

IMPORTANCE OF PRE-SCHOOL EDUCATION IN THE EDUCATION OF CHILDREN OF LOWER GRADES

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Abstract

In order to assess the impact of pre-school education in the education of children of lower grades, the primary school "Pavarësia" in Pristina and the primary school "Bajram Curri" in Shtime have been selected. Through a questionnaire, a total of 11 teachers of these two schools have been interviewed. Otherwise, the questionnaire for teachers consisted of 30 questions in total, of which 23 questions deal with the impact of pre-school education, whereas 7 other questions are related to bio-social data of teachers. According to the analysis, results and statistical data extracted from the questionnaire, it was concluded that the impact of pre-school education in the institutionalized education of children from the first to the fifth grade is not the same in both regions covered by the research. In other words, for the region of Pristina, the role of pre-school education at this level is not critical, but can be called as assistive, whereas for teachers from the region of Shtime, institutionalized pre-school education plays a crucial role for a more efficient education of children. Owing to the obtained data through this research, it can be concluded that the impact of pre-school education in the education of children in Shtime has been overestimated due to poor tradition in regard to this level of education as compared to Pristina where it is lesser. In general, based on the real situation in schools, it can be concluded that pre-school education has an impact on socialization of children, their attentiveness in work, in building up human values, in enabling them to express themselves more freely, as well as in being more responsible in carrying out their tasks. It is recommended to continue with further research in this direction, since in the formation of children's personality other important factors have an influence as well, thus meetings with parents are recommended to raise their awareness on the role of institutionalized pre-school education in creating basic habits and skills of children.

Keywords: *pre-school education, development areas, skills, habits.*

1. INTRODUCTION

Education of children as a social phenomenon to be treated well studied because it requires a multidisciplinary approach to this "problem" many factors intertwine and form of pre-school education, school education, family education and general education of education in society.

In this research we are determined to explore more about institutionalized pre-school children seeing as many factors important part in the education of children,

understood by not ignoring other factors such as family, social circle, development psychological etc. The main goal of this research is to ascertain the impact or role that has institutionalized preschool education of children in lower grades. Assume that the impact of institutionalized preschool children's education is very large and has a fundamental role in the efficient education of children. From this hypothesis emerge even more things among which were:

- Suppose that the children that has gone to pre-school education institutionalized learn the letter and numbers faster than the children that didn't go to pre-school education institutionalized.
- Teachers work with these kids easier

This research is hypocritical in the theoretical literature that we consulted recent years literatures, more widely known to children in pre-school stage of their development and education of institutionalized at this stage; and in practical terms where we get different experiences and opinions of our teachers who are currently teaching

In the following chapters will investigate and ascertain the results or answers that I have received from teachers of these schools have been the impact of institutionalized education pre-school education of children. Do compare their answers and come up with a conclusion that think it will be a link in the chain of research and studies made in the field of preschool education.

At the beginning of this paper will explain some knowledge regarding key notions, as:

- Education
- stage pre- education
- child
- classroom

The paper is also equipped with various graphs that give information collated on certain questions.

2. PURPOSE OF RESEARCH

The purpose of this research is the impact of pre-education of children in lower grades. Pre-school education has a great impact on children to inure in the school (specially on the first grade) and the socialization of children with other children. Same it can affect the quality of learning growth but the quality of teaching in many cases depends by numerous factors that may impact directly or indirectly on it.

3. CLARIFICATION KEY TERMINOLOGY

3.1 Notion education

Education is a process of personality formation, the formation of values and beliefs is peoples. Education transfer of experiences and information from human to human, which means that it is human impact of that process on the people, it is realized as in school and outside it is meaning can be intentional and unintentional or otherwise it is called education as institutional and functional education.

3.2 The notion pre-school education

This is the stage of development of children ages 3-6 years old. About this stage or the limitation of this phase have spoken many pedagogues giving their opinions on the definition of the notion preschool stage.

Thus:

According to Bartushkova psycho-physical development of children from birth to pre-school age divided into these age stages of development (cited Deva, 2003, p.32).

