

Cilt / Volume 2, Sayı / Issue 4, 2019, pp. 139-146

E - ISSN: 2667-4688

URL: <https://www.ratingacademy.com.tr/ojs/index.php/homerOS>

DOI: <https://doi.org/10.33390/homerOS.2.015>

Araştırma Makalesi/Research Article

THE IMPORTANCE OF PRE-SCHOOL INSTITUTIONAL EDUCATION IN THE OVERALL DEVELOPMENT OF CHILDREN, IN PARTICULAR IN THE DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS

Shemsi MORINA *

* Assist. Prof. Dr., Prizren Ukshin Hoti Universitesi, KOSOVA,
e-mail: shemsi.morina@uni-prizren.com
ORCID ID: <https://orcid.org/0000-0003-2826-2654>

Geliş Tarihi: 04 Ekim 2019; Kabul Tarihi: 26 Ekim 2019
Received: 04 October 2019; Accepted: 26 October 2019

ABSTRACT

The preschool age represents the most sensitive period of the all-inclusive development of children, since at this age major changes are made in physical, as well as cognitive and affective development (Morina, 2017). During this time, children are educated in their families or pre-school institutions (age 3 and age 3-5) and elementary schools or preparatory classes (age 5-6). As a result of a series of socio-economic factors in our country, there is still no serious approach to the first and most important level of institutional pre-school education respectively. The level of pre-school education is still not a priority, the desirability and the place that deserves within our education system and our society as a whole. Regarding the inclusion of children in pre-school education, the situation is not satisfactory. The lack of research to date of this problematic work will help and contribute to the findings and recommendations that can help parents of pre-school children to establish the most appropriate form of institutional or family education, to the benefit of the socio-emotional, cognitive and motor skills of children. The theoretical treatment of the problem based on the most contemporary literature of the most eminent authors and the findings will provide information to the parents of preschool children that this age is very important and that it is in their hands if the children will start the first grade prepare or start formal schooling unprepared with the fear of failure and distinct from others. If inclusion of all children in kindergartens is impossible for our socio-economic conditions, at least the awareness of the parents about the importance of pre-school education is paramount. In this context, we conclude that the role and importance of pre-school institutions in the overall development of children, in particular in the development of language and communication skills, is the primary, and the key to good development in later periods.

Key words: *families, kindergartens, preparatory classes, preschool institutions, sustainable development and all-things personality*

1. OVERVIEW

In the pre-school age, major and faster changes occur both in cognitive and somatic development (Selmani & Zisi, 2006). In this period, the brain develops in a very dynamic way, and the body grows, and the language is especially enriched especially in the first five years of each individual's life. At the age of four, the child has, for example, a fund of about 2,000 words and possesses elementary language structures. At preschool age, the child has an active (productive) vocabulary of approximately 4,000 words. Its passive (receptive) vocabulary is twofold. The lexical wealth of the child grows systematically.

Most scholars support the idea that the period from birth to 6 years represents the most critical period in the development of reading and writing skills in children as well as mathematical skills. At this stage of development children should be exposed to language, books and other interactive activities during this time. Today in developed countries, bearing in mind the importance of education in this period, a considerable budget is allocated to the development of preschool institutions and in many pre-school environments special curricula have been designed which aim at promoting pre-school readership skills and writing (Morina, 2017). All of these programs include various activities, play games, and the use of various materials that help and promote the development of cognitive skills. In addition to the abovementioned conditions, importance should also be given

- social interaction and the direct environment affecting language learning;

Language learning depends on various factors (eg knowledge, motor, emotional connection, etc.). By contacting the child with individuals and things from the immediate circle, he begins to discover and learn the language that in the years the first of his life. (Dervodeli, 2011).

2. METHODOLOGY OF THE WORK

2.1. Purpose of the study

The aim of the problem study is to highlight the importance of pre-school education as well as its impact on the overall development of children in particular in the development of language and communication skills.

2.2. Sampling

Sampling of the survey was made up of 810 first-class children, of which 460 with pre-school institutional education and 350 of them without pre-school institutional education. The research was conducted in the schools of Prizren, Gjakova, Malisheva and Rahovec, including the remote rural areas of these municipalities.

