

# Employment Of Brain Research-Based Learning In The Development Of Some Moral Values For Early Childhood

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**Abstract:** The current research aims to: Employ learning based on brain research and identify its impact on the development of some ethical values for early childhood. To achieve this, both the quantitative and qualitative approach were used to answer the research questions. The research used the following tools: A standardized interview form for teachers and experts in the field to answer Three questions, the number of which was (36) female teachers, the number of (9) faculty members, and a list of values consisting of (3) basic values, and the illustrated moral values test, and the preparation of the proposed activities. The research sample consisted of (50) children from the eastern region of Saudi Arabia, and it reached The results of the research indicate the effectiveness of employing learning based on brain research in developing some moral values for early childhood, based on the same educational units taught by children in the Saudi self-learning curriculum and preparing activities according to brain research strategies to develop some moral values. The challenges that female teachers face inculcating moral values in children, and the research presented a set of recommendations to overcome these challenges.

**Keywords:** Brain Research; Moral Values and Early Childhood.

## Introduction

Values are important to human existence; It is the source that highlights its existence and organizes its social entity in the past,

present, and future. The value is present in every moment of human behavior. It regulates human relations and builds social life upon them. Any imbalance in values necessarily results in a defect in

human relations (Hamad, 2021), and researchers have given it great attention and placed it in the priorities of scientific research. The behavior of the individual and protecting him from deviation. The child's awareness of the concept of values helps him understand his attitudes and actions around him, which contributes to achieving positive change for the individual and society. The study of both (Masry, & Ibrahim. 2020), and (Zahra Farag and Najia Ali 2021) emphasize the role of kindergarten in inculcating the moral values of the child. the child properly, this will accustom him to sound practices and behaviors associated with those values (Moses and Wael, 2019), the study of (Al-Taweel, Intisar, 2016), the study of (Erol (M, Batdal Karaduman G) 2018, the study by (Abdul-Latif, Muhammad, and others, 2022,) and (Metwally's study, 2022) confirm the importance of benefiting from brain research in supporting, developing, and learning the child, and how to benefit from it inside the classroom in stimulating the capabilities of children and their interaction with the classroom environment, and activating the use of strategies based

on brain research in education more effectively.

Based on the foregoing, the current research seeks to benefit from brain research and employ it in the development of moral values in early childhood, by answering the following questions:

1. What are the moral values that need to be developed in early childhood from the point of view of teachers and experts in the field?
2. What is the proposed scenario to employ learning based on brain research in the development of some moral values in early childhood?
3. What is the impact of the proposed perception of employing learning based on brain research in the development of some moral values in early childhood?
4. What are the challenges faced by early childhood teachers to employ brain research in the development of moral values?

### **Theoretical Framework**

#### **I- moral values and their importance in early childhood.**

##### **A. moral values:**

Merrill, J.C. (2012) defines it as a consistent set of ethics that regulate the relationships between family members and community members with each other. The study (Al-Salami, Ahlam, 2019) defines it as a set of basic principles and standards guiding the behavior of the individual, which helps him to correct his beliefs and actions to reach the ideals and moral transcendence of the self and society, while the study (Al-Jammal, Muhammad 2019) defines it as the social characteristics and determinants that It is acquired by the individual from his interaction with the social environment and has become a habit in human behavior that he should resort to in his social relations.

### **B. Importance of Moral Values for Early Childhood:**

The study (Zayed, Amira, 2020) indicates that despite the different cultural and social backgrounds of societies, there is a high degree of consensus on the importance of instilling moral values in children, as most parents want better social conditions for their children, although schools are not the only place where education takes place; However, it has a significant impact

on moral matters. This was confirmed by the study by (Gümüşcü, B., & Bartan, M. (2020), which aimed to identify the ideas of parents of children about the concept of the value, and the processes of acquiring values for their children. The study resulted in the parents giving importance to moral values and they tried to transfer values as models By imitating and expressing clearly the process of acquiring values for their children and that they use books, games, and cartoons, they also mentioned that they suffered because they were not able to allocate enough time for their children, the lack of knowledge, and negative examples and the media affected the education of values, and he also concluded that parents consider the school and the teacher important in teaching values, that is why many studies focused on modern strategies and methods in education and benefited from them in the development of moral values in early childhood. One of those studies is the study (Komal sari, K. 2019), whose results found the effectiveness of interactive multimedia in developing moral values in learning civic education for the 2013 curriculum. In