1. Stage suction inlet (0 –1 years old)
2. Stage delay (1–3 years old)
3. Phase pre-school education (3 – 6 years old)

According to Pregrad which divides the development process into two main stages: stages of first childhood and pre-school education. He divided them into periods (cited Deva, 2003, p.32)

The first stage of childhood (0- 3years old): divided into

- a) Stage breast (0 –10 months)
- b) Phase delay and initial tread (10-15 months)
- c) The median age of first childhood (15 months–2 years old)
- d) Age first major childhood (2–3 years old)

Pre school education (3–7 years old) divided into:

- a) New age (3-4 years old)
- b) Middle age (4–5years old)
- c) Great age pre-school (5-7years old)

Of all the thoughts we conclude that pre-school stage involves psycho-physical development of children from birth to school age and pre-school stage of institutionalized includes 3-6 years 5-6 years respectively.

3.3 The notion education

Education is the activity of human knowledge acquisition aimed formation of new skills and habits of peoples. Education means intentional activity to acquire knowledge obtained earlier. The event is organized and institutionalized.

3.4 The notion children

“Under the Convention on Human Rights, the children understand every human being below the age of 18, unless the majority is attained earlier, in accordance with the legislation which it fits”. (Zabeli, 2001, p.13)

3.5 The notion classroom

Academic year to pursue an 8-year-old school pupils and high schools under a given program; rooms that students teach a year. (cited Fjalori i gjuhës së sotme shqipe, 1981, p.833)

4. PURPOSE AND OBLIGATIONS OF RESEARCH

The main goal of this research is to ascertain the impact or role that has institutionalized preschool education of children in lower grades. To achieve this goal we have raised several tasks:

- Data collection for the thoughts and attitudes of teachers about the impact of pre-school education in the education of children in their respective classes.
- Distribution of questionnaires to teachers in question
- Analysis of opinions of teachers

6. ORGANIZATION OF RESEARCH

As about the theoretical research of the issue of pre-school education have started earlier, during the first two years of professional study where we learned about the development of children at this stage in general and are currently in the investigation of physiognomy concrete on these children within the course "Pre-school education" While research in practical terms we conducted in December (2013) with teachers in elementary school: "Pavaresia" in Pristina and elementary school "Bajram Curri" in Petrova. Questionnaires in the school "Independence" we distributed on the last day of the first semester of the 2013-14 school year during the long holiday; while the teachers of the school "Bajram Curri" have worked in the last meeting of education personnel, upon completion of the first semester. First, told the purpose of the research, gave the instructions of completing the questionnaires distributed then and they complete the questionnaires instantly. Collect the questionnaires immediately after their meeting (on the day of their delivery)

7. METHODS, RESEARCH TECHNIQUES AND INSTRUMENTS

The complex nature of appearance or the appearance of influence of pre-school children's education but also aspirations to explore this effect in many respects as the dimensions requested that the use of different types of materials and methodologies of research . Among the most important methods of scientific research without which research can't think of right knowledge and our real issue should disentangle the descriptive method. This is the first method of research which directly enabled the description of teacher opinions for the impact of institutionalized education in children's education. Another method of this research is the method of theoretical analysis which helped us to know something more about the pre-school stage.

The statistics also revealed the method we worked hard and has enabled us to gather the data, analyze them, and compare them to interpret or to show similarities or differences that have opinions regarding the issue of teachers and ascertain the impact of preschool on children's education. For data collection we used the technique of it is survey questionnaire instrument for teachers of both schools. The questionnaires was formulate by prof. Arlinda Beka.

8. POPULATION

Since this paper after completing his singularity will result in data team(results), this selection has condition us to choice this representative group.

Students practice holding the third year of study and had such luck to be more than one apprentice at the same school had to jointly "share" teachers to get their opinions and as a result we have chosen to 18 teachers from the afternoon shift (lower grades) than they were at the "Pavaresia" (where I am part of students holding practice) we get 4 teachers. As I come from Shtime I am aware that the institutionalized pre-school education in this region has started

relatively late and I have expressed interest to explore the thoughts of our teachers at the school where I have completed elementary school, and to make comparisons from city to urban and rural environment.

