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The role of the early childhood caregiver as a key element in preparing the child for school-

ملمح مربية الطفولة الأولى كطرف أساسي لتحضير الطفل للمدرسة

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Abstract :

Through this research paper, we aim to contribute to enriching one of the most important topics in societies, but due to the nature of the topic and its sensitivity, as it is related to the upbringing, education and social upbringing of children within their families, who are the future of societies, as among the institutions that have become involved with the family in performing its function, namely: the kindergarten institution, the latter, which is an educational and pedagogical institution with its own specifications, which aims through its programs and activities to raise the child and achieve integrated growth in its physical, social and mental dimensions, as educational studies from the ancient past to our prosperous present are among the most important fields of study and research, and their importance stems from the importance of education itself, because the subject of education is the human being who is God's vicegerent on earth and responsible for its development, as our world today and what it is witnessing of tremendous changes and transformations in all social, political, economic, scientific and cultural levels, and the flow of springs of knowledge, is only by the grace of God Almighty, then it is the product of the minds of scholars and thinkers over many years, so it was natural for education and teaching in general, and psychology in particular, to keep pace with all this Development, and therefore it is important to define the nanny and her characteristics, as well as to address the role of social upbringing in the child's life.

Keywords: family, education, child, social upbringing.

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الملخص:

نهدف من خلال الورقة البحثية الى المساهمة في اثراء احد اكثر المواضيع اهمية في المجتمعات وذلك نظرا لطبيعة الموضوع وحساسيته اذ انه يرتبط بالتربية والتعليم والتنشئة الاجتماعية للاطفال داخل اسرهم الذين هم مستقبل المجتمعات، حيث ان من بين المؤسسات التي أصبحت تشارك الأسرة في تأدية وظيفتها ألا وهي: مؤسسة رياض الأطفال، هذه الأخيرة التي تعد كمؤسسة تعليمية وتربوية لها مواصفاتها الخاصة والتي تهدف من خلال برامجها ونشاطاتها إلى تنشئة الطفل وتحقيق له نمو متكامل بأبعاده الجسمانية والاجتماعية والعقلية، حيث تُعد الدراسات التربوية من الماضي القديم إلى حاضرنا المزدهر من أهم ميادين الدراسة والبحث، وتنبع أهميتها من أهمية التربية نفسها، ذلك لأن موضوع التربية هو الإنسان الذي هو خليفة الله في الأرض والمسؤول عن إعمارها، فعالمنا اليوم وما يشهد من تغيرات وتحولات هائلة في كافة الأصعدة الاجتماعية، السياسية، الاقتصادية، العلمية والثقافية، وتدفق ينابيع المعرفة، إنما هو بفضل من الله عز وجل، ثم هو نتاج عقول العلماء والمفكرين عبر سنين طوال، لذا فقد كان من الطبيعي أن تواكب التربية والتعليم عامة، وعلم النفس خاصة، كل هذا التطور ، وعليه من الاهمية بما كان التعريف بمربية الاطفال وخصائصها وكذا التطرق الى دور التنشئة الاجتماعة في حياة الطفل.

الكلمات المفتاحية: الاسرة_ التربية_ الطفل_ التنشئة الاجتماعية.

Introduction:

Due to the changes affecting political, social, and economic systems, and the transformation of the family from a large to a small size, and from an extended to a nuclear family, roles within the family have changed and responsibilities have increased. This has led to the emergence of alternative institutions that share some of these responsibilities and participate in the care of children, in accordance with the law. Given the importance of kindergartens and the role of the caregiver towards the child, experts in developed countries have dedicated numerous research studies to childhood in general. Arab countries, in particular, have focused on the kindergarten stage, and the role of these institutions in Algeria specifically. This is due to changing living conditions and developments in all fields, the transformation of the family from its traditional form to the nuclear family, and women's entry into the workforce, which has somewhat diminished their role. Other institutions have emerged to share and complement their function, namely

kindergartens. These kindergartens, initially established as a social necessity rather than an educational one, have become increasingly essential in recent years due to their crucial role in providing quality learning opportunities. The role of the caregiver is considered a bridge, a link between the child and their social, educational, and developmental environment. Scientific and educational studies highlight the importance of the caregiver's performance and training, including specialization in education, sociology, and psychology, as well as the necessity of their general knowledge and personal qualities. This aspect is often lacking in many caregivers, especially considering their multifaceted roles, which evolve with the educational, developmental, and behavioral processes. These roles range from organizing the environment and managing learning situations to giving instructions, then to managing groups, and other constantly evolving functions. The interaction between the caregiver and the children within the kindergarten, through communication and connection, allows them to fulfill numerous educational roles and tasks. They are responsible for everything related to the child, in addition to guiding their activity and behavior.

