

**IMPACT THE CORNER OF BOTH THE STORY AND PUPPETS IN THE
DEVELOPMENT OF LISTENING SKILLS FOR KINDERGARTEN
CHILDREN IN THE CITY OF LATAKIA**

***Annotation:** The study was conducted to develop the vocabulary of the children of kindergarten through a program of narrative activities and puppets which used with them to increase the linguistic wealth and to develop their listening skills. A series of story and puppet activities which suitable for the children's experiences of the Ministry of Education, and then methods of analysis were used such as percentages and T test.*

***Keywords:** Corner, Puppet theater, kid's stories, pictures card, linguistic skills, kindergarten teacher, skills.*

***Аннотация:** Исследование было проведено с целью развития речи детей дошкольного возраста посредством кукольного театра, которые использовались вместе с упражнениями для увеличения словарного запаса и развития их навыков слушания. В ходе исследования были показаны кукольные театры – то есть рассказ сказки с помощью кукол, в соответствие с планом Министерства образования, а затем были использованы методы анализа, такие как Т-тест.*

***Ключевые слова:** Корнер, Кукольный театр, детские сказки, фотокарточка, лингвистические навыки, воспитатель детского сада, навыки.*

Introduction:

The kindergartens system achieves a rich learning space through activities that are varied and enjoyable for the child, contributing to the development of knowledge, skill and spirituality in a way that integrates the personality of the child in all stages of his growth (ministry of education, 2012).

Among these activities, the corner of reading story that enriches the language of children in the classroom as well as abroad, Especially popular stories, which are related to the life of the child and its environment lived, Where these activities are designed to teach the children different skills, as children may also learn some cognitive basics such as numbers and letters, some simple mathematical concepts and scientific in the corner of thinking games and mathematical logic, In addition, most kindergarten teachers receive training in working with children to develop their skills in working with pre-school's children, this requires an effort in planning, implementation and evaluation at the kindergarten level by a teacher who understands the developmental characteristics of the child and realize what his needs for achieving his proper growth [11,C.25-30], As well as, the ministry level by kindergarten supervisors in making well-thought activities for corner's system which achieves the target of pre-school grade child to ensure adaptation and harmony in the subsequent stage of basic education.

Through the experience of the researcher (supervisor of kindergartens Directorate of Education in Homs)The story may include learning and education experience at the same time. In kindergarten, growth continues at a rapid pace when compared to middle and late childhood stages, but it gradually slows down and its features appear remarkably in the short term. And to know the impact of the story corner in the development of the listening skills of the kindergarten child in the city of Lattakia, the researcher tried to study the corner of stories and their types to explain its effect in developing the listening skill of kindergarten Childs.

1. Issue:

Through the work of the researcher in field of childhood noted the dereliction of teachers in exciting, fun and lovely activity, which contribute to the enrichment of the

child's linguistic wealth, such as the activities of reading stories and the use of puppets in drama playing which narrates the stories, and that also, may contribute to the development of listening skills of the kindergarten child for many reasons:

Dependence on traditional methods teaching by teachers, lack of respect for the child's specificity and rights to play and learn [10, C. 8] and Adopting the method of information indoctrination in accordance with the desire of parents who consider modern playing methods a waste of time, and demand to focus of homework for reading and writing.

The ignorance of parameters with those techniques, projects and the implementation of activities in story corner accompanied by dolls with the child.

This summarizes the problem of the research with the following main question: What is the impact of both stories and puppets in developing the listening skill of kindergarten?

This question is lead to the following research questions:

- What is the impact of the activities of the story corner in developing the listening skills of kindergarten children?
- What is the effect of puppet in developing the listening skills of kindergarten children?
- What are the results from both activities (reading stories, puppets) of kindergarten ?

3. Importance of Research:

The importance of the story to the child in the kindergarten according to the corner system, this educational system and learning at the same time as the storytelling expands the child's imagination, and play a role in shaping his language skills.

Expect good results if planning for reading stories and puppets activities for Riyadh children is used to develop some of their language skills.