Indonesia, while the study (Ali, Nahid, 2020) focused on four moral values that were developed for kindergarten children through active learning strategies, namely: (responsibility, humility, apology, and obedience), and the study (Shehata, 2021) found a positive impact To use (5) interactive digital magazines in developing some ethical values for kindergarten children: visit etiquette, learning etiquette, permission etiquette, greeting etiquette, courtesy etiquette, and a study (Abdul Moneim, et al., 2022) indicates the effectiveness of a program of activities based on performing arts and its various techniques. By relying on songs and stories that contributed to improving the level of moral values of the child represented by the values of cleanliness, honesty, honesty, compassion, Sion, and respect for others.

The study (Farhat, 2021) confirms the importance of media arts in consolidating the moral values of kindergarten children, such as (respect, politeness, obedience, responsibility, humility, friendship, and honesty), through the use of some types of modern media

represented in (tap and television) in the form of musical cartoon films of a social nature. To instill values in the child, especially those that combine sound, image, movement, attractive colors, and ease of access to them in every home.

On the other hand, the study of (Al-Malouh, 2021), the study of (Nuseirat, Raeda, 2021) and the study of (Al-Hudhaif, Raya Al-Hammad, 2021) emphasize the role of kindergartens in inculcating moral values through educational play and that the kindergarten teacher has the primary role in raising the child. And instilling moral values through her daily coexistence with him, and that it complements the role of the curriculum to inculcate moral values in the child and helps the efficiency of the kindergarten teacher in developing moral values through educational activities such as stories, plays, and games, which have an importance that increases the child's awareness and translates what has been acquired into behaviors.

**2- brain-based learning and its strategies in developing some moral values for early childhood.**

## **A. Brain Research**

### **Employment Definition:**

It is defined by (Wilson, D., & Conyers, M. (2020) as a pedagogical framework that applies research findings from the neurosciences and cognitive sciences to school education. It is also defined by (Al-Sahari et al., 2018) as an understanding of the learning process depending on the structure and function of the brain and the conditions and environment that allow it to learn.

The current research defines brain research as a set of actions carried out by both the teacher and the child, represented by organizing the classroom environment, effective classroom management, establishing warm relationships between the teacher and the children themselves, increasing their effectiveness through a variety of multi-sensory activities, and introducing music to texts that represent moral values (honesty - Honoring one's parents – the etiquette of seeking permission).

### **B. Brain research strategies:**

The study (McKenna Wierman, 2019) indicates that the main part of

learning in brain research is the educational strategies that are based on neurological research, the most important of which are: creating a positive classroom environment that encourages learning and support, giving children the opportunity to discuss the ideas they have learned, using visual stimuli to help them learn Remember information better, divide learning into parts that help them recall and understand information, movement, and its importance to stimulate children's brains. (Marcia L. Tate, 2011) refers to a set of strategies to manage learners' behavior and improve learning in a manner consistent with brain research, represented by preparing a classroom environment that facilitates the learning process in terms of appropriate lighting, music, fragrant smells, the way children sit, and making learning fun.