1. Study Concepts:

_ The Concept of Kindergarten: A kindergarten is dedicated to children between the ages of one and six. A kindergarten should be fun, safe, and educationally beneficial for all children who attend. It should offer stimulating and developmental activities for your child and enable parents to balance family life with work or studies.

_ The Concept of the Caregiver: A caregiver is someone who provides care for a child or assists the mother. A caregiver is someone who provides care for one or more children in a family, either as a traditional or modern service, in special spaces called kindergartens, where all the necessary care is provided for the child.

_ The Concept of Socialization: The encyclopedic dictionary defines it as the process by which a child integrates into their community (Philippe Anzou, 2005, p. 1525). While *Le Grand Dictionnaire de la Psychologie* focused on the term "adaptation" and considered socialization to be the process by which a child adapts to the socio-cultural environment in which they are raised (Henriette Blach, 1999, p. 868).

Roland Duron and Françoise Barrault, in their *Encyclopedia of Psychology*, as interpreted by Dr. Fouad Shahin, define it as "a gradual and cumulative process by which a child, during their development, assimilates the behaviors, values, norms, symbols, roles, rituals, customs, conventions, and thought patterns of their social and cultural environment" (Roland Duron and Françoise Barrault, 1997, p. 1003).

2. The Importance of Kindergartens in the Upbringing of Preschool Children: The importance of kindergartens in the upbringing of preschool children is evident in the roles they play towards these children. One study in this field highlights this importance as follows:

A. A Sound Educational Beginning: This means that when a child enters kindergarten, the kindergarten strives to raise them according to sound educational principles and standards. The kindergarten takes on the child's upbringing and care during their early years, based on modern educational theories and principles. Froebel emphasizes this sound educational beginning when he explains it in his writings on the preschool child, stating that the upbringing of young children becomes difficult and fraught at different stages due to neglect of their preschool education. He argues that it is essential for their healthy development and proper upbringing to begin correctly by caring for and preparing them properly from a very young age. Childhood is crucial in the lives of young children, and if children are neglected during this advanced stage of their lives, and then attempts are made to raise them correctly after they have been subjected to incorrect upbringing, it will be difficult and fraught. At this stage, a person acquires, through upbringing, everything that constitutes their personality. What the child learns at this stage continues to influence their future. As Imam al-Ghazali said, in discussing child rearing: “A child is receptive to whatever is instilled in them and inclined towards whatever they are directed towards. If they are nurtured with goodness and taught it, they will grow up with it and be happy… but if they are nurtured with evil and neglected, they will be miserable and perish.” Reflecting on Imam al-Ghazali’s statement, one finds that the upbringing process is acquired by the child from the environment that prepares them. If it is good, it will lead the child to grow up properly; if it is bad, it will lead them to become an unproductive citizen in society. Therefore, childhood is

one of the most important stages that must be carefully nurtured in our children's lives. Hence, the importance of the educational role of kindergartens in the proper upbringing of preschool children becomes clear.

B. A Compensatory Environment for the Family Environment: The environment plays a crucial role in shaping a child's personality. If the child's environment is stimulating, fosters curiosity, and encourages activity, the child will progress in acquiring skills and knowledge, and advance towards maturity with strength and ease. This upbringing may require numerous resources that are perhaps unavailable in many families. Therefore, the importance of kindergartens lies in their provision of this educational environment, such as building and dismantling games, and other resources like playgrounds where children's activities take place, educational corners, and activity corners—all of which contribute to developing the child's abilities. (Shoman, 2007, p. 86)

C. Integrated Development of the Human Self: Kindergartens play a vital role in developing the various aspects of the human self in young children. The human self comprises four elements: spirit, body, soul, and mind. The programs offered by kindergartens encompass physical, intellectual, spiritual, and psychological development, thus achieving integration among these elements.

D. Preparing Children for School: This refers to the fact that when kindergartens admit children under the age of six, they prepare them through their programs for the transition to primary school. When a child goes to primary school at the compulsory age, after spending three years there, he has become accustomed to the teacher, principal, and staff, as well as his peers in the kindergarten halls. All of these are organizational matters that the child becomes accustomed to and familiar with when he joins school at the age of six, so he does not suffer from what is called primary school shock (Turki, 1993, p. 75).

