



Developing awareness of the national heritage and some values of citizenship among the kindergarten Child In light of the National Standards Document for Kindergarten

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Abstract

Developing the concept of citizenship for the child, including the rights and duties it includes, is a positive way to create a good and effective citizen in society. For this reason, it was observed through field visits to some kindergartens that the children do not have awareness of the national heritage and the values of citizenship, and that most kindergarten teachers do not present the national heritage and the values of citizenship with interest as the rest of the concepts are presented, and that everything that is presented to the child on this subject is their diligence and does not go beyond discussion with Children, although there is a field of historical concepts in the National Standards Document for Kindergarten, and it contains a set of indicators only, and there are no codified programs approved by the Ministry of Education that affect the field of historical concepts. The appropriate research tools were prepared for the kindergarten child, which consisted of preparing a list of dimensions of awareness of national heritage, testing and measuring awareness of the illustrated national heritage, a list of citizenship values was built, preparing a test and a scale of illustrated citizenship values, and the content of the program for developing awareness of national heritage and some values of citizenship was designed. In a range of activities such as stories, songs, chants, plays, picture books, field visits and educational games.

The quasi-experimental approach with a one-group design with a tribal and remote application of the research tools was also relied upon, and the tools were applied over a period of two months to the second-level kindergarten children aged (5-6) years in the Future Model Kindergarten in Tala city, Menoufia Governorate. The results proved the effectiveness of the program of activities and recommended the application of the program in the rest of the kindergartens.

Keywords: *Development, awareness of national heritage, citizenship values, kindergarten child, national standards document*

Introduction

The preparation of the good citizen has become a major goal of the kindergarten stage, and the importance of achieving this goal is increasing in light of the information revolution that the world is witnessing today, to which the child is exposed, and the practice of citizenship is a feature of advanced societies. Many studies confirm that developing the values of citizenship among children is one of the most important ways to meet the

challenges of the twenty-first century, and it is a kind of preventive education if the field of competition between developed countries goes beyond the issues of industrial progress and space invasion to competition in the field of education reform and development of curricula as the entrance to the twenty-first century Twenty, as the acquisition of citizenship values is the main basis for positive and effective participation in social, economic or political development, with the aim of developing young people's knowledge of social and political

matters and developing a sense of duty towards the local and international community.

In the light of the National Standards Document for kindergartens, there is a field of historical concepts that is concerned with developing awareness of the national heritage and the field of citizenship values. It was observed through field visits to some kindergartens that children are not aware of the national heritage and the values of citizenship, and most kindergarten teachers do not present the national heritage and citizenship values with interest. As the rest of the concepts are presented, and their inability to employ indicators of the field of historical concepts and the field of citizenship in the light of codified and organized programs that have clear and specific goals and appropriate activities, and that all that is presented to the child in this subject is the diligence of the teacher and does not go beyond the discussion with the children as the national standards document It contains a set of indicators only, and there are no codified programs approved by the Ministry of Education that affect the field of historical concepts, which is concerned with awareness of the national heritage and the values of citizenship with care and attention. Therefore, it was possible to define the problem in the following main question:

What is the proposed program of activities to develop awareness of the national heritage and some values of citizenship among the kindergarten child in the light of the document of the national standards for kindergartens?

The following questions arise from it:

- 1- What are the aspects of awareness of the national heritage appropriate for the kindergarten child in light of the document of the national standards for kindergartens?
- 2- What are the appropriate citizenship values for a kindergarten child in light of the kindergarten national standards document?
- 3- What are the components of the proposed program of activities to develop awareness of the national heritage and some values of citizenship for the kindergarten child in light of the document of the national standards for kindergartens?
- 4- What is the effectiveness of the proposed program of activities to develop awareness of the national heritage and some values of citizenship among the kindergarten child in the light of the document of the national standards for kindergartens?

Importance

The search results may be useful for:

- 1- Determining the values of citizenship that can be developed for the kindergarten child.
- 2- Assisting educational institutions in performing their role in imparting the values of citizenship to the kindergarten child.
- 3- Providing teachers and parents with a targeted program that can develop some of the values of citizenship and awareness of the child's national heritage.
- 4- Providing a measure of citizenship values and a measure of awareness of the national heritage of the kindergarten child.