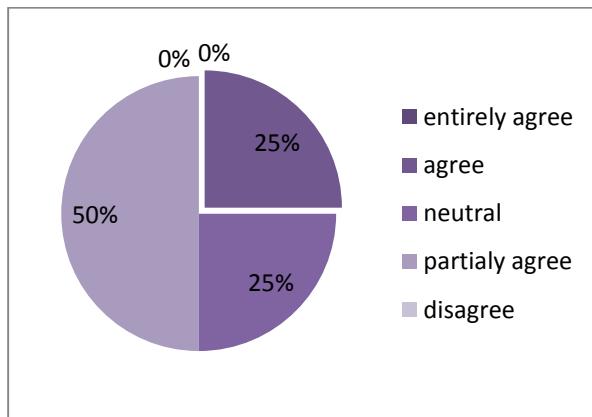
In elementary school "Bajram Curri" by 30 teachers as they were all together in the afternoon shift (lower grades) we get 7 teachers to inclusion in the research.

Total number of teachers was involved in 11 of the 48 surveyed teachers as we had a total of two schools or 22.91% of them.

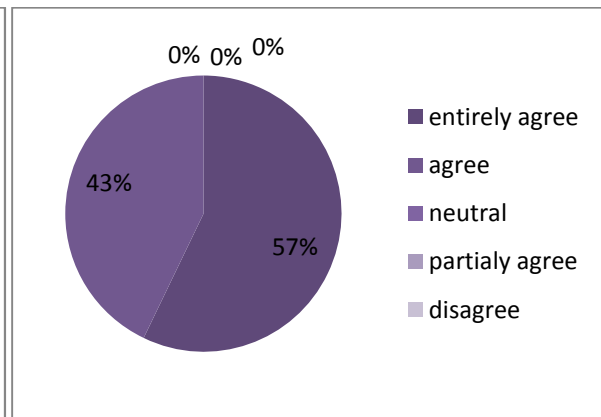
9. Results of the research

The children that has attended preschool education have much more skills to do logical question

Graf.1



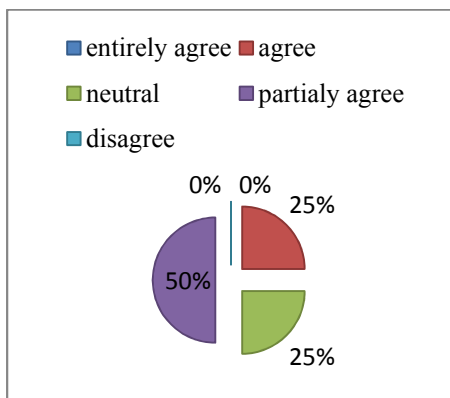
Graf.2



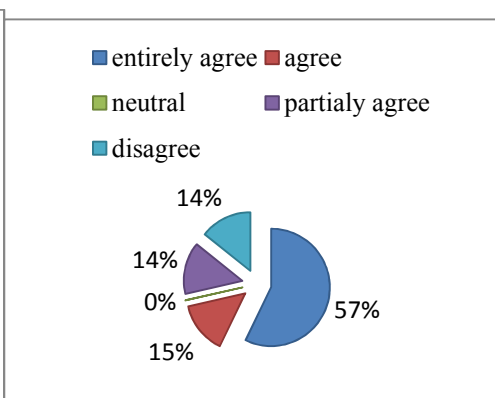
In this statement, we see from the statistics that teachers from the elementary school "Pavarësia" disagree completely or only partially agree or disagree neutral while in school "Bajram Curri" entirely agree subjects (over half) and only agree (the rest), from these data we see that the entities Shtime emphasizing preschool children in skills to do the logical question while subjects from Pristina not have the same opinion, they appreciate the ongoing work of education even if children do not have preschool education.

