Developmental characteristics of pre-school children and their educational applications
- Preparatory education child as a model -

الخصائص النمائية لأطفال التعليم قبل المدرسي وتطبيقاتها التربوية
- طفل التربية التحضيرية أنموذجا -

Hameurlaine Noureddine *
Author's Full Name[2]
University Biskra – Algeria noureddine .hameurlaine@univ-biskra.dz

Received 2023-12-08 Accepted 2024-10-10 Published. 2024-12-31

Abstract:

The social, economic and educational development imposed a new reality on Algeria, which required a review of the components of the educational system in the development of curricula in line with these changes and developments in order to endorse an Algerian developed and open school that takes care of the optimal preparation of generations, because the context of innovation is in the construction of curricula and the development of work Education cannot have significance unless it guarantees the various stages of the educational system, including the preparatory stage, as it supports family education. On the one hand, and prepared for school learning on the other hand, and the increasing demand for preparatory education imposed on those in charge of the educational system to make reforms in the pre-school education system because it has become a basic pillar of compulsory school education, and therefore we review in this research the learner (the child) as a pillar of Pillars of the educational process by reviewing its developmental characteristics related to the three fields

Keywords: Curriculum - educational - educator - child - preparatory section

ملخص:

لقد فرض التطور الاجتماعي و الاقتصادي و التعليمي واقعا جديدا على الجزائر ، مما تطلب مراجعة مكونات النظام التربوي في وضع مناهج تتماشى و هذه التغيرات و المستجدات سعيا نحو إقرار مدرسة جزائرية متطورة و متفتحة تتكفل بالإعداد الأمثل للأجيال ، لأن سياق التجديد في بناء المناهج و تطوير العمل التربوي لا يمكن أن تكون له دلالة إلا إذا تكفل بمختلف مراحل النظام التربوي ، بما فيه المرحلة التحضيرية كونها مدعمة للتربية الأسرية من جهة ، و معدة للتعلمات المدرسية من جهة أخرى كما أن الطلب المتزايد على التربية التحضيرية فرض على القائمين على النظام التربوي إجراء إصلاحات على نظام التعليم ما قبل المدرسي لكونه أصبح يمثل ركيزة أساسية للتعليم المدرسي الإلزامي وعليه نستعرض في هذا البحث المتعلم(الطفل) كركيزة من ركائز العملية التعليمية وذلك باستعراض خصائصه النمائية المرتبطة بالمجالات النمائية الثلاثة .

كلمات مفتاحية: المنهاج – التعليمية – المربية –الطفل –القسم التحضيري

* Noureddine Hameurlaine

1.Introduction: The educational process is the main axis of all education. The latter is a reflection of the philosophy of every nation and the embodiment of its spiritual and material principles. The philosophy of education, in turn, is the one that directly reflects the history and civilization of the nation to which it belongs, and the educational system that expresses the cultural aspiration of this nation and its hopes based on this principle. Pre-school education is of great importance in any educational system, because proper upbringing in its various aspects begins at this important age stage, which constitutes the basic basis for the educational path of the child, especially the stage of compulsory education

Preparatory education in the educational system as an educational stage and was included in the Education Directive Law 08/04 of January 23, 2008 (Articles 38 to 43), which talk about preparatory education. Accordingly, in our research, we review the subject of preparatory education as a stage of pre-school education, reviewing the developmental characteristics of the child at this stage, taking into account the following objectives:

- Identify the concept of preparatory education in Algeria.
- Stages of development of preparatory education in the Algerian educational system.
- Legal reference for preparatory education in Algeria.
- The developmental characteristics of the preparatory education child as one of the pillars of the educational process.
- Identifying obstacles to the generalization of preparatory education in the Algerian educational system

The problem:

Pre-school education in Algeria occupies an important place in the educational system, and it constitutes a great point of interest for parents because it has become a necessity imposed by reality, given that benefiting from preparatory education guarantees the transition to compulsory education in a smooth and positive way and facilitates the child's integration and schooling well without obstacles during the year. The first is primary, unlike the child who does not benefit from preparatory education, who finds difficulties in adapting to the level of peers in the first year of compulsory education. Therefore, we proceed from the following problem:

What are the developmental characteristics of a preparatory education child? And how to overcome the problems associated with those aspects of development?

1- Study Concepts:

1-1 Definition of preparatory education:

It is an education intended for children who have not reached the age of compulsory admission to school.

Means the various programs directed to this category; Preparatory education allows children to develop all their potentials, and provides them with opportunities for success in school and life (Ministry of National Education, 2004, p. 6).