The study by Jenkins, R. T., (2018) indicates a set of strategies for teaching based on brain research to stimulate children's learning, which is to create connections between neurons in the brain through multimodal and sensory teaching, as teachers provide children's brains with more opportunities to build

more dendrite pathways It increases interdependence in practical practices and linking new knowledge with existing knowledge, innovatively presenting materials, as it helps to strengthen neural networks, especially when information is related to emotion, linking learning to children's experiences, involving them in building graphic diagrams, and moderate stimulation of the amygdala by making learning interesting and curious. Duman (2010), Calhoun, C. F, 2012, and Al-Balushi (2018) all point to the effectiveness of brain-based learning in improving learners' learning, and emphasize the importance of educators and neuroscientists working together. To learn how to teach children more effectively while they address the many strategies related to the brain and its role in the learning process. Wilson, D., & Conyers, M. (2020) believes that the goal of education based on brain research is to translate brain research to improve the learning environment and emphasizes five basic ideas for effective teaching by linking brain research to classroom practice: brain plasticity, brain potential Learning per child, Modifiable intelligence,

The role of emotions in enhancing learning, Guidance on metacognition or thinking about one's thinking to enhance learning. (Abu Bakr, Abdel Latif Abdel Qader, 2021) refers to a set of key elements for translating brain research into tangible reality in the classroom. These elements are the absence of great, meaningful content, richness of the environment, appropriate time, movement, choices, c cooperation, and story. -Instant feedback.

The results of the study by Escultura, J. E., & Ricafort, J. D., (2022) concluded that the whole-brain teaching strategy was superior compared to the lecture method in learning topics directed to children and improving their learning performance.

The study of Preniqi, V., Kalimeri, K., & Saitis, C., (2022) indicates the relationship between music preferences and moral values through the application of song text techniques, moral estimation, feelings and emotion found in song lyrics, and the importance of listening to music through lyrical preferences in deducing Value.

### **Aim of the Study**

- Preparing a list of moral values necessary for children in childhood, based on the opinions and suggestions of stage teachers and experts in the field.
- Preparing a proposal to employ learning based on brain research in the development of some moral values in early childhood.
- Identifying the impact of the proposed perception of employing learning based on brain research in the development of some moral values in early childhood?
- Identify the challenges facing early childhood teachers to employ brain research in the development of moral values?

### **Methodological Framework**

#### **Curriculum:**

Two approaches were used in this study, the first approach is the experimental approach using the pre and post measurements method, for two groups, one experimental and the other a control one, and the second approach is the descriptive approach, through the case study approach, where the experimental study is conducted first, then the case study is conducted to obtain

detailed information, It helps in interpreting the results, and provides opinions and suggestions that benefit the study. Accordingly, the structured interview was used in the qualitative part of the study to interpret the information drawn from the experimental study.

#### **Methods:**

- A list of moral values necessary for kindergarten children (prepared by researchers).
- Illustrated moral values test for kindergarten children (prepared by researchers).
- A proposed perception of employing learning based on brain research in developing some ethical values for kindergarten children (prepared by researchers).
- Interview form for female teachers (prepared by researchers).

#### **I- A test of the moral values of the kindergarten child.**

**The aim of the test:** Develop some moral values among kindergarten children through the proposed program based on employing brain research.

**Test Preparation Sources:** Examination of theoretical frameworks, previous studies, and Arabic and foreign standards related to the subject of the study, to benefit from them in the preparation of the current test.

**Test content:** The test was prepared to measure three moral values, namely: (honesty, honoring one's parents, and etiquette of asking permission), and these values were chosen based on a survey conducted on (36) kindergarten teachers. The most repeated value is honesty with a rate of (18.4%), an average moral value with a frequency of (4%), and the least repeated value with a frequency of (0.9%). Accordingly, the test was prepared according to three main dimensions, which are divided into (15) questions. , with (5) questions for each moral value, as follows:

The first dimension: is the etiquette of seeking permission, and it consists of (5) questions.

The second dimension: honoring parents, and it consists of (5) questions.

The third dimension: is honesty, and it consists of (5) questions.

**Validity of the test:** Validity is considered the most important method that determines the value of the test, and its validity in measuring what was set to be measured. Two types of validity were adopted:

**1- Virtual validity:** The test was presented to (10) arbitrators and experts specializing in early childhood and child psychology, to express their opinions on the items and phrases, and arbitration was done by only (7) arbitrators, based on the following axes:

Linguistic correctness of test questions.

- Suitable questions for children in kindergarten.
- The adequacy of the questions to measure the values included in the research.

