N 1		
significant	0.03	0.96	3.40	9	1.03	3.2	8	score	Distinguishing between the left and right body parts

This table describes the number of males within each group to represent the group number (01) Males in Kindergarten (N1 = 08) and Group (02) Males in the preparatory section (N2 = 09), as the arithmetic mean and the standard deviation of the averages for each group in the ability to distinguish between the left and right body parts, so as to be able Male arithmetic mean in kindergarten S1 (3.200) and standard deviation by (1,033), the arithmetic mean of males in the preparatory section in the ability to differentiate between the left and right body parts was estimated at (3.4) and by a standard deviation (0.966), as illustrated by the differences between kindergarten children and children of the Department Male preparatory Age (5-6 years) in the ability to distinguish between the right and left parts of the body, where the value of the calculated significance level is (0.03) and is less than the level of significance α = 0.05, which means that there are statistically significant differences between kindergarten children and children of the male preparatory section in the ability to distinguish between parts a For the right and left body and for males in the preparatory section at the indication level α = 0.05.

Table 07 shows the results of differences between kindergarten children and children in the preparatory section in the ability to differentiate between the left and right body parts

Level of significance α=0.05	P.value	Children of the Preparatory section			Kindergarten children			Unit of Measure	Statistical features / Test
		S2	X2	N 2	S1	X 1	N 1		
significant	0.001	1.03	3.1	20	0.96	2.9	20	score	Distinguishing between the left and right body parts

This table describes the size of each group (N1= 20) so that group (01) Children of Kindergarten and group (02) Children of the preparatory section, as the arithmetic mean and the standard deviation of the averages for each group in the ability to distinguish between the left and right body parts, so that the arithmetic mean of the children Kindergarten S1 (2.9) and standard deviation S2 (0.96), the arithmetic mean of the children of the preparatory section in distinguishing between the left and right body parts was estimated at (3.100) and a standard deviation (1.033), as illustrated by the differences between kindergarten children and children of the preparatory section at the age of (5-6) years in the capacity Distinguish between the right and left parts of the body, where the value of the calculated significance level is (0.001) and is less than the level of significance α = 0.05, which means that there are statistically significant differences between kindergarten children and the Children of the preparatory section in the ability to distinguish between the left and right body parts and for the children of the Department Preparatory at the indication level α = 0.05

General conclusions:

Our strong belief in the importance of the child acquiring basic motor skills and cognitive abilities (psychomotor) in preschool and our conviction of the need for a dynamic breeding program to develop these skills and abilities we did this research which is a comparative study between kindergarten children and children of the Department Preparatory in some cognitive abilities (kinetic sense) on the basis that the children of the preparatory section depend on a curriculum established by the Ministry that includes competencies and abilities to develop basic motor skills and cognitive abilities (sense kinetics) in order to prove or deny these convictions, and after the application of capacity tests Cognitive (kinetic sense) on a sample of kindergarten children and children of the preparatory section and brief us on the theoretical background and previous studies we reached the following conclusions:

- There are statistically significant differences between kindergarten children and children in the preparatory section in the ability to identify parts of the body for the benefit of children of the preparatory section.
- There are statistically significant differences between kindergarten children and the children of the male preparatory section in the ability to identify parts of the body for the benefit of males in the preparatory section.
- There are statistically significant differences between kindergarten children and the children of the female preparatory section in the ability to identify parts of the body for the benefit of females in the preparatory section.

- There are statistically significant differences between kindergarten children and children in the preparatory section in the ability to differentiate between the right and left body parts for the benefit of children of the preparatory section.
- There are statistically significant differences between kindergarten children and the children of the male preparatory section in the ability to distinguish between the right and left body parts for the benefit of males in the preparatory section.
- There are statistically significant differences between kindergarten children and the children of the male preparatory section in the ability to differentiate between the right and left body parts for the benefit of females in the preparatory section.

Suggestions:

Based on the results we have achieved in the applied chapter, and through our completion of this research we have become clear several suggestions:

- The need to focus on the development of programmes of motor education at the level of kindergarten based on scientific basis and in line with the characteristics of child development.
- The development of the measure of kinetic education within the programs of the formative courses for kindergarten nannies.
- Attention to the development of basic motor skills and cognitive abilities (kinetic sense) in kindergarten child.
- Giving the kindergarten child enough time to move freely and not to reserve it between the walls of the kindergarten to watch TV.
- Kindergarten educators should adopt the curriculum developed by the Ministry and the accompanying application manual, especially with children aged (5-6) years, so that there is no disparity in abilities between them and their peers enrolled in the preparatory sections.
- Teachers of physical education and sports should be singled out to educate the children of the preparatory section as specialists in this field.
- Conducting critical analytical studies of the motor education programs in kindergarten at the Algerian country level.
- The interest in conducting other studies related to the psychomotor aspect of a pre-school child (4-6) years.
- The need to provide the scientific bases in the kindergarten buildings to allow the child to move freely.

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