

# The effect of a training program on developing listening and speaking skills for kindergarten children

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## Summary

Listening is the first characteristic that appears in a person, because the child hears, then understands, s' stages of an individual and then speaks, so one of the most important duties of a teacher in the early life is to develop listening and speaking skills, and this is the goal of the current research, as the researcher sought to build a training program for Riyadh children to develop listening skills And speaking, the results indicated the effectiveness of the program and in favor of the experimental group

**Keywords:** training, program, children.

## Introduction

Are important language Speaking and listening skills for a kindergarten child; Listening is considered a basic requirement for linguistic development in general and a necessary condition for intellectual growth because it is linked to all linguistic arts. The same is true for speaking. It is considered essential to build a great wealth of vocabulary and ideas before we The .start teaching children to read and write plays an important role in kindergarten teacher developing these skills among Children, as it is an important linguistic model for them, in its phrases used, in addition to speech, words and its great role in developing linguistic wealth singing, acting and playing , through stories in which the child has a role And other activities and which motivate him to acquire language skills and the ability to speak and listen well.

## Research problem

The current search problem is emitted through Researcher's note Kindergarten teachers and their adoption of traditional methods of teaching children inside the classroom and their lack of interest in listening to the children , as it is wrong

to limit the responsibilities of the kindergarten teachers within the classroom to talking with the children without the children having a role in speaking and listening well.

Some beliefs neglect the training and in development of listening and speaking skills grow with the child children, assuming that they naturally, such as walking and speaking, including the belief that listening is listening significant difference and that there is no between them, including the belief that listening is an activity that accompanies other activities and a common skill with other skills. Which does not require that you allocate lessons, and that , activities and time for its development and speaking the lack of training in listening to will lead the individual to his inability skills express a specific topic and his inability to comprehend what he hears as well as his inability to listen for long periods and that listening training must begin With learners from the and that ) the early stages (Atiya, 0 200: 166 For listening is a nursery speaking and period of the rest of the language skills to children, as the speaker reflects in his speech the language he listens to at home and the environment, and is the basis for verbal education in the first school The research Abdul Bari, 2001

9 ( .years problem can be summarized in the following points):

- The lack of scientific research in this field
- Lack of objective tools to measure his skills objectively
- Ignorance of many people and teachers .of the importance of listening and speaking - Lack of evidence to guide teachers on how to deal with children and work on .developing their skills

The listening process is the natural prelude to most of the intellectual and mental processes guiding human developmental behavior, whether educational, training or guiding. Listening is the key to understanding, being influenced, persuading and satisfying. Through him the cultural heritage, generation after generation, and each nation preserved its characteristics and distinctive character, so the Prophet preserved And the Companions of the an by receiving and orally 'Noble Qur

(listening), and the Messenger used to receive From his Lord by listening to an'the Qur Gabriel, then he would recite it to his companions, and they would memorize it by then write it down after that listening and ( 4 :Ziyad, 2008(

### Research importance

Listening and speaking skills are important language skills for a kindergarten child. Listening is considered a basic requirement for linguistic development in general and a necessary condition for intellectual development because it is linked to all linguistic arts. The same is true for speaking. It is considered essential to build a great wealth of vocabulary and ideas before we start teaching children to read and write, and for the programs that are offered to children in the kindergarten an important role in stage to kindergarten It is an important developing these skills its fields and linguistic model for them, in Zobi, 2019: ( ,used activities and their objectives )6

Adas ( 2005) believes that the child is gradual in development his ability Linguistics from the skill of listening to the skill of speaking and the ability to express to reading and writing, which is something that must be taken into account in the kindergarten; It works on developing and improving these linguistic abilities; What helps to develop language and skills in the stages The first of the child's life is a free atmosphere in which the child finds freedom of expression; In such an atmosphere, what helps him to build good relations with the other children on the one hand, and with the educator on the other hand, and one of the requirements of this atmosphere is to allow the children to practice speaking fluently, and to encourage them to speak and the

freedom to mix and express ( Adas, 2005: 48).