Volume of work with children with and without pre-school is not same

Graf. 3



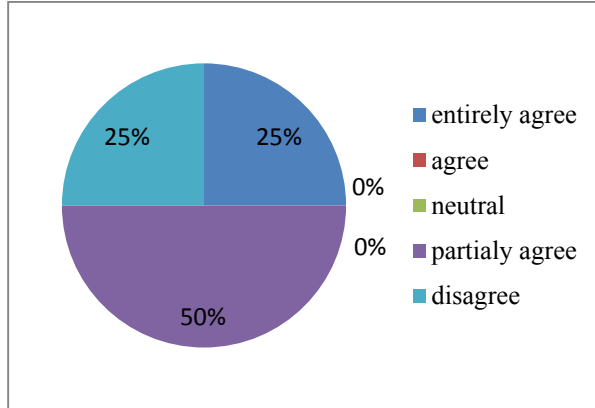
Graf. 4



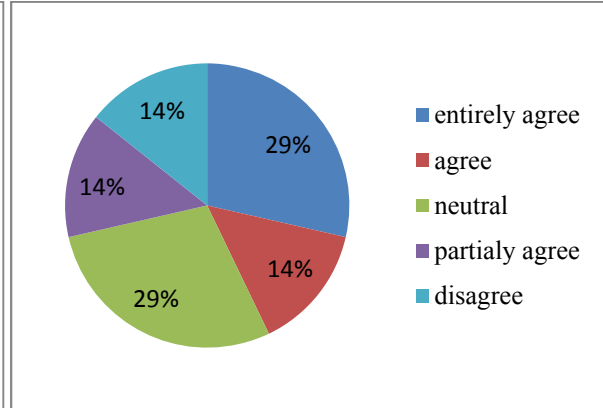
In school "Pavarësia" half partially agreed with this statement, there were even some who were neutral in this assertion. "Bajram Curri" over half of them entirely agreed while there was no one disagreed unlike other school. In the schools consider that the volume of work with these pupils is approximately the same with all the pupils.

The discipline and hygiene in the work is differentiate between the children with and without pre-school education

Graf.5



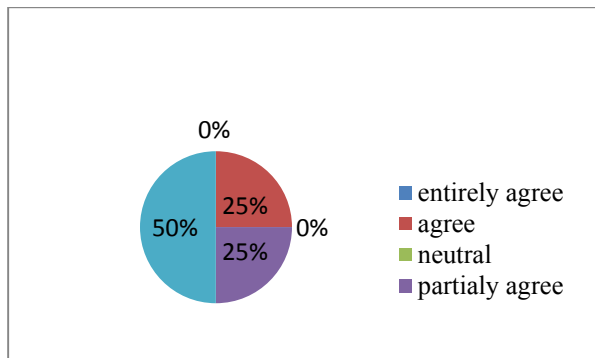
Graf.6



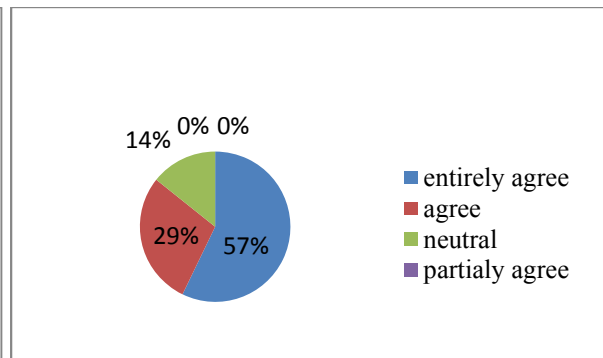
As the discipline and the pedantry in the work, of children with and without pre-school education the teachers from "Pavarësia" have half the candidates who agree in part, any candidate who holds a neutral stance, unlike schools "Bajram Curri" have more subject than was fully agree. By additional conversations with subjects conclude that teachers from Pristina region, they not see the pedantry very dependent while pre-school teachers in the region of Shtime think that pedantry is dependent from pre-school.