The possibility of benefiting from the various educational elements to develop the cognitive, skills and Sentimental aspects of kindergarten children.

4. purpose of research:

The research aims to:Planning a range of different activities in reading stories to develop the listening skills of kindergarten children.

knowledge the effect of reading stories and puppets with kindergarten children, in developing their skills and learning through fun and play.

knowledge the effect of puppet activity on the Children of kindergarten which interact with these puppets through talking to them.

Enrich the child's linguistic output with new vocabulary by interacting with story corner.

5. research assumes:

There were no statistically significant differences between the mean scores of the experimental group in the pre-application to test listening skill.

There are no statistically significant differences between the average scores of the experimental group in the post-application to test the skill of listening through the activities of stories and dolls puppets.

6. Research Methodology:

The research depends on the experimental approach in identifying the impact of both the story and puppets in the development of listening skills for kindergarten children? It is one of the important language skills of the kindergarten child through the acquisition of new linguistic vocabulary to help him communicate with his peers and with the surrounding environment. The research was conducted on the children of kindergarten in the third category of children of the selected sample, who are between the ages of 5-6 years.

7. Limitation of Research:

Temporal: The research was applied during the third and fourth month of the academic year 2017-2018.

Spatial: A sample of kindergartens belonging to the Directorate of Education in Latakia.

Scientific Limits: The study is limited to listening skills and is one of the important language skills of the kindergarten child which on the third category of the children from the selected sample, who are between the ages of (5-6 years), as well as, the activities of stories and puppets which planned by the teacher in kindergarten.

8. research tools:

Five popular stories: narrated by The teacher in order to let children interact with, instill virtuous values and contribute to the development of listening skills.

Some of the brightly colored cards that contain life situations and events form integrated story that the teacher tells children in an interesting manner.

Some of the dolls are the characters of the stories used by the teacher in the corner of the puppet theater in order to interact with them by children, the tools were presented to the arbitrators to take their views, the test was applied in two stages: before me and after.

9. Definitions of search terms and procedural definitions:

Story Corner: The place in the classroom to read picturistic stories about children [2,C.39] The researcher adopts this definition.

Puppet Dolls Corner: is a corner in the classroom containing dolls played by children and used to guide them, representing different personalities male and female, both young and old, the characters of the stories narrated by the teacher [6] The researcher adopts this definition.

Identified by the researcher, biological: is one of the most important characteristics of the child kindergarten, they give the character of living into things (humanization of animals and things), so, we find him not surprised in the animation to see plants and animals and things speak and move like a human.

listening skills: It is a basic activity of communication among people, it considered like the window of each human to the world around him, the tool that receives the message verbal. And distinguishes its symbols and understands its meanings [3,C.183-184] (the researcher adopts this definition).

10.Results of the study:

increase the number of vocabulary of children.

Increase the ability to specify colors, sizes, shapes and numbers from one to ten.

11.Increase the functional use of language [5,C.50-70].

Strengthening verbal skills through the use of classroom drama [4,C. 8].

It is entitled: Development of verbal skills through the use of theater in the classroom.

Objective of the study: recognize the role of the theater in the development of language skills.

The results of the study: The study confirmed that the learning theater plays a positive role in developing of language skills and strengthening it in the classroom, especially the reading aloud skills, theater in its nature is art which depends on the word and shipments verbal and semantic and metaphorical, and the reader to show these shipments with different emotions on the fullest Face.

The researcher reported from some studies, and research in the following domain:

- Training of kindergarten teachers on role play methods [7]
- Dramatic play through puppet stories and its impact on children [10,C.8]
 - Identification of the problem of research and the needs of teachers to training programs for insufficient educational qualification to work in kindergarten. (Kassila, 2000).
 - New in the research: study the activities of both corners stories and puppets theater in the development of listening skills of children in the third category language.
 - Teachers were trained to present cards and narrate stories in a format that allows the child to interact and use vocabulary in his dialogue with the puppets.