Limitation

- **Time limits:** The proposed program of activities was implemented in the time period from 3/28/2021 to 5/31/2021.
- **Spatial boundaries:** the program was implemented in the Model Kindergarten in Tala city, Menoufia Governorate.
- **Human limits:** Kindergarten children of the second level, whose ages range from (5-6) years.
- **Objective limits:** the current research was limited to a program of activities to develop awareness of the national heritage and some values of citizenship (belonging, commitment, cooperation, tolerance, freedom, responsibility) in the light of the document of national standards for kindergarten children.

Research hypotheses

- 1- There is a statistically significant difference between the mean scores of the children in the experimental group in the two applications, before and after, in the scale of awareness of the national heritage of the kindergarten child in favor of the post application.
- 2- There is a statistically significant difference between the mean scores of the children in the experimental group in the two applications, the pre and post applications, in the measure of citizenship values in favor of the post application.

Research tools and materials

The following tools were prepared and presented to a group of arbitrators in the field of childhood studies, psychology, and history teaching methods and curricula:

- 1-Preparing a list of dimensions of awareness of the national heritage, a test of awareness of the illustrated national heritage, a measure of awareness of the national heritage for the kindergarten child.
- 2-Building a list of appropriate citizenship values for the kindergarten child, preparing the illustrated citizenship values test, and a scale of the illustrated citizenship values for the kindergarten child.
- 3-Designing the content of the program to develop awareness of the national heritage and some of the values of citizenship and it consists of eleven dimensions: awareness of historical events - awareness of holidays, occasions and customs associated with them - awareness of historical personalities - awareness of ancestral lives in different historical eras - awareness of landmarks and monuments associated with different historical eras Democracy - bearing responsibility - cooperation - belonging - commitment - tolerance - freedom), and these values were presented through a set of teaching and learning strategies and various activities such as stories, songs, plays, picture books, field visits and educational games, and the development of the three aspects (the side) was taken into account. The cognitive mental - the emotional side - the skill side).

Experimental research design

The current research relied on the quasi-experimental approach, which depends on one group with a pre and post measurement of the research tools. The pre-test was applied to the sample children to determine their average scores on awareness of the national heritage and some values of citizenship before applying the program to them, and then applying the post-test after applying the program. After that, the comparison was applied between the average scores of the sample children to know the effect of the independent variable (the activities program) on the dependent variable (the development of awareness of the national heritage and some values of citizenship among the kindergarten child. The following figure shows the experimental design of Search.



Figure (1) Experimental design of the study

Statistical treatment for analyzing the scores of the children of the experimental group and calculating the difference between the averages of the two applications before and after scale of awareness of the national heritage and the measure of citizenship values, the statistical method (T - Test) with the design ((Paired Samples T - Test) was used.

Results

The results of the search resulted in the following:

First: the results of the first hypothesis

Which states that “there is a statistically significant difference between the mean scores of the children in the experimental group in the two applications, the tribal and the post, in the scale of awareness of the national heritage of the kindergarten child in favor of the post application.”

The following table (1) shows the statistical significance of the difference between the mean scores of the children of the experimental group in the two applications, before and after, on the scale of awareness of the national heritage.

Table (1) the results of the "t" test to compare the mean scores of the children of the experimental group in the two applications, before and after, on the scale of awareness of the national heritage

Application	number of children	average	standard deviation	degree of freedom	Values "T"	Indication level
Tribal	25	4.68	1.82	24	22.72	Function at level 0.1.
dimensional	25	16.2	1.68			

Discussing

It is clear from the previous table that the average scores of children in the pre-application amounted to (4.68) with a standard deviation of (1.82), while the average scores of children in the post-application reached (16.2) with a standard deviation of (1.68), and this explains the difference between the mean scores of the children of the experimental group In the tribal and

remote applications on the scale of awareness of the national heritage in favor of the post application.

The calculated “t” value was (22.72) and this value is statistically significant at the level (0.1), which indicates the existence of a statistically significant difference at the level (0.1) between the mean scores of the children of the experimental group in the two applications, tribal and remote, on the scale of awareness of the national heritage in favor of the post application.

The following figure shows the significance of the differences between the mean scores of the experimental group in the pre and post applications in favor of the post application.