### Theoretical importance of research

- 1- Giving a realistic picture of the level of skills for kindergarten and listening Speaking 6-5 ( between children) years old in the city of Baqubah
- 2- Giving a realistic picture of the importance of educational programs Kindergarten children, which may contribute to kindergarten teachers drawing the attention of 3-More interest in my child's listening and speaking skills. Those concerned for more interest in the entrance
- 4- Conducting other studies dealing with skills of kindergarten children other

### Research objective

The current research aims to identify the effect of a training program on developing listening and speaking skills for kindergarten children. From the above objective, the following null :hypotheses were derived

- 1- There is no statistically significant difference in the average scores of speaking and listening skills test between the children of the experimental group and the control group in the

test-pre

2- no statistically significant is There difference in the average scores of speaking and listening skills test between the children of the .experimental group in the pre and post test 3- There is no statistically significant of speaking and difference in the average scores listening skills test among the children of the variable (male, By gender experimental group)female

### The limits of the study

Time limits: the second semester of the ) 20 20-9 academic year (201

,Diyala Governorate :Spatial boundaries Baqubah City. Human limits: a sample of Years )6-5 ( children aged the researcher :**Objective limits** By directing some reconnaissance questions to teachers from s 'a number of kindergartens to identify children In order to skills in (speaking and listening) achieve the goal of the research, the researcher chose several areas, namely (telling the story, discussing scientific and numerical and oral religious experiences), as well as asking questions and dealing with children's answers, a fundamental role in the growth have they as and enrichment of the child's language.

### Define terms training program

Abu Amira and Shehata defined it: It is a set of diverse knowledge, concepts, activities and experiences that an institution provides to a learners with the intention of group of contacting them in a way that leads to their learning, i.e. modifying their behavior, the educational goals that he seeks from behind in a

comprehensive way (Abu Omairah and )Shehata, 1995: 193

Skill: It is performance in speed and accuracy, and the type of performance varies according to the type of skill, its function, its scope, and the - Laqani, Al-purpose of its performance (Al )Jamal, 1996: 187. **listening skills**

Madkour defined it as auditory perception, understanding, analysis, interpretation, criticism and evaluation of the audio material in the light of appropriate objective and scientific

### .criteria **speaking skills**

It is the child's ability to express himself and his thoughts in the form of linguistic symbols, expressions. Speaking is the second words and component of human communication after listening. It is the translation by the tongue of what it has learned through reading, listening and writing. It is one of the hallmarks of an to speak individual's personality. The ability develops at an early age in an individual's life. Children learn many words that help them to talk and express their needs, thoughts and feelings. Speaking is a form of primary expressive language used by adults and writing. Speaking children. It is more used than is an indispensable component of learning.

**Children of Riyadh according to the definition of the Ministry of Education 2005** primary school children who have -They are pre completed four years of age and do not exceed The kindergarten aims to .six years of age enable children to grow properly and develop their personalities in their physical and mental aspects, including emotional and moral aspects, according to their needs and characteristics of 5-3 :their society (Ministry of Education, 2005).

### Children's speech development strategies

Conversational training For example, by talking about their activities and talking about their environment, and the animal, bird and plant found in it

Discuss and tell stories, and retell the story after the teacher.

Stimulating children's motives to speak or discuss.

Providing opportunities for the child to participate in buying and selling processes, and in talking sessions with friends. .

Expressing the pictures that are presented to the child (provided that the pictures are simple, expressive and characterized by vitality).

### **And Things to keep in mind when speaking listen with the kids**

Forcing a child to talk about something he does not want to talk about, or an anecdote or story he does not enjoy telling, should be avoided.

Not to fabricate the situations in which the child speaks, but rather we care about the situations that occupy him in the environment around him.

Words serve the meanings and express them. Therefore, the child should be trained to pay attention to ideas, and then to pay attention to words.