It means the various programs that are directed to this group. Preparatory education allows children to develop all their potentials, and provides them with opportunities for success in school and life. Among its tasks:

Contribute to social upbringing.

Accessing the child to discover his potential and employing it in building his understanding of the world.

Preparing for schooling.

Work to supplement education and rectify its deficiencies

1-2 Definition of Preparatory Education Department:

It is the section in which children between the ages of 4 and 6 are admitted in rooms that differ from others in their equipment and pedagogical means. Writing and arithmetic (Ministry of National Education, 2008, p. 8). It is the spatial space that receives children under the school age, and it is equipped with equipment and means that allow them to be prepared in preparation for the next stage, by developing their perceptions and modifying their erroneous behaviors, as well as developing their initial knowledge in all aspects in an interesting way that is dominated by play activity.

1-3 Parameter:

She is the scientifically, educationally, psychologically and morally qualified educator. She possesses scientific abilities and skills and a variety of knowledge in the sciences of education and psychology, which qualifies her to work with the children of the preparatory section through an official assignment.

Child: He who cannot fulfill his desires by himself.

1-4 Curriculum:

"It is an official national reference document for all educational institutions, and it is a set of planned operations in order to define and evaluate goals, contents, endeavors and strategies for learning, as well as the approved means." Ministry of National Education, 2008, p. 80

“The sum of the educational experiences that the school provides to learners inside and outside the school through organized study programs with the intent of helping them to grow in a comprehensive and balanced manner, and to bring about desirable changes in their behavior in accordance with the desired educational goals.” (Hiba Muhammad Abd al-Hamid, 2009, p. 23)

2- The development of the preparatory school in Algeria:

2-1 Before Independence:

Quranic schools and scribes continued to perform their civilized function and in the face of the colonial school project of a missionary educational nature, as well as public regular schools that adopted the integrated preparatory section in order to bring children closer to the first year of primary school.

2-2 After Independence:

After independence, Algeria found itself in a phase of comprehensive rebuilding of the educational system to accommodate the largest possible number of students and standardize public education. 1976, which defined the legal framework, tasks and objectives of preparatory education. As for the pedagogical aspect, it was known that an educational guidance document was issued in 1984 emphasizing the importance of preparatory education, then it was followed by an educational reference document for preparatory education in 1990 that defines the objectives of the activities, the child’s profile, the proposed programs, and how to organize the physical space of the preparatory section, and then after So came a methodological document in 1996 represented in The methodological guide for school

education. The concept of this stage has evolved from the concept of education to the concept of education, as the official organizational and pedagogical documents stipulate that children of 4 and 5 years benefit from a preparatory education that qualifies them to enter the first year of basic education previously and to rectify and address deficiencies, while the curriculum stipulates The last preparatory education focused on the educational aspect, not the development of the child's personality before the cognitive aspect (Ministry of National Education, 2006, p. 8). Algeria also witnessed a quantum leap in the number of preparatory education children, as the number of beneficiaries in 2012 reached about 418,765 children (Ministry of National Education, 2013, p. 08)

3- Functions of preparatory education and its objectives:

- Preparatory education is an education intended for children who have not reached the age of compulsory admission to school
- Preparatory education means the various programs that are directed to this category.
- Preparatory education allows children to develop all their potentials, and provides them with opportunities for success in school and life.
- Socialization and the child's exploration of his potential and employment in building his understanding of the world.
- Preparing for schooling and working on recognizing deficiencies in family education and addressing them.

4- The developmental characteristics of the child of preparatory education:

The child of the preparatory education stage goes through one of the most important educational stages, as it is a crucial stage in shaping the basics of his growth in various aspects: physical, social and emotional.

4-1 The sensorimotor domain:

4-1-1- Physical growth: This stage is characterized by slowness, as the increase in length ranges between 5/6 cm and the increase in size ranges between 2.25 and 2.75 kg per year. Males are slightly less in weight than females, and more. They have better share of muscle tissue, while females have more share of adipose tissue than males."

- Reducing movements affecting the skeletal system - affecting the length of the body
- Teeth cleaning.
- Follow-up the measurement of longitudinal and weight growth once in the semester and write it down in a card and deduce the growth rate.
- Avoid making comparisons between children in terms of height or weight, because the purpose is to know normal growth and guide parents. These directives apply to the **activity of physical education**:
- Where he avoided movements that affect specific organs, such as doing gymnastic movements or pivoting movements that "affect the legs."