3. The Role of Kindergarten in Social Development: Most researchers agree that kindergarten fulfills a social function towards children, and that those attending kindergarten are better able than other children to interact with others, establish relationships, and develop social habits. Kindergarten

also works to instill desirable habits in terms of social interaction and respect for others' rights, among other things, through practical application rather than rote learning or reading. Practice itself is the path to creating any attitude or habit, and it is the ideal way to get to know the child, their talents, and their inclinations. Froebel emphasizes that "kindergarten helps the child adapt to the environment. It provides children with opportunities to engage in activities that are appropriate for their developmental stage and address their personalities in all their psychological, social, physical, and intellectual aspects. It also fosters familiarity between them and society." (Muhammad, 2005, p. 220)

In addition, kindergarten helps the child adapt and integrate with others, acquire their own culture, discover other cultures, and accept them as they are. From this perspective, kindergartens, by choosing appropriate teaching methods, suitable educational tools, and assessment techniques, are capable of measuring the behavioral changes that occur in children as a result of their presence in an educational environment. Many of the problems that children encounter in school, which may hinder their social adjustment, stem from this crucial stage. Kindergarten can address these factors and problems, such as fear, anxiety, isolation, aggressive behavior, individualism, and a tendency towards solitude, etc.

Kindergarten cultivates in children a tendency towards independence in accepting and rejecting, and makes them feel capable of making their own decisions while teaching them that they cannot do everything they want. It also teaches them that there are general manners and behavioral rules that adults must follow, avoiding embarrassing or shaming them. Furthermore, kindergartens provide suitable materials that enable children to explore their environment, fostering a desire to work and live with others while respecting their own privacy and that of others. In addition, kindergarten prepares children to be active members of their groups, and then... His community embodies good morals and positive qualities, enabling him to learn acceptable behaviors such as respecting elders and cooperating with peers, while avoiding undesirable behaviors. The experience of living with others encourages the child to participate in activities with other children, learning that he has a role in every activity, and that others have a role as well. This

fosters acceptance of the idea of cooperation and sharing, moving away from selfishness and individualism. Kindergartens also strive to encourage independence and self-reliance in certain aspects of life, fostering a sense of belonging to peer groups and preparing the child for school. Kindergartens teach children the meaning of discipline in all matters, whether related to eating and sleeping or participating in group activities, which are often the best opportunity for children to interact with other children and enjoy playing. All of these factors contribute to reducing undesirable aggressive behaviors such as fighting, assault, or taking things from others. Kindergartens also encourage healthy competition, which is a manifestation of normal social interaction that motivates children to achieve the best position within their peer group. Some studies have indicated that the inevitable outcome of social development today is the emergence of what is called (The nuclear family) which consists of the husband, wife and children, thus limiting opportunities for social interaction with adults from relatives and friends. This affects the child's social development, which can be provided if the child is in an institution with adults and children other than those he is used to at home (Muhammad Saeed, 1997, p. 64).

4_ The role of kindergartens in developing the child's language growth: Nurseries and kindergartens are among the most important institutions that help in developing the child's language after the family, as they usually receive children from two to six years old for nursery schools, and from two to five years old for kindergartens. When a child typically enters kindergarten at age three, they are not yet free from dependence on adults and the feeling of needing their presence for security and reassurance. The core idea of kindergarten is to help the child express themselves, thereby fostering growth. To achieve this, we must begin with the child's natural inclinations and drive to work. Kindergarten education is based on movement, singing, and language, all within a comfortable environment. The goal is not merely the acquisition of knowledge, but rather growth where knowledge serves as a means to an end. Therefore, the kindergarten program is based on two things: play and hands-on activities. Emphasis is placed on play because it is the most important manifestation of a child's physical activity, an external expression of their inner life, and the best natural foundation upon which to build habits

of work, emotion, and thought—a concept recognized by Arabs. To encourage participation and integration in play, educators must play an active role. They conduct the first lessons in cooperation and teamwork with the children, guiding them through various activities, correcting their mistakes, especially in pronunciation. This is all done through a structured program that distinguishes kindergartens from nurseries. The first lessons offered to children consist of games. Whether individual or group, engaging in conversation and dialogue about pictures facilitates the acquisition of new skills that enable children to communicate with their peers. The child's environment should also be enriched with diverse images, shapes, and colors, accompanied by various stimuli and stories related to these pictures and drawings. This helps broaden the child's horizons and provide direct experiences that contribute to their linguistic repertoire. Furthermore, the importance of enriching the family environment with resources such as television, radio, and the internet in linguistic development is undeniable. Given these roles played by the family, especially parents, in the development of language, the importance and prominent position of families in social life become evident. The family is the primary environment for raising a child and a crucial means of transmitting and preserving heritage across generations, including their language. Thus, the family is the first school where children and individuals receive the initial principles of behavior. In reality, the child's linguistic activity occupies a central position in their linguistic upbringing and development. Language within the family revolves around daily life events, situations, and specific experiences within the family environment. After all this, can we not rightly conclude that the family plays a prominent role? In nurturing language development and a leading role for the child. (Ahmed, 1999, p. 289)

5- Methods of Socialization Institutions in Shaping Individual Personality:

A social institution encompasses all social organizations established by society to regulate relationships among individuals, aiming to build a balanced and cooperative society striving for a better life.