Each question corresponds to the value it measures.

The arbitrators agreed (96%) on the compatibility of the test with the previous axes, and that it is valid to measure what was set to measure it.

**2- Internal consistency of the test:** It was calculated by calculating the correlation coefficient between the scores of the test items with the total



score for each value belonging to it, as shown in Table (1).

**Table (1): Correlation coefficients between each axis and the total score on the test.**

Value	degree correlation coefficient the college	significance level
Etiquette of asking permission	0.928	0.05
Righteousness to parents	0.856	0.05
Honesty	0.657	0.05

Table No. (1) shows that all correlation coefficients for the three axes are significant at the level of 0.01, and this indicates that the test has an appropriate degree of internal consistency.

**Test stability:**

1- The stability of the test was calculated by applying it to a sample of 15 children, at the age of 5 years,

in Al-Zohour class, in the third kindergarten in Dhahran, then re-application to the same sample, but who applied the second time by another teacher, and the correlation coefficient between the first and second application is 87%.

2- Cronbach's alpha equation was used to clarify the logical stability of the test, as shown in Table (2).

**Table No. (2) shows the stability of the kindergarten child's moral values test.**

Value	Stability coefficient	significance level
Etiquette of asking permission	78.0	0.01
Righteousness to parents	0.75	0.01
honesty	0.71	0.01

Test application time: The application of the test took approximately 24 minutes, as it was applied to three times for each child, one axis at a time, and the time took approximately 8 minutes.

Correction of the test: The binary scale was used, so that the child gets (2) degrees for the correct answer, and (1) degree for the wrong answer, and thus the upper limit for the answer is (30) degrees, and the minimum is (15) degrees.

#### **Test instructions:**

- The test includes three basic values, each value representing a separate axis, and they are the etiquette of asking permission, honoring parents, and honesty. Each axis includes (5) attitudes, and thus the number of attitudes in the test is (15) attitudes.

Next to each situation are two picture choices, one representing the right action and the other the wrong action.

- The child is required to answer all situations.

- The teacher reads the situation to the child and explains it through

pictures, and then asks him to put  $\checkmark$  when the correct answer.

An example of a test situation:

#### **2- The structured interview:**

The interview was used to interpret the results collected from the application of the pilot study, expand on the details of the answers and clarify them, and reach several proposals that benefit the subject of the study. The interview questions were designed based on the objectives of the study. From the clarity of the interview and the comprehensiveness of all the questions required by the study, it was applied to several (36) female teachers, and (9) faculty members and experts in the field of early childhood in Saudi universities.

The questions were formulated in two main axes:

The first axis includes basic data.

The second axis consists of three open questions about how to develop the moral values of kindergarten children through brain research strategies.

Second: Preparing a program to develop some moral values for

kindergarten children, through the use of brain research.

The aim of the program: Develop moral values represented in: (the manners of asking permission, honoring parents, and esty), among kindergarten children, through the use of brain research.

**Program limitations:**

- Taking into account the developmental characteristics of the child in the age group from 5 to 6 years.

The program's activities are compatible with Saudi development standards.

The activities are derived from the concepts of the units that are presented to the children during the application of the program so that they are employed to develop the moral values of the child.

- Diversity of activities, to avoid children's feelings of boredom, and to help them absorb the required value.

- Providing activities according to strategies based on brain research, represented in organizing the classroom environment, effective classroom management,

establishing warm relationships between the teacher and the children themselves, and increasing their effectiveness through the diversity of multi-sensory activities, and the introduction of music to texts.

**Program content:**

After reviewing the scientific references and previous studies that dealt with ethical values and brain research, including Jenkins, R.T., 2018), Wilson, D., & Conyers, M. 2020), (Komalasari, K. 2019), Gümüşçü, B. & Bartan, M. 2020).