11. Theoretical Study:

corner system: is an educational learning can transforms kindergarten into fun space of learning provides an opportunity for children to play and learn self through interaction by instrument and material more free from the traditional system , but it is not free for the teacher, where they are planned and organized for the environment of the child in the kindergarten, which is supposed to make this environment Supporting, enriching, and institute the learning process based on rules, laws, procedures, priorities, standards and principles that seek to provide important services in all range of child development by corners . The kindergarten corner is based on the materials and equipments that make the kindergarten obedient and challenging world for the

child at the same time[12] . Through the interaction of the child with the kindergarten environment decrypt the mysteries of life, in addition, learns that the world does not revolve around it (stay away from the central self).

Language readiness in children: Language is a communication tool among people, and psychological and educational studies indicate that language is important in influencing human activity at work. The linguistic readiness of the child means that the child reaches a stage where he is able to express his thoughts and reflections when he hears or sees anything. This language readiness cannot come to the child at once and at one stage. But the child gradually progresses from birth to the development of the different stages of his life. Children begin to observe the laws of the language, and their vocabulary increases significantly as they enter school.

The researcher found that the language has special functions in the child's life inside and outside the kindergarten, and when we present to child the different activities, he reacts and starts to listen to the story and tries to comment on it with a few words. He may refer to a picture in the classroom and try to read the word underneath it and catch the pen and try to imitate the name written under any picture he sees. He tries to imitates the character, and discuss his doll as a living being. He uses the language as a social function. It helps him to interact with others and communicate with them. There is a range of activities that are loved by children and help the teacher and the child together in developing listening skills. from of it:

Music: Including the influence that drives the child to express [10,C.8].

Songs: Performed by children of all songs kinds suitable for their ages.

Storytelling: by the teacher and re-listed by the children in their style.

Dramatic play and acting: Performed spontaneously by children, they play adult roles in different life situations, imitate the sounds of animals, and talk with the dolls they have, expressing their feelings, emotions and ideas.

Library: Including a variety of stories appropriate to their ages if they are picturistic and others.

Expression in symbols (drawing): where the child draws what goes in his mind and tells us about his drawings and this creates a willingness to write.

Morning discussion: administered by the teacher between children and includes a number of topics about the weather and natural phenomena and social characteristic of the specific period of the year and the name of the day, date, month, year and attendance or absence.

The final discussion: The teacher exploits this period to remind the children of instructions for the next day, or preparing them for an unusual event that will happen next day, such as celebrating children's birthdays or taking a field trip at the end of the day, On the activities of the child on this day and what he will attend tomorrow with him in proportion to the activities of the second day as mentioned earlier.

- Field study:

Research Methodolog: The research relied on the semi-experimental method, where the researcher applied the research to the selected sample members by training the teachers on the mechanism of applying the research through preparation of cards including the stories that help the child to reach the listening skill, as well as the identification of puppets that help to develop listening skills as well.

Sample of the study: A sample of kindergarten children of the Directorate of Education in Lattakia (5-6) years are the children of the third category and their teachers.

Application action: The sample was selected from kindergartens belonging to the Directorate of Education in Lattakia (experimental sample and control sample). All kindergartens contributed to the application of the field side of the research, which included the previous and subsequent tests, the presentation of the cards and the consequent preparation of dolls, accessories and the preparation of the storyboards, and follow-up of the children during the interaction with the activities through the observation card, where applied to a number of parameters / 8 /. The researcher began her work in the field side in kindergarten for the third and fourth month of the 2017-2018 academic year.

The application lasted about 30 days, extending from the first meeting on 4 March until 3 April 2018. The teachers were informed of the activity story cards to be applied to the sample. Teachers' side: The spring story cards and the distribution of

expert dolls, including activities, vocabulary and images related to the Spring Story test, were distributed to the teachers so that the teacher could train in the dialogue of the evaluation story before they were shown to the children. The Child's side: In collaboration with the teachers, the researcher conducted a pre-test of the children's spring story subjects (sample members) before presenting stories to children through cards, stories and puppet characters. And the researcher conducted a test after the presentation of the stories, using the cards from the experiences of children included in the booklet of the Ministry of Education, before the presentations there were questions to prepare the children and their Excites to see the cards and interact with the story events, and the researcher carried out with assistant teachers of kindergarten as indicated previously teacher and assistant teacher to work with children and three Notes parameters write notes.

research tools:

The researcher prepared five illustrated stories narrated by the teacher to the children with the dolls of the characters of the stories concerned with the research after confirming the contents in terms of subject and objective, and the appropriate vocabulary of the age of the sample members and belonging to the unit of spring.