2.3. Methods

In light of the study problem, we have used both theoretical and empirical approaches. To address the problematic in the theoretical view we have implemented:

Methodology of theoretical analysis - Through this method we have analyzed the most contemporary pedagogical and psychological literature of the most meritorious national and international authors who contributed to pre-school pedagogy, especially in the education of children from birth to 6 years.

Comparative Method - Through this method we have made comparisons between children who have attended pre-school education and those who have not followed in order to obtain accurate conclusions about how pre-school institutions are affecting the overall development of children, particularly in the development of language and communication skills.

As for empirical lightening we have used:

Mixed Methods - Through these methods we have highlighted the importance of pre-school education in the overall development of children, in particular in the development of language and communication skills, and we have analyzed data that show the differences of pre-school children compared to children who did not attend this level of education.

2.4. Hypotheses

Basic hypothesis; Pre-school education has an impact on the overall development of pre-school children, especially in the development of language and communication skills;

Auxiliary hypotheses; Children attending pre-school education show higher success in primary education compared to children who did not attend pre-school education;

3. THE IMPORTANCE OF PRE-SCHOOL EDUCATION IN THE OVERALL DEVELOPMENT OF CHILDREN

3.1. All-day development at pre-school age

Everyone's development refers to the development of cognitive, affective, motor and social skills that are necessary to create personality and relationship with others (Orhani, 1999). In each context, each field begins immediately after the birth of children and is developed systematically, but the impact of pre-school institutions is unmatched and decisive. But the question is whether the first social reactions begin or when the first social perceptions begin to appear? Until a few decades ago it was thought that in the first days of childbirth, the child does not show interest in the surrounding people and the surrounding objects. However, recent studies have shed light on the fact that from the very first days babies are able to react to voices. During an experiment made by Cooper & Aslin 1990, infants 4 days reacted more to the voices of small babies than to adult voices (Cooper and Aslin 1990). Another experiment has proved that 4-5-day infants reacted more to mother's voice than to other voices. Infants are first acquainted with the physical environment that surrounds them. Knowing the social circle becomes something more difficult. However, children soon realize that people can not behave the same as things.

Smile is the first sign of his reaction to other persons. This so-called social smile appears between the second and third months. By this time the child smiles every person. After the third month, the baby learns to call people by the side of the oil. After six months, the baby is able to distinguish family people from strangers so that he only smiles at family members, but not foreigners as well. Initially, children are first acquainted with adults and are exactly the adults with whom babies put their first contact. They later come into contact with other children. Other experiments have proved that the child does not care about the child from the sixth to the eighth month or is said to be more concerned about the toys or materials and the presence of other children. From the ninth to the third of the month he is more interested in material or toys than in the presence of another child. At this age are also the first conflicts, but these conflicts are not based on feelings of hostility to one another, for the other child is often perceived as an obstacle to the acquisition of any toys. The friendly attitudes towards the present child appear until the end of the eighteen months. (Komani, 2004)

3.2. Linguistic-communicative development goals

Beginning literacy and literacy is a great step - albeit small children - to the future for knowledge and light. It is therefore the duty and responsibility of all relevant subjects and institutions that this beginning of recognition and acquisition of academic skills, despite the difficulties, take with special pleasure. In this journey to the acquisition of these skills we can achieve success if all educational factors are aware of the importance and manner of preparation