Despite the varying forms of social institutions, primarily due to differences in their functions, they all play an integral role in shaping

individual personality. Among the most prominent of these institutions are the family, considered the fundamental unit of society, the school, peer groups, and the media.

Through socialization, these institutions strive to achieve individual adaptation to the social environment and the transmission of cultural heritage across generations. This fosters harmony between the child's desires and societal norms by encouraging compliance with societal demands, integration into the culture, adherence to traditions, fulfillment of duties, and consideration for others. Children are not born fully developed and adapted to their environment; rather, society must educate and guide them toward proper socialization and the desired socialization by employing specific methods to achieve this goal.

5-1- Psychosocial Methods Used by the Family:

- Responding to the child's behavior, which leads to changes in that behavior.
- Material or moral rewards, where the family reinforces and strengthens the child's appropriate behavior.
- Material or moral punishment, where the family punishes the child for inappropriate behavior and discourages it (Khalil Abdul Rahman Al-Ma'ayta, 2000, p. 75).

Punishment is considered one of the important foundations of socialization, and it has specific controls and principles to ensure its effectiveness and prevent negative consequences.

- Participation in various social situations and experiences, which aims to teach the child social behavior.
- Direct and explicit guidance of the child's behavior, teaching them social norms of conduct, social roles, values, and attitudes (Samih Abu Mughli et al., 2002, p. 48).

The family guides the child's behavior directly and explicitly. As a primary institution, relationships within the family are characterized by openness, depth, and warmth (Suheir Kamel Ahmed, 2001, p. 253). Among the important methods in child socialization are firmness without being authoritarian, guidance without excessive and illogical commands, establishing flexible and logical rules, appropriate expectations from all family members, and mutual trust between parents and between parents and

children. Such conditions can help children develop healthily towards adolescence and young adulthood, fostering positive feelings of self-esteem and a well-rounded identity that includes self-acceptance, the ability to bear responsibility, tolerance, and adherence to religious values and social customs and traditions (Abdul Aziz Al-Sayed Al-Shakhsi, 2001, p. 77).

5.2. Psychosocial Methods Used by the School:

- The school utilizes direct, intentional, and conscious methods to reinforce societal values, such as through academic subjects.
- School activities are important in acquiring and modifying many behavioral patterns (Suheir, 2001, p. 258).
- Helping children exert independent effort, such as summarizing lectures, helps them retain and recall information more effectively than simply listening to them. - Ensure that the child studies what they are interested in, as individuals tend to remember what they like and forget what they dislike or are not interested in.
- Reward and punishment are important principles in education. They encourage children to excel and succeed, and discourage them from failure and negligence.
- Rest and bathing after studying help with comprehension and reinforce the material in the student's mind (Mahmoud Fathi Akasha et al., n.d., p. 91).
- Gradually wean the child from the family.
- Provide models of appropriate social behavior, either through lessons or practical examples demonstrated by teachers in their daily interactions with students (Khalil Abdul Rahman Al-Maayta, 2000, p. 79).
- The school works to build the child's personality, fostering self-reliance, independence, and responsibility, encouraging positive participation in society, developing their energies, abilities, and talents to the fullest extent possible, and stimulating their spirit of initiative, exploration, and research (Abdul Aziz Al-Sayed Al-Shakhsi, 2001, p. 85).

5.3. Social Psychological Techniques Used by Peer Groups:

Social reward and acceptance when a member's behavior aligns with the group's standards and values, thus reinforcing that behavior.

- Social punishment, reprimand, and rejection when a member's behavior deviates from the group's standards, thereby curbing and extinguishing the behavior.
- Participation in social activities, especially play, which creates opportunities for social learning (cooperation, competition, rules, laws, rights, and duties, etc.).

Presenting behavioral models that some members identify with (recreational activities, role-playing, etc.) (Khalil, 2000, p. 81).

Conclusion:

A human being is born into this life as a purely biological organism whose primary and ultimate concern is to satisfy its basic biological needs for food and drink. However, thanks to the process of socialization, this creature transforms into a social being who possesses a social conscience, making them an integral part of their society. They preserve it, its customs and traditions, its culture and identity, and strive, in cooperation with its members and within the framework of various socialization institutions, to transmit this social identity to future generations. Thus, the effectiveness of socialization in transforming a purely biological human being into a social human being who carries the torch and becomes one of the protectors of society and its specific identity and character becomes clear to us.

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