The content of the program was determined, which was derived from the nutritional unit, which is the unit that was applied for three consecutive weeks at the time of applying for the program. What distinguishes the content of this program from other programs is that its activities were prepaid with the educational unit, as it was derived from the concepts of the unit so that the concept develops. One child has linguistic, al, physical, emotional, social, and aesthetic aspects, as well as moral values. One activity can develop more than one field in addition to moral values. The following table shows the unit, basic

values, sub-values, and the number of activities.

**Table No. (3): It shows the units, basic values, sub-values, number of activities, and duration of application.**

units	key values	Sub. values	Number of application duration activities		
food unit	Permis sion etiquet te	Wake-up etiquette	10 activities	A full week (5) days	
		Visiting etiquette	2 activities		
		Apology etiquette	for each sub value		
		Borrowing etiquette lower their gaze	for each sub value		
	Righte ousnes s to parents	Obeying parents	10 activities	A full week (5) days	
		Etiquette of talking to parents	2 activities		
		Etiquette for dealing with the elderly	for each sub value		
		Contentment Parental care in old age	for each sub value		
	truthfu lness	Truthfulness in words actions	Truthfulness in	10 activities	A full week (5) days
				2 activities	
The virtue of Truthfulness		for each sub value			
Truthfulness brings confidence Truthfulness is one of the Moral of the prophets		for each sub value			

**Teaching aids used in the program:** illustrated stories, software, various puppets, children's theatre, art formation materials, and illustrated cards.

**Program Evaluation Tools:** Two types of evaluation were used, the

first is formative evaluation, which throughout the program presentation period and was based on dialogue and discussion after the presentation of each activity, and the final evaluation by testing moral values.

**Program Arbitration:** The program was presented to a group of experts and specialists in early childhood, curricula, and teaching methods at Imam Abdul Rahman Bin Faisal University, to express an opinion on the suitability of the program to achieve the goals for which it was set. The arbitrators requested some amendments, including:

- Modifying the content and method of presenting some activities.
- Modifying the wording of some special objectives.
- After making the modifications, the program in its final form became viable.

### **Third: Research Sample and Experimental Design:**

The sample consisted of two groups, one experimental and the other control, the number of children in each group (25) children, in the age group from 5 to 6 years, second-grade kindergarten, the experimental group from the fifth kindergarten in Al-Khobar housing, and the control group from the third kindergarten in Dhahran, and it was confirmed that The availability of several conditions when selecting the sample, in order to adjust the

study as much as possible, and the conditions were as follows:

- The economic and social levels of the children of the experimental and control groups matched, as two kindergartens were chosen from neighborhoods similar in economic and social level, and government kindergartens.

- Selection of children in the age group (5-6) years.

The diversity of the sample between males and females.

- The discipline of the sample in going to kindergarten.

Testing the homogeneity of the experimental and control samples through the pre-measurement to test the moral values.

The kindergarten child moral values test was applied to the experimental and control groups before applying for the program, to ensure the homogeneity of the two groups, and to determine the type of statistics that will be used in data analysis after the end of the application.

The T-test was used to measure the difference between two independent and homogeneous samples on the

scores of the pre-application, on the illustrated moral values test.

**Table No. (4) shows the significance of the differences between the experimental and control groups in the pre-application of the kindergarten child's moral values test.**

groups	Number	Mean	SD	Degree of Freedom	t value	indication	Level of significance
Experimental	25	20.9	2.3	48	0.484	0.852	not function at Level 0.05
control	25	21.2	2.3				

The results of Table No. (6) indicate that there are no statistically significant differences between the mean scores of the pre-measurement on the moral values test of the kindergarten child of the experimental and control groups, and this indicates the homogeneity of the two groups.

**Software application:** Application time: The program was applied during the first semester of 2022/2023, over three academic weeks, 5 days a week. Children apply two activities daily, one at the time of the circle, and the second at the time of the last meeting. The duration of the activity is from 10 to 15 minutes. In the first week, the

Activities of permission etiquette were applied, and in the second week the activities of honoring parents were applied, and in the third week the activities of honesty were applied, and the test was conducted after applying the activities of each direct value.