List of listening skills which are eight items that have won the sincerity of the arbitrators.

Note card that indicates the possession of listening skill by the child is also eight items, And the test built by the researcher to test that skill.

Field Application action: The researcher tried to provide the appropriate conditions for the search application. With the help of a time-reminder parameter every five minutes after start answering the question. the researcher asked the question and recorded the answers given by the children examined. The pre-test took five days, as time was not allowed to test more than six children a day at a rate of 4 hours per day. Due to the oral test conditions where the child's survival requires about a quarter of an hour, as well as the nature of the child and his need for the freedom in the opportunities for rest and food. The teacher tells the story in the activity hall and is heard by the children. These stories contain what develops the child's language

listening skills, a set of values and knowledge, stories narrated by a preschool teacher trained on this work using voice coloring to suit the role of the character, Perform the same stories on the tongues of puppets and play roles and prepare and change puppets whenever necessary. After the presentation, the teacher will discuss the children about the stories in front of them using the images, and the stories matching the characters in the dolls 'dolls' corner where the teacher is using puppets from the puppets to make sure the planned targets are achieved. Then, teacher displays the positions that she has picked up and which have been tested previously using questions on story cards with pictures on the experimental group, as well as with the stories of puppet dolls. After the completion of the five stories in five days, where the teachers provided alternately, the post-test was carried out in the same way and the conditions in which the previous test was carried out in terms of space and time allocated and with the help of kindergarten teachers.

Test and discuss hypotheses: There were no statistically significant differences between the median scores of the experimental group in the initial application of the listening skill test.

There were no statistically significant differences between the average scores of the experimental group in the following-application to test listening skill through story activities and puppet theater.

The following list of listening skill Table No. (1)

List of sub listening skills	
1	Determines the general idea of the text in its style
2	Remember some information contained in the audible text
3	Understand the objectives of the audible text.
4	Distinguish between right and wrong thought
5	Restores the audible text.

6	He expresses his opinion in the audible text.
7	Arrange events in audio text (using images)
8	The audible text shall be judged in the light of previous experiences

The following table illustrates the averages of the experimental and control groups in the post-test

Post-test										
The Control group					The experimental group					
Arithmetic average	3	2	1	No	Arithmetic average	3	2	1	No	Skill
	%	%	%			%	%	%		
2,73	23	6	1	1	2,87	26	4	0	1	Listening skill
	76,7	20	3,3			86,7	13,3	0		
1,93	6	16	8	2	2,5	19	7	4	2	
	20	53,3	26,7			63,3	23,3	13,3		
2,53	19	8	3	3	2,63	21	7	2	3	
	63,3	26,7	10			70	23,3	6,7		
2,73	22	8	0	4	2,87	27	2	1	4	
	73,3	26,7	0			90	6,7	3,3		
1,93	6	16	8	5	2,23	16	5	9	5	
	20	53,3	26,7			53,3	16,7	30		
2,27	10	18	2	6	2,93	28	2	0	6	
	33,3	60	6,7			93,3	6,7	0		
2,9	27	3	0	7	2,87	26	4	0	7	
	90	10	0			86,7	13,3	0		
2,1	6	21	3	8	2,93	28	2	0	8	
	20	70	10			93,3	6,7	0		
2,392	The arithmetic average of the listening skill in the post-test (control group)				2,729	The arithmetic average of the listening skill in the post-test (experimental group)				

We note from the table that there is a difference in the arithmetic averages between the experimental group and the control in the post application in the listening skill, but is this difference significant or not, so we performed the T sample test (T) and the test results were as shown in the following table:

Listening skills (post-test)					
Level of significance	The degree of freedom df	T value	standard deviation	median	Group
0,000	58	5,102	0,256	2,729	Experimental
			0,255	2,392	Control

- The previous table shows:

The mean of the test for the experimental group is 2,729 and the mean of the test for the control group is 2.392 and the mean for the difference between the averages is 0,000 and it is less than 0,05 and tha lead to refuse the second hypothesis, There are statistically significant differences between the mean scores of the experimental group and the control group in the post-application in listening skill in favor of the experimental group.