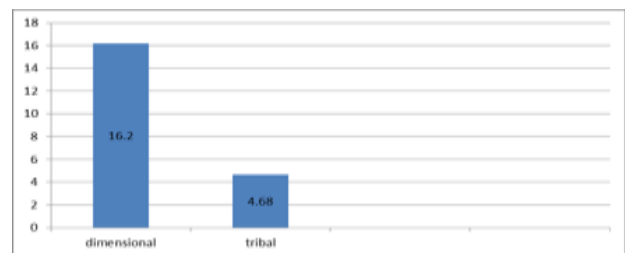


Figure (2) the program on children in the post application

It shows the mean scores of the experimental group in the tribal and remote applications on the scale of awareness of the national heritage.

The graphic representation (2) shows the impact of the program on children in the post application, as the average scores of children in the tribal application (4.68), and after applying the program to the sample children, the average scores of the children increased (16.2) in the scale of awareness of the national heritage, which indicates the impact of the program and its impact on the children of the sample. The sample is in favor of the post application.

This calls us to accept the hypothesis which states that “there is a statistically significant difference between the mean scores of the children in the experimental group in the tribal and remote applications in the scale of awareness of the national heritage of the kindergarten child in favor of the post application.”

In order to ensure the effectiveness of the proposed program of activities to develop awareness of the national heritage of the kindergarten child in the light of the document of the national standards for kindergartens, they calculated the adjusted earnings percentage for Black in order to answer the following research question:

What is the effectiveness of the proposed program for developing awareness of the national heritage among kindergarten children in light of the kindergarten national standards document?

Table (2) BlackBerry's Adjusted Gain Ratio

Application	average Arithmetic	The great end of the test	gain percentage rate for black	Acceptance of efficacy
Tribal	4.68	20	1.328	Acceptable because it is greater than or equal to 1.2
Dimensional	16.2	20		

From the table, it is clear that Black's adjusted gain percentage (1.328) is greater than or equal to the percentage suggested by Black to judge the effectiveness of the activities, which is (1.2), and accordingly it can be judged that the activities program prepared by the researchers was effective and contributed to the development of awareness of the national heritage of the kindergarten child and accordingly The first hypothesis is accepted.

This result is in agreement with the findings of the following studies:

- Stella Rose (2000) study: that children have the ability to understand historical events through sensory means.
- Keith Barton (2004) study: Presenting historical knowledge and facts by using various activities that would develop the spirit of citizenship and general belonging to the homeland.
- Chick, Kay (2006) study: The use of activities helped to increase academic achievement and enhance children's understanding of cultural and social heritage by presenting the most important historical events.
- Emad Abdel Nabi Al-Ghubari's study (2011): The importance of building programs to develop awareness of the national heritage in the different educational stages, starting with the kindergarten stage.
- Maha Mukhtar Juma Ali Al-Maghrabi (2011): The importance of preparing programs to develop the national heritage of the kindergarten child through stories and various educational resources.
- Samiya Al-Mohammadi Fayed study (2014): the need to pay attention to developing archaeological awareness among students in the different educational stages.
- Study: Akten, Kibar (2016) that the skills of historical imagination in the kindergarten stage have grown significantly among children by presenting simplified events about history and after a period of time making children imagine events using simple drawings.
- Akamca study. Yildirim: (2017) The importance of developing awareness of history through the museum education program. The results evaluated the data obtained through face-to-face interviews in addition to tests to determine what children know about history
- Mona Yousry Mohamed Ahmed's study (2018): that the kindergarten child can learn all concepts and skills if they are presented in the appropriate manner, and the importance of developing historical concepts and awareness of the national heritage and deductive thinking of the kindergarten child, where kindergarten teachers face difficulties in developing historical concepts and awareness of national heritage by traditional methods This confirms the importance of programs of activities that are concerned with historical concepts and awareness of national heritage

The result of the first hypothesis also agrees with the results of studies that dealt with the development of historical concepts for kindergarten children, which emphasized the

importance of presenting history to the child at an early age, such as the study of Reham Rushdi Suleiman Muhammad (2019), the study of Soma Mazen Abdel Hafeez Muhammad (2020), and the study of Maha Kamal Badawi (2021), and these studies also recommended giving historical concepts to the kindergarten child in various different ways and means, and preparing various programs of activities to develop awareness of the child's national heritage

Second: The results of the second hypothesis

Which states that "there is a statistically significant difference between the mean scores of the children in the experimental group in the two applications, the pre and post applications, in the scale of citizenship values for the kindergarten child in favor of the post application."