**Application procedures:** Applying the illustrated moral values test (prepared by the researchers) as a tribal application on the children of the experimental and control groups (on each child individually, and the test was applied in three periods, measuring a value in each period for each child).

Applying the program based on the use of brain research strategies

(prepared by the researchers), on the children of the experimental group collectively.

Applying the illustrated moral values test (prepared by the researchers) as a post application on the children of the experimental and control groups (on each child individually, and the test was applied in three periods, measuring a value in each period for each child).

**The statistical methods used:**  
 Independent Samples Test- Mean - Std. Deviation- Pearson Correlation - Reliability Analysis Cronbach's Alpha

**Results:**

First: Presenting the results of the first hypothesis: "There are statistically significant differences between the mean scores of the children of the experimental group after exposure to the program and the children of the control group in the post-measurement on the moral values test in favor of the experimental group." To verify the validity of the first hypothesis, the (T.TEST) test was used for two independent samples, to calculate the differences between the mean scores of the experimental and control groups on the illustrated moral values test.

**Table No. (5) shows the differences between the mean scores of the experimental and control groups after they were exposed to the program on the illustrated moral values test.**

Groups	Number	Mean	SD	DF	t value	indicatio n	Level of significance
<b>Experiment al</b>	25	27.5	2.3	45,994	9,783	0.000	Function At Level 0.05
<b>Control</b>	25	21.8	1.8				

The data of the previous table No. (5) indicate that there are differences

between the mean scores of the experimental and control groups after they were exposed to the

program on the illustrated moral values test, in favor of the experimental group, as it is a function at the level of (0.05).

Second: presenting the results of the second hypothesis: There are statistically significant differences

between the mean scores of the children of the experimental group, before and after exposure to the program, according to the kindergarten child's moral values test in favor of the post-measurement.

**Table No. (6) shows the differences between the mean scores of the children of the experimental group, before and after exposure to the program, according to the illustrated moral values test for kindergarten children.**

groups	Number	Mean	SD	D F	t-value	indication	Level of significance
Pre. Test	25	20.9	2.3	47,93	10,081	0.000	Function at Level 0.05
Post Test	25	27.5	2.2	2			

The data of the previous table No. (6) indicate that there are statistically significant differences between the mean scores of the children of the experimental group, before and after exposure to the program, according to the kindergarten child's moral values test in favor of the post-

measurement, as it is a function at the level of (0.05).

Third: Presenting the results of the third hypothesis: There are no statistically significant differences between the mean scores of the children of the control group, before and after exposure to the program, according to the moral values test of the kindergarten child.

**Table No. (7) shows the differences between the mean scores of the children of the control group, before and after exposure to the program, according to the kindergarten child's moral values test.**

groups	Number	Mea	SD	DF	t value	Level of
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		n			indication		significance
<b>Pre. control</b>	25	21.2	2.3	48	0.945	0.349	not function at Level 0.05
<b>Post control</b>	25	21.8	1.8				

The data in Table No. (7) indicate that there are no statistically significant differences between the mean scores of the children of the control group, before and after exposure to the program, according to the kindergarten child's moral values test, as it is non-significant at the level of 0.05.

Fourth: Presenting the results of the personal interviews for female teachers:

Personal interviews were conducted with (9) faculty members in Saudi universities and (36) kindergarten teachers in the Eastern Province. The interview revolved around three main questions. The answers were listed and scheduled as follows:

The answer to the first question: What are the moral values that should be instilled in kindergarten children? The teachers' answers were collected, tabulated, and arranged, and their recurrence was calculated as follows:

**Table No. (8) shows the moral values that should be instilled in kindergarten children from the point of view of female teachers and faculty members in Saudi universities.**

Ser.	Value	Percentage	Freq uenc y	Percentag e
1.	Honesty		21	18.4
2.	Respect (religions, young to old, differences in color, gender, culture, rights)		19	16.7
3.	Honesty		17	14.9