4-1-2- Sensory development: It draws on the senses from the components of the natural and social environment and connects with them directly to the natural external world, such as the scenes of the living and inanimate environment, the social external world, and the activities that take place within the community, which are:

a. Sight:

It is characterized by farsightedness as:

It is somewhat difficult for him to see small, close objects, while it is easy for him to see large and small distant objects. Children get tired when they make a focused and long effort to look at things, and they also get tired of subjecting eye movement to a narrow field of vision. The educator must take into account this by:

Bringing perspectives closer, the vision process takes a short time.

Choose perspectives that are somewhat large in size and in a suitable place for children to sit.

These directives are characterized in many situations for different activities:

Scientific and technological education activity.

Arabic language activity by naming the elements of scenes and pictures or expressing the contents of the things shown.

B. The sense of hearing:

The development of the individual's sense of hearing continues for a long period that lasts up to 13 years, and it is the key for the child to acquire language, to know the acoustic properties of the components of the environment, and to distinguish between different sounds. The sense of hearing is affected by loud noises, whether in ... or ...

The educator helps the child develop the sense of hearing and gain the ability to distinguish between the sounds of the physical and social components of the environment:

The rustling of trees, the sound of water, the sound of thunder, the difference of voices among the children of the regiment, ...

Among the activities that help develop hearing are:

Using recorders and listening to various sounds such as animals, trees, tools, and the voices of known and unknown boys and girls

Acting activity: imitating sounds.

Sports activities: imitating the movements of animals or heroes of tapes with making sounds.

c. Sense of taste and smell:

A 5-6 year old child can distinguish basic tastes.

He can mention things without seeing them, depending on their smells, as they develop adaptive behavior such as readiness, expectation and vision.

The educator contributes to its growth by:

Diversification of materials.

Organizing competitive games to find out the sources of female tasters.

Training children to smell hidden things through the activities of language and science education.

Dr.. sense of touch:

It includes a sense of pressure, pain and coldness and is concentrated more in the most used organs.

It is developed by enabling children to use things of different characteristics, such as touching rough and smooth cardboard, textiles, wood, and metals, in various activities.

4-1-2 Motor development:

It aims to control the different muscles in their contraction and relaxation, especially in their synergy and compatibility, and the child at this age begins to overcome dependence on the large muscles used in walking, running, ... to small muscles such as using the muscles of the fingers, ...

The characteristics of motor development are developed through many activities, including:
Fine education activity.
- Language activity in terms of figures of letters, lines, ...
It is known that the child at this age makes many movements, such as standing on one foot (8 seconds), taking off shoes, and the educator:
To work on improving it and raising its level, and to provide the children with the opportunity to be independent in self-service, such as putting on and taking off aprons,

4-2 The intellectual/cognitive field:

At this stage, he moves to the stage of practical mental operations before moving on to logical intellectual operations.
The components of the mental/cognitive domain are characterized by the following:
1 Attention: He is able to pay volitional attention, with a significant range of up to 20 minutes, to the events and situations that the educator diagnoses and organizes, especially those that are related to his desires and interests, and are familiar to him.
Therefore, the educator must take into account:
The interests, tendencies and desires of children in choosing the tools and means that he adopts in his work.
Choosing familiar positions and situations known to children.
Expression of learning situations, situations, and topics for the activity when noticing inattention.
Diversifying practice activities from games to singing and theater, ...
The duration of the activity should be consistent with the extent to which children follow this activity
Perceiving shapes: They distinguish between shapes, imitating them by drawing.
In order to develop awareness of shapes in children, work must be done in:

Physical education activity:

- Lots of different shapes.
Providing similar and mixed shapes.
Preparing different combination games with these shapes.

Fine Education Activity:

- Providing pictures of the aforementioned shapes, coloring them, folding them, symmetry, ...
- Creating tools such as mattresses, vases, or carpets decorated in different shapes.
Understanding the shapes of the alphabet and the shapes of the lines that form them:
Alphabets are lines connected to each other.
At the age of 5, he distinguishes between different capital letters of the alphabet based on the perception of contrast and symmetry.
The educator must be able to recognize the shapes of letters and numbers in activities
Preparing for reading:
- Display forms written in large font.
Simple line drawing training.
- Imitation of patterns consisting of letters and a few lines: Mama, Papa, ...

Fine Education Activity:

Coloring, forming, cutting letters, forming lines.

Perception of time: it perceives the days, the week, the seasons at the end of the year 6. It can also perceive the time range of the minute, hour, week or month...

The correct perception of time is developed through:

Language activity:

- Concepts of time: today, yesterday, tomorrow, ...

Daylight hours, days of the week, months, seasons, hour concept.

Fine Education Activity:

- Drawing, colors for the seasons, ...

Sizes and Weights: He can compare between different sizes, large, small, and medium.

Perception of solid sizes.