The following table shows the statistical significance of the difference between the mean scores of the children of the experimental group in the two applications, before and after, on the citizenship values scale

Table (3) The results of the "t" test to compare the mean scores of the children of the experimental group in the two applications, before and after, on the citizenship values scale

Application	number of children	average	standard deviation	degree of freedom	value of "t"	Indication level
Tribal	25	2.32	1.18	24	16.66	function at level 0.1
Dimensional	25	7.32	0.99			

Discussing and interpreting the results of the second hypothesis:

It is clear from the previous table that the average scores of children in the pre-application amounted to (2.32) with a standard deviation of (1.18), while the average scores of children in the post-application reached (7.32) with a standard deviation of (0.99), and this explains the difference between the mean scores of the children of the experimental group In the tribal and remote applications on the citizenship values scale in favor of the post application.

The calculated "t" value reached (16.66), and this value is statistically significant at the level (0.1), which indicates that there is a statistically significant difference at the level (0.1) between the mean scores of the children of the experimental group in the two applications, before and after, on the scale of citizenship values in favor of the post application.

The following figure shows the significance of the differences between the mean scores of the experimental group in the two applications, the tribal and the post, on the measure of citizenship values in favor of the post application.

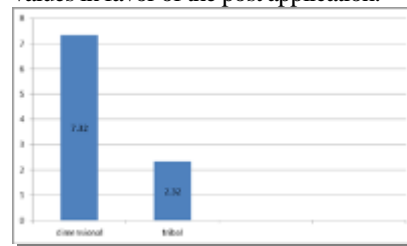


Figure (3) The mean scores of the experimental group in the two applications, pre and post, on a scale Citizenship Values

The Figure (3) shows the impact of the program on children in the post-application, as the average scores of children in the pre-application (2.32), and after applying the program to the sample children, the average scores of the children increased (7.32) in the citizenship values scale, which indicates the impact of the program and its impact on the sample children. In favor of the dimensional application.

This calls us to accept the hypothesis which states that “there is a statistically significant difference between the mean scores of the children in the experimental group in the two applications, the pre and post applications, in the scale of citizenship values for the kindergarten child in favor of the post application.”

In order for the researchers to be sure of the effectiveness of the proposed program of activities for the development of some citizenship values for the kindergarten child in the light of the National Standards Document for Kindergarten, they calculated the adjusted earnings percentage for Black in order to answer the following research question:

What is the effectiveness of the proposed program for developing some citizenship values for kindergarten children in light of the kindergarten national standards document?

Table (4) BlackBerry's Adjusted Gain Ratio

Application	average Arithmetic	The great end of the test	gain percentage rate for black	Acceptance of efficacy
Tribal	2.32	9	1.3	Acceptable because it is greater than or equal to 1.2
Dimensional	7.32	9		

From the table, it is clear that Black's adjusted earning percentage (1.3) is greater than or equal to the percentage suggested by Black to judge the effectiveness of the activities, which is (1.2), and accordingly it can be judged that the activities program prepared by the researchers was effective and contributed to the development of some citizenship values in the kindergarten child and on that The second hypothesis is accepted.

This result is in agreement with the findings of the following studies:

- Study (2003) Todd Dinkelman: The necessity of developing educational programs taught by teachers and preparing educational programs based on educational resources and various activities through which citizenship can be developed in children.
- Study (2006) Thomson - steven: The development of citizenship leads to the advancement of the homeland and its advancement, the knowledge of each individual of his rights and duties, the making of correct decisions, the ability to confront life problems, non-tyranny of opinion and peaceful coexistence with members of society with different religions and races. The values of citizenship give children directions, ideas and goals to grow up good citizens .
- Chen David (2007): The kindergarten child has a strong willingness to acquire some values of citizenship, such as: freedom of opinion, independence, courage, responsibility and participation.
- Study by Abeer Seddik Amin (2012): The necessity of benefiting from the values of citizenship and its indicators

in kindergarten activities and supporting the values of citizenship among kindergarten teachers.