4.	cooperation	7	6.1
5.	Toleration	6	5.3
6.	Parents' righteousness, Belonging to his religion, his country, his city, and his family.	4	3.5
7.	patience	4	3.5
8.	Take responsibility, Love: (good for others, God, knowledge), Self-direction/self-control, mercy	3	2.6
9.	Participation, Cleanliness	2	1.8
10.	Devotion, Divulge peace, Fairness, Empathy, Appreciation of friend and teacher, Developing a positive attitude toward learning, Fulfillment of the Covenant, Humility, Self-assurance, Fear of God, Always striving for the best, Justice, Lack of fear, Kindness to the animal, Leadership, dignity	1	0.9

The answer to the second question: What are the methods and techniques used in teaching children

moral values? The teachers' answers were collected, tabulated, and arranged, and the frequency of values was calculated as follows:

**Table No. (9) shows the methods and techniques used in teaching children's moral values from the point of view of female teachers and faculty members in Saudi universities.**

Ser.	Methods and techniques used in teaching children's moral values	numbe rs	percenta ge
1.	stories and tales, Songs and chants	10	16.4
2.	Role model: so that all the values that we want to convey to children are reflected in the kindergarten mini-community, through daily interactions between all members of this	8	12.6

	community without exception. Also, the reflection of values in the environment of the other child (the family) and the creation of a space for dialogue with families about the values that are most important to the family and the school.		
3.	Role-playing/modeling	7	11.5
4.	Educational games	5	8.2
5.	Plays, Guidance during real situations	3	4.9
	Oriented artwork, Presentations and software, Presenting these values during the daily schedule to explain the		
6.	meaning, which leads to ease of application and clarification for children, such as the episode and the story, and learning new concepts and projecting them on those values. prophets' stories, cartoon movies.	2	3.3
	The Qur'an and its interpretation, Direct and indirect lessons,		
7.	Dialogue and discussion, Enticement and motivation, Practice and application	1	1.6

### Discussion:

The use of activities according to strategies based on brain research, represented in organizing the classroom environment, effective classroom management, establishing warm relationships between the teacher and the children themselves, and increasing their effectiveness through the diversity of multi-sensory activities, and the introduction of music to texts. Children towards thinking about

what they learn, and how to employ this thinking in acquiring different experiences, including experiences related to learning moral values. Learning based on brain research has a specific philosophy that depends on the child's positivity during the educational situation. This result is consistent with several studies, including the study of (Komalasari, K. 2019), (Ali, Nahed, 2020), (Shehata, 2021), (Abdel-Moneim, and others, 2022), (Farhat, 2021), (Al-Malouh, 2021),

(Nuseirat, Raeda 2021), (Al-Hudhaif, Raya Al-Hammad, 2021), the results of which revealed the effectiveness of interactive multimedia, active learning strategies, activity programs based on performing arts and its various arts, songs, stories, plays, interactive digital magazines, and media arts, especially those that combine Sound, image, movement and attractive colors, which are important, as they increase the child's awareness and translate what has been acquired into behaviors, and work to develop the moral values of the child in the kindergarten stage, and this is also consistent with what the teachers and experts in the field indicated in Table No. (9) All of these methods and techniques are compatible with brain research.

The proposed program in the current research helps to develop some moral values for kindergarten children, by employing brain research strategies, and this is consistent with what was stated in a number of studies, including a study: (McKenna (Wierman, 2019), (Metwally, 2022), Wilson, D., & Conyers, M. 2020), Jenkins, R. T., 2018), where they emphasized that

the main part of learning in brain research is the educational strategies that depend on neurological research, the most important of which are: creating a positive classroom environment that encourages Learning and support, giving children the opportunity to discuss the ideas they have learned, using visual stimuli to help them remember information better, dividing learning into parts that help them repeat and understand information, movement and its importance to activate children's brains, and that experiences in the first early years and the development of the brain have an important role in the development of and child learning, and that there are five key ideas for effective teaching by linking brain research to classroom practice: Brain plasticity Each child's learning potential Modifiable intelligence The role of emotions in enhancing learning Guidance on metacognition Or thinking about one's thinking with the aim of enhancing learn M, and this is consistent with what was based on the proposed program in this research, by presenting the materials in an innovative way, as it helps to strengthen neural networks, especially when the information is

related to emotion, linking learning to children's experiences, involving them in building graphic schemes, and moderate stimulation by making Learning is interesting and intriguing, and all of this helped children learn and acquire moral values, and raised the children's enthusiasm to adhere to them even after the end of the program. We learned it from monotheistic religions.