Parents should realize that the purpose of the talk is for the child to express his or her own thoughts, not those of the father, mother, teacher, or other adult.

The child should not be interrupted until he has finished speaking; Opening up the conversation is a skill in itself. This skill should be encouraged in the child. Interruption limits the this skill development of

Attention should be given to answering children's questions. The goal of these questions between the first and third year is to find out the things that interest them. And between three and five, they aim to understand the situations they are exposed to. Then the goals take different forms and shapes, such as increasing the child's experience with the surrounding environment, verbal amusement, or attracting the attention of adults. In all cases, children's questions should .answered be given attention and

### **Previous studies**

#### **Study further 2012**

The effect of an educational program on developing the active listening skills of an Iraqi kindergarten child

The study used the experimental method, and the results of the study indicated that there were statistically significant differences between no the children of the experimental group and the control group on the listening skills scale prepared for this study (Mazyad 2012) **Solomon's study 2017**

Kindergarten educator competencies and their relationship to language skills (children's )listening and speaking

The study used the descriptive analytical method

The results of the study indicated the existence of a positive, direct relationship between the competencies of kindergarten teachers and the speaking and listening skills educators and of children (Sulaiman 2017).

### **Research Methodology**

adopted the experimental method for its relevance to the nature of this current research , using the experimental design with two experimental and control groups with a pre and post test. As for the procedures , they were as follows.

### **Research community**

The current research community consists of children of the government kindergarten in the introductory ( Years 6-city of Baqubah, aged ( 5 stage) of both sexes present in government kindergartens, whose number is (2992 ) boys and girls, with a total of( boys and (1405 ) 1587 . girls) distributed among ) Kindergarten 21 ( )

### **The research sample**

The research sample was chosen in an s 'governorate intentional way from one of the kindergartens to represent the research sample, because the kindergarten is located in the middle of the city and has large numbers of children, which facilitates the client of the application, as well as the willingness of the to provide assistance to the administration researcher for the purpose of applying the research. and a child in the preparatory class with (43) male children and (45) female children years, so (30) children were )6- aged (5 withdrawn from this group by simple random method to represent the research sample.

## Experimental design

group -one The researcher chose a test-and post-pre experimental design with a and dimensional.

The sincerity of the tool that the validity of the scale is one of the most important and important means in judging its validity, and it is one of the important characteristics that must be taken care of in building psychological scales, and that the honest scale is the scale capable of measuring the characteristic or phenomenon for which it was developed Anastasis & Urban, 1988, 139 The validity of the research scale was achieved **apparent honesty** through

The apparent validity indicates the general appearance of the scale as a means of measurement, that is, it indicates the suitability of the scale for students and the clarity of its instructions (Abu Libdeh, 1985: 239). 370) The researcher relied on (4) experts in the field of educational and psychological sciences, and Kay Square was adopted to judge the validity of the paragraphs of the scale. Preserving the meaning of the paragraph and Appendix No. (1)

.shows this **constancy** is related to its The concept of scale stability level of accuracy in measuring the quality measured by the scale, whatever this quality is Imam, 2000: 59). Indicators of scale -(Al :stability have been found as follows **and retest - Test method** stability The stability calculation by repetition is over time, and the stability that is intended according to this method is the amount of correlation between the scores obtained by the respondent when applying the test the first time applied the second time, -and when it is re provided that an appropriate time passes, that is, it is not a short time So that the respondent is affected by the familiarity and practice of the test, nor is it long enough to space between the - laboratory and the process of the test time (Al was applied to a Nabhan, 2004: 443). The scale sample -The experimental and control groups in the pre test

The second hypothesis

**There is no statistically significant difference in the average scores of speaking and listening**

of kindergarten children by scoring the preliminary class for the first time on at nine thirty In the morning, it was 2014/12/11 then applied two weeks later, on 12/26/2014 at nine thirty in the morning, on the same sample, correlation coefficients between the two and the applications were calculated, it amounted to .which is a good stability coefficient ,)0.85( **Scale application and program**