- Interpretation of results:

Field application results show that young children love imaginative play, providing opportunities for growth and development (Dr., 2006, p. 357). Through the application of research using cards stories and puppets, and interaction with children and the need to have a variety of events and life situations of their memory spontaneously, and imagine the animals in the human qualities that make them, and sometimes imitate them, and sometimes shared with them with their games and stories and feelings, Which allows them to think aloud about their experiences, whether negative or positive, which gives them the opportunity to understand themselves and the world around them, and that this indicates that they gain the skill of listening well and gives them a valuable opportunity to express oral, and exchange dialogue with their peers and express what is inside them Without focusing on the correct form of language. The activities used have made children speak and communicate what they

want to others. Here our role as adults is to listen to them and to strengthen their language either by answering them or by expanding what they want to say or by repeating what they say correctly to emphasize what they are saying and at the same time giving them the correct form of language expression Appointed. This expands the base of their vocabulary which forms the operative dictionary and expands their grammatical experiences. The research findings indicate the great importance of storytelling and puppet activities because of the repetition of children's fondness for repetition of stories and popular activities. This is the answer to the question: What is the impact of the story and puppet puppets in developing the listening skills of kindergarten children?

- Research proposals:

Study of the effectiveness of the current research program The impact of the both stories and puppets dolls in the development of listening skills of kindergarten children as an educational method in development of language skills to the early childhood in the kindergarten and the development of a training program to train teachers to use the corners of both the story and dolls puppets to develop the listening skills of the kindergarten child and employment In the activities of kindergartens because of their benefits in the development of the child in all its aspects.

REFERENCES

1. Maal. A & Fattah. A. Development of language readiness in children, Dar Al Shorouk for Publishing and Distribution First Printing //Amman, Jordan, Cairo.- 2000.-N(112).-C.55-59.
2. Al-hrebat. R. Effectiveness of stories and theater in the development of creative thinking of the child kindergarten, Faculty of Education// University of Damascus.- 2012.-N(50).-C.39.
3. Ahmed. Gh. The Effectiveness of the Puppet Theater in Giving Riyadh Children Some Social and Ethical Values// Damascus University, Faculty of Education, Child Education Department, Master degree.2010.-N(200).-C.183-184.

4. Podlozny. A. Strengthening verbal skills through the use of classroom drama.2000.-N(11).-C.8.
5. Levy. A. Socio Dramatic Play as a Method For Enhancing The Language Performance Of Kindergarten Age Students.1986.-N(100).-C.50-70.
6. Berri. B. Lecture entitled Child Theater, writer and theater director for children in Homs. 2012.
7. Hare, Judy. Working with Young Children, Eman Early Education Foundation//Jordan.- 2006.
8. Khalil. F, Abdel Fattah. A, Hashim. A.R. Theater and drama of pre-school children, first edition Arab Thought House.-2005.
9. Al Refaai. N. Teaching English through drama for students Learning English as there second language.-2005.
10. Eddin. S, Musa. S. The effectiveness of a proposed program based on theatrical activities (theater and puppet theater) in giving kindergarten child some language skills //University of Damascus, unpublished.-2012.-N(10).-C.8.
11. Sasila. R. Effectiveness of a program to train kindergartens teachers on the role of role play and its impact on giving children scientific experiences, PhD thesis// Damascus University, Faculty of Education.-2002.-N(50).-C.25-30.
12. Sfeir & Jacqueline. Working guide with kindergarten teacher, Ministry of Education of the Syrian Arab Republic.-2012.