Realizing liquid volumes - weights

Perceiving colors: Through the language activity, the plastic education activity, where the concentrated colors start and then the secondary ones.

Perception of numbers: Perception evolves from total perception to partial perception, and from perception of difference to perception of similarity. At this age, he realizes symmetry, symmetry between groupings, and doing simple addition and subtraction operations.

This aspect of physical education activity is developed through:

Preparing game situations represented in the use of numbers while excluding the surrounding facilities.

Synthetic and analytical games activity: Through situations that require adding pieces to each other, and situations that require subtracting pieces from a compound thing.

Fine education activity: forming a bicycle, a house...

Remembering: By drawing mazes, a set of lines to accomplish a carpet...

The educator takes into account the following:

Repeat attempts or pronounce words or sentences.

Embodiment of different shapes, drawing similar things.

Choosing topics of interest to students.

Choose easy topics and gradually move towards difficult ones.

Use simple words and sentences before moving on to new words.

Ensuring the appropriate position for children before doing work, such as a moderate session.

Attention to encourage children...

Imagination through language activity, synthetic games

Thinking: It is still centered on bonds, and the educator should try to overcome this stage by:

Ask questions of interpretation and reasoning. The child's answer to his questions simply.

Creating opportunities for group games.

4-3 The social emotional domain:

At this stage, he is more stable in his emotional life, and thus his social relationships become more established, stable and sober, and they help him to free himself from dependence on adults that seem clear before this age. , also due to the growth of the ability to aggregate

And free or organized play, which allows him to form positive friendships with his peers. A child of this age is more cooperative in his relations with adults and children, he trades roles with them and contributes to doing things with them, and thus he is able to agree with the community of companions in the room of educational activities and in the play spaces, and he

is more in control of his emotions and more able to be independent from others. The educator has an important role in helping children to enhance emotional stability, freedom from dependence on adults, and cooperation with others through various activities such as physical and sports education, plastic education, social, civic and Islamic education. Among the **common manifestations of emotions in children:**

Passion of love: self-love - the mother - the father - material things, then it expands to the love of others, the educator...

The educator develops the emotion of love for the important aspects. Therefore, extravagance in humiliating the child and avoiding deprivation should be avoided.

The emotion of anger: It appears as a result of deprivation or prohibition, and it results from restricting physical movements, deprivation of food, play, money, not playing with peers, following certain habits...

The emotion of jealousy: a mixture of anger, fear, envy, resulting from a feeling of inferiority, depression, sadness, which leads to aggression or withdrawal and isolation.

The emotion of fear: afraid of loud sounds, loss of support, falling, too much showing the frightening thing sometimes, or those who showed it.

Avoid scolding and ridicule.

Persuasion and discussion.

Tradition.

Correct learning.

The reaction of aggression:

- Indicates the child's ambition and initiative.

It takes the form of enmity, malice and hatred.

The educator develops the emotion of love for the important aspects.

Therefore, extravagance in humiliating the child and avoiding deprivation should be avoided.

The emotion of anger: It appears as a result of deprivation or prohibition, and it results from restricting physical movements, deprivation of food, play, money, not playing with peers, following certain habits...

The emotion of jealousy: a mixture of anger, fear, envy, resulting from feelings of inferiority, depression, and sadness, leading to aggression or withdrawal and isolation. (Ministry of National Education, 2006, p. 62)

The emotion of fear: afraid of loud sounds, loss of support, falling, too much showing the frightening thing sometimes, or those who showed it.

Avoid scolding and ridicule.

Persuasion and discussion.

tradition.

Learning correction

Conclusion:

Through all of the aforementioned, we note that pre-school education in Algeria has made a qualitative leap in various aspects, whether in terms of societal interest in this type of education or on the part of those in charge of the educational system. It includes strategies and methods for presenting activities or with regard to the spaces of the open preparatory education departments at the primary school level. The notes are summarized below:

- Expanding the opening of preparatory education departments in order to benefit from them in accordance with the principle of equal opportunities. Assigning these departments to nannies who are specialists in childhood education and who have competence.
- Employing the developmental characteristics of children in activating the educational act and forming a balanced personality for children.
- Intensifying the training processes for nannies on preparatory education, with the involvement of various bodies that can provide the necessary addition.
- Providing pedagogical means for working with this group and preparing a ministerial code for it, which is prepared by specialized educators, psychologists and pedagogues.
- Adapting educational programs for this group of children to allow for a sound social upbringing for them.
- Establishing decent and suitable spatial spaces for children benefiting from pre-school education (preparatory education) according to the applicable standards and taking into account the appropriate physical factors.

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