- Study of Amal Ibrahim Abdullah (2013): The study identified four values of citizenship that can be developed for a kindergarten child, namely (participation - belonging - equality - freedom).
- Zamzam Muhammad Omar Muhammad study (2013): The development of some values and political trends among kindergarten children using the visual-spatial approach through the achievement of some indicators of the field of social concepts in the developed kindergarten curriculum.
- Study by Suzan Abdel-Malak (2013): The necessity of preparing programs to develop the concept of citizenship for a kindergarten child in the light of contemporary educational trends.
- Safaa Ahmed Muhammad's study (2015): Preparing different activities programs to develop the values of citizenship for a kindergarten child.
- Study of Iman Muhammad Darwish Tabbour (2015): Determining the appropriate citizenship values for a kindergarten child (the value of freedom, the value of tolerance, the value of justice, the value of order, the value of belonging, the value of cooperation, the value of democracy, the value of bearing responsibility, the value of respecting public property, the value of peace).
- Nashwa Masoud Mahmoud (2016) study: that the narrative activities have a significant role and a clear impact in the development of national belonging among the kindergarten child. The study emphasized the importance of preparing various activities programs to develop the values of citizenship for the kindergarten child.
- The study of Heba Abdel Majid Abdullah (2017): that the program has a significant and effective role in developing the values of citizenship and the principles of democracy.
- Study of Rehab Abbas Jad (2017): Preparing an enrichment program to develop the concept of citizenship for a kindergarten child and to ensure its effectiveness and continuity.
- Study of Samah Youssef Mohamed Sayed (2017): The effect of the interactive story on developing the values of citizenship for a kindergarten child.
- Study of Eman Jamal Muhammad Fikri (2018): The importance of the program and its impact on developing the values of citizenship and democratic principles for the kindergarten child.
- Study by Nermin Sabry Shehata (2018): The effectiveness of a program of activities based on multiple intelligences in developing the taste for music and the values of citizenship for a kindergarten child.
- Study of Jawhara Hamdi Rashid Faraj (2020): Providing an educational environment that helps develop behaviors of belonging, good citizenship, respect for others and the ability to make decisions for a kindergarten child, and preparing programs of various activities that help develop the values of citizenship in a kindergarten child.
- The study of Sherine Saad Abdel Aziz Mahmoud (2020): The effect of the interaction between guidance methods and

the timing of their presentation within the interactive electronic educational games environment on the development of citizenship values and decision-making skill for kindergarten children

Summary of results

It is evident from the previous presentation of the results of the research that the research reached its goals that were set. However, there are some indicators that are difficult for the kindergarten child to implement easily, such as following the instructions of more than one successive steps, but with trial and error more than once they were implemented.

Also, when displaying the index of order of events, some children were distracted in the order of more than three consecutive events, but after showing them more than once, the desired goal was achieved.

The researchers noted that among the activities that most attract children are the activities in which the child participates with his hand, as well as the activities in which the child's opinion is taken, so the field of awareness of the national heritage and the values of citizenship among the kindergarten child is one of the most areas that support many different experiences that help to Challenge and participation and stimulate children's interest, and it allows flexibility and choice for both the teacher and the child, as effective learning depends on a variety of different activities.

Recommendations

In light of the results of the research, it is possible to reach some of the following recommendations:

1. Apply the proposed program to the rest of the kindergartens.
2. The importance of making activities that develop awareness of the national heritage and the values of citizenship an essential part of the daily activities in the kindergarten.
3. Taking care of trips and field visits to museums and archaeological and historical sites inside or outside the governorate, and facilitating procedures, training and capabilities for the kindergarten stage by the Ministry of Education in cooperation with the competent authorities.
4. Gradualization in the history curricula presented to the child, simplifying and employing them in developing awareness of the national heritage and the values of citizenship among the kindergarten child.
5. The importance of cooperation between the kindergarten and the home in making activities that develop awareness of the national heritage and the values of citizenship an essential part of the daily activities of the child's life.
6. Encouraging kindergartens to make historical projects related to the local community of the kindergarten, in which children participate in their implementation, and include examples of tools used in the past and present.
7. The need for kindergarten teachers to pay attention to preparing programs that contribute to the development of awareness of the national heritage and the values of citizenship for the kindergarten child.

8. The necessity of paying attention to studies that develop awareness of the national heritage and the values of citizenship for the kindergarten child

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