of children for the first acquisition of letters, reading and writing. The role of pre-school education institutionalized in the preparation of children in the acquisition of letters, reading and writing should be understood and extended in the direction of the general preparation of the pre-school child, including, *inter alia*, the sense-motor, psycho-social and intellectual. (Mulla, 2012) The preparation of preschools for the recognition and learning of letters, reading and writing should not be understood as special preparation of "candidates" for school. Such treatment of the child would alter it; it would dislodge it from the joy and pre-school life experiences. Today, there are still attitudes from parents, but also from some preschool institutions, aiming at implementing pre-school reading and writing lessons practices by the same or similar approaches to traditional school learning. These views are rooted in: the inadequate degree of psycho-pedagogic growth of the family, in inappropriate information on early childhood learning methodologies, which does not take into account the special characteristics of child development at pre-school age, communication skills insufficient and non-realization of partnership between relevant subjects within and outside the preschool institution for educational activities and curriculum content of the pre-school institution. We should look at the educational role of the preschool institution in the context of joint and coordinated impacts in terms of achieving the goals and objectives set out in the pre-school curriculum. (Curriculum of Pre-school Education, 2006) Meanwhile, today it is imperative for preschool institutions to be open and willing to support educational activity on pedagogical principles that create a favorable climate in displaying and manifesting the maximum of cognitive needs and interests in general as well as the recognition of letters, reading and writing in particular. The pre-school institution, as the first stage of the unique education system, focuses its activity on and supports the education philosophy of "centered child", affirming ideas other than those of traditional education. Through the activities organized in all areas of activities foreseen in the curriculum, the pre-school institution with its structured environment in harmony with the goals and the concrete objectives provides multiple opportunities for developing the overall child's skills, which create favorable conditions for preparation and optimum readiness for learning literacy and writing skills. The activities that we are addressing and aimed at achieving this specific objective derive and rely on the child's life context in accordance with the fulfillment and encouragement of cognitive interests for the development and deepening of knowledge of letters, reading and writing. In this regard, children should not impose or prohibit the interest they have for literary, reading and writing. Work on recognizing and learning letters with children of this age does not imply a program obligation because it is the task of the school rather than the preschool institution. Obligations cause undesirable consequences, which generate disorders of various psycho-neurotic natures. Excessive work and overloading children of this age diminishes or loses the confidence of children in coping with difficulties in literacy, reading and writing. It also weakens and loses their interest in school attendance and learning. Therefore, in order to prevent these negative consequences, it is necessary to require a general preparation, which provides the child with opportunities for transferring and generating skills in certain areas and content. (New & Marshall & Miller, 2007)

The most appropriate strategy for the preparation and readiness of children for the recognition of letters and the acquisition of reading and writing is obviously activity through the game, which in this case represents a paradigm for organizing activities in integrated educational fields in preschool institutions (Mato, 1995)

The game in the function of education for the recognition and learning of writing and reading skills creates favorable conditions for a natural preparation in accordance with the particular characteristics of psycho-physical, socio-emotional and intellectual development of preschool children. Structured didactic environments in different educational fields create

conditions and favorable conditions for the development and education of cognitive interests, skills and habits in this age (Vidovic, 2001)

Various areas of activities in preschool institutions are numerous, such as physical and health education, language education, mathematics, artistic, recognition, self and world. Through diverse and diverse activities in the field of physical and health education, children during systematic exercises train for coordinated hand and eye movements, but also for the entire body. Corners equipped in the structured settings of preschool institutions are stimulating environments for manipulation with tools and materials such as paper, plasticine, clay, malleable wire, rods, seeds etc. In these environments, children do not only experience positive emotions, but also develop and exercise the muscles of their hands and fingers. Games with sports elements also help develop various muscle groups, both large and small, that enable children to be precise, for coordinated and harmonious movements with a certain tempo and pace. Organized and prepared work with contemporary tools, offering the positive environment of the institution, contributes to the creation of more complex motor development opportunities. Children are trained for conscious motor activities, which over time acquire a voluntary character; respectively, children are trained to create a deliberate work plan through which they will coordinate and coordinate the movements. These psycho-motor skills are developed and empowered through the organization of functional games, rhythmic exercises and thematic games to those with sporting elements. (Mulla, 2009).

4. RESEARCH OUTCOMES

Question 1. The child recognizes and knows to write the capital letters

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Children with institutional pre schooling education	360	76.0	76.0	76.0
Children with institutional pre schooling education	84	24.0	24.0	24.0
Total	444	100	100	100

143

From the data presented in the table, we understand that children with pre-school institutional education know and know to write letters on an average of 76%, compared to children without pre-school institutional education with an average of 24%, which is one an indicator of the importance of pre-school education in the further development of children.