The researcher prepared the training program, extracting its validity and stability, and then explained the method of introducing it to the children for the specialized class teacher (she s degree in kindergarten) and 'holds a bachelor has experience in dealing with children, then she applied the dimensional scale to the sample itself, then the second dimensional application. Interpretation and discussion of the results first hypothesis: There is no statistically significant difference in the average scores of speaking and listening skills test between the children of the experimental group and the test-control group in the pre

After applying the speaking and listening skills test to the research sample

(Experimental group and control group) It was found that there is no difference between the individuals of the two groups and according to test for two-the T independent samples The

arithmetic mean of the experimental group was ( 54,163 )18.55( with standard deviation ) As for the control group, the arithmetic mean was ( and with a standard deviation (17.45) , )54.96 the calculated T value was which is less , )0.175( than the tabular value of (2.00) at a degree of freedom (58 ) and a significance level (0.05), which means that this indicates that There is no -difference between the two groups in the pre test of the program Table (1) shows that

**skills test between the children of the experimental group in the pre and post test**

tabular t	calculate d	indicative level	degree of freedom	standard deviation	Arithmetic mean	the number	groups
2.00	0.175	0.05	58	18.55	54,163	30	Experimental
				17.45	54.96	30	the officer

test was used-sample T-A one. It consists of boys and girls, as it showed that the )30( test is - arithmetic mean of the group in the pre boys and girls, as the statistical analyzes of )30( the arithmetic means of the experimental group showed that the arithmetic mean of the experimental group in the tribal test is 54.163) with deviation and standard deviation ( 18.55) while the arithmetic mean score for the same ( test reached (64.100) As for -group in the post -t the standard deviation (20.795), the calculated shirt was (8.40), and the tabular deviation was

And the ) 58( at a degree of freedom ).2.08(

This result . )0.01( level of significance is indicates that there is a statistically significant In the pre and n group difference with respect to and thus ,favor of the post test In post tests rejecting the hypothesis that there is no statistically significant in the is It difference and listening skills test for the speaking experimental group before and after the table (2) shows application of the program, and that

tabular t	calculate d	indicative level	degree of freedom	standard deviation	Arithmetic mean	the number	groups Experimental
2.08	8.40	0.01	58	18.55	54,163	30	pretest
				20.79	64.100	30	post test

The third hypothesis

**There is no statistically significant difference in the average scores of speaking and listening skills test among the children of the experimental group By gender variable**

)female ,male( no statistically significant difference in the average test scores of speaking and listening skillsamong children in the experimental group

according to gender (males/females). The post test where the average score for males was(

,was score for females and the average )33.066 at the )0.88( value was-and the calculated t and its significance ) 58( .degree of freedom )0.05 ( level)

)3( and table

The difference between male and female sample members

tabular t	calculate d	indicative level	degree of freedom	standard deviation	Arithmetic mean	the number	the group Experimental
2.08	0.88	0.05			33,066	15	male

			58		35.133	15	female
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### Discuss the results

Through the statistical analysis, it was found speaking and listening skills of that the kindergarten children are among the skills that can be trained like other life skills that the child can learn or train on and if the appropriate activities and events are available for the child. the program

### Recommendations

- 1- Preparing tools and measures to measure the development of speaking skills for kindergarten children
- 2- Opening training courses for teachers to train them on speaking skills in Standard Arabic
- 3- Involving Riyadh teachers in the Directorate so that they activities held by the .have more scope for training
- 4- Providing Riyadh libraries with stories and scientific books that correspond to this age .stage
- 5- Emphasis on Riyadh teachers to apply .the library lesson in the library hall

### Suggestions

1. to samples apply the research-Re and categories Another age of children different. 2. Conducting a similar study on primary school children
3. Emphasis on conducting survey studies to identify children's speaking and listening abilities at the primary stage

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