There are many moral values that should be taught to children in the kindergarten stage, namely: honesty, respect (religions, the young to the old, the difference in color, gender and culture, rights), honesty, cooperation, tolerance, honoring parents, belonging to religion, then the homeland, then the city, then the family Patience, taking responsibility, love: (benevolence to others, God, knowledge), self-direction/self-control, compassion, sharing, cleanliness, sincerity, revealing peace, fairness, empathy, appreciating friend and teacher, developing a positive attitude towards learning, loyalty Covenant, humility, self-confidence, fear of God, striving for the best always, justice, lack of fear, sympathy for animals, leadership, generosity, and

this is consistent with what was stated in a number of studies, including: This result is consistent with a number of studies, including a study: ( Komalasari, K. 2019), (Ali, Nahed, 2020), (Shehata, 2021), (Abdul Moneim, and others, 2022), (Farhat, 2021), (Al-Malouh, 2021) (Nuseirat, Raeda 2021), (Al-Hudhaif, Raya Al-Hammad, 2021), and also all teachers and experts in the field emphasized the need to teach these moral values to the child within the activities of the curriculum applied in kindergartens.

Some several methods and techniques can be used in teaching children moral values, and their effectiveness has been proven in this study and is compatible with brain research, including stories and anecdotes, songs and chants, and role models: so that all the values that we want to communicate to children are reflected in the kindergarten mini-community, through The daily interactions between all members of this community, without exception. Also reflecting the values in the environment of the other child (the family) and finding a space for dialogue with the families about the most important values for the family

and the school, role-playing/modeling, educational games, plays, guidance through real situations, guided artworks, performances, and software, presenting these values during the daily schedule. To explain the meaning, which leads to ease of application and clarification for children, such as the episode and the story, and learning new concepts and projecting them on those values, cartoon films, dialogue and discussion, enticement and motivation, practice and application, and this is consistent with what was stated in a study: (McKenna (Wierman, 2019), (Mtwally (2022), Wilson, D., & Conyers, M. 2020), Jenkins, R. T., 2018), where teachers can rely on it and diversify it within the curriculum activities to teach the child moral values since joining kindergarten.

- There are many obstacles that female teachers face to consolidate the moral values of kindergarten children, including the teacher's lack of experience with the nature of values and the conditions that help in their development, lack of knowledge of how to present them to the child, in terms of strategies and methods of presentation,

follow-up and evaluation, and leaving their acquisition to chance.

### **Conclusions:**

1. Learning based on brain research has a specific philosophy that depends on the child's positivity during the educational situation, ensures warm relationships between the teacher and the children themselves, and increases their effectiveness through a variety of multi-sensory activities, which prompts children to think about what they are learning, and how to use this thinking in acquiring different experiences. These include experiences associated with learning moral values.

2. The proposed program in the current research has an effective role in developing the moral values of the kindergarten child, as it focuses on teaching the child moral values through activities that are different from the concepts and units that the child studies, and thus one activity serves more than one area of growth in addition to the religious field and values ethical.

3. Values are of great importance in a child's life, and this is reflected in society, and imparting values to a child in the kindergarten stage is no

less important than imparting scientific and cognitive concepts to him.

4. The child in the kindergarten stage represents an instinct that can be learned, shaped, and modified, so teaching moral values at this stage is a mandatory educational goal.

5. The diversity in the methods and techniques that are used to teach the child moral values by the developmental needs and characteristics of children in the kindergarten stage, as it was characterized by the ability to accommodate all individual differences among children, and this is what helped the success of the proposed program in this research.

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