Question 2. The child has knowledge for the first mathematical motions

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Children with institutional pre schooling education	315	68	68	68
Children with institutional pre schooling education	112	32	32	32.0

From the data presented in the table, it appears that children with pre-school institutional education have knowledge of the first mathematical notions with an average of 68%, compared to children without pre-school institutional education ranging from 32% in terms of knowledge of notions of before mathematics.

Question 3. The child has communication language skills

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Children with institutional pre schooling education	283	61	61.5	61.5
Children with institutional pre schooling education	101	28.8	28.8	28.8

From the data presented in the table, children with pre-school institutional education have better language and communication skills by 61.5% compared to children without pre-school institutional education, which vary by 28.8%.

Question 4. The child shows sufficient motored skills

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Children with institutional pre schooling education	265	57.6	57.6	57.6
Children with institutional pre schooling education	151	43.1	43.1	43.1

From the data presented in the table, the differences are not significant with regard to motor skills, as children with pre-school institutional education go up by 57.6% compared to children without pre-school institutional education by 43.1%.

Question 5. The child shows capability for socialization

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Children with institutional pre schooling education	316	68.6	68.6	68.6
Children with institutional pre schooling education	94	26.8	26.8	26.8

From the data presented in the table, children with pre-school education have better socialization skills by 68.6% compared to children without pre-school institutional education by 26.8%.

4.1. Discussion of outcomes

From the research findings and their analysis, it is proved that children with pre-school institutional education have the knowledge, language and communication skills in a much larger scale compared to children who have not attended pre-school education. Thus, in this context and in the context of the subtleties, it emerges that the underlying hypothesis and hypothesis initially set forth are that:

Pre-school education has an impact on the overall development of pre-school children, especially in the development of language and communication skills;

Children attending pre-school education show higher success in primary education compared to children who did not attend pre-school education;

5. CONCLUSIONS AND RECOMMENDATIONS

The study of the effects of institutional pre-school education on the development of children, especially in the development of language and communication skills, illuminates the role and importance of this education level in the further development of children. From the analysis of the evidence, children with pre-school institutional education go much further in the familiar, affective, motoric and socializing aspect compared to children who have not continued pre-school institutional education.

For this it is recommended to make steps for positive changes in pre-school education such as:

- Mandatory institutional pre-school education in all countries (urban and rural);
- Investing in infrastructure regulation of pre-school institutions;
- Tw ongoing training on working methodologies in pre-school institutions;
- Pre-school institutions are equipped with educational materials and tools;
- Educational programs are reviewed and the same are in line with changes in society and the developments taking place;
- There are various forms in parents' awareness of the importance of pre-school institutional education in the development of all children;
- Twins the tradition of co-operation between preschool and family institutions;

The study enlightens an unsatisfactory level of child education in the field of cognitive, socio-emotional, motor, language and mathematical development, especially among children without pre-school institutional education, and identified the impact of pre-school education on the preparation of children for classrooms and in the later stages of development. Research according to research results can be a help to parents, teachers, educators, and educational policy-makers in implementing positive practices so that our children start learning elementary education and parents safer in the success of their children for the long way of knowledge and their preparation for life and work.

LITERATURE

- DERVODELI, J. (2011). Differences in the success of the primary school students registered ahead of time, time and time. Pristina
- ISLAM KRASNIQI, (1997), Teaching of Reading and Writing, Pristina
- KARAJ, Th. (2005). Psychology of Child Development, Progress, Tirana
- MATO, E. (1995). Some psychological and social features of the preschool, Tirana
- MATO, E. KAMANI, P. SINA, D. (2010). A world to be discovered, Save the Children, Tirana
- MORINA, Sh. (2017). Child Psychology, Dispensary
- MULLA, A. (2012). The role of pre-school institutions in early childhood development and preparation for the first acquisition of letters, reading and writing, Magazine "Buletini" no.12, Tirana
- Institute of pedagogical studies. Tirana
- ONLY, R & Marshall M. Haith, Scott. Miller (2007). Psychology of the Child, Tirana
- ORHANI, Z. (1999). Cognitive Psychology, Shblu, Tirana
- VIDOVIC, V. (2001). Normal Development and Children's Common Programs, Tirana: Association for Psychosocial Help
- www.psikologjia.com