The children that has attended pre-school education have better results in maths

Graf.7



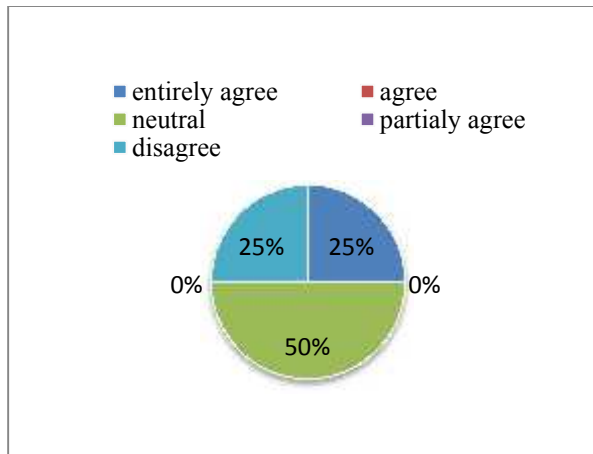
Graf.8



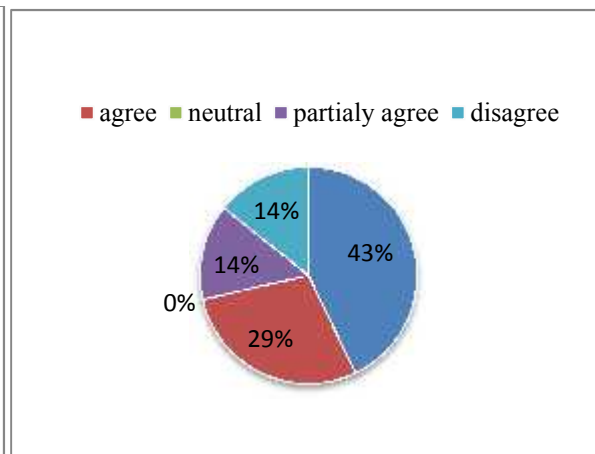
In this claim, that children with preschool education have better results in mathematics, the subject from school "Pavarësia" half of their disagree unlike subjects of school "Bajram Curri" to gets around 55% of their are entirely agree.

The children that has attended pre education are more creative

Graf .9



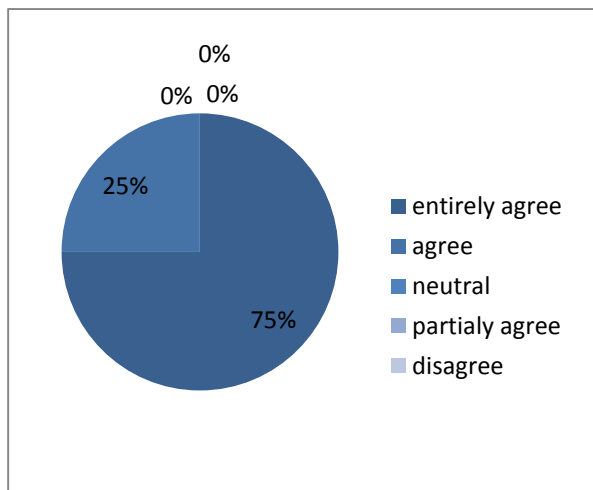
Graf.10



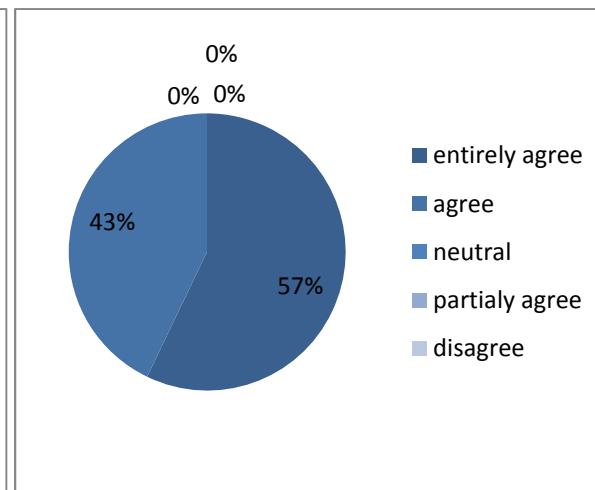
In this claim that children with preschool education are more creative than other children, in the school "Pavarësia" one subject is entirely agreed, one did not agree at all, while two others were neutral, while in the school "Bajram Curri" we have a lot of teachers that entirely agreed or just agreed. The number of teachers that did not agree was the same in both schools.

Pre-education should be compulsory for all children

Graf.11



Graf.12



According to data in the graphs we claim that preschool education should be compulsory for all children, subjects from school "Pavarësia" while 75% entirely agree and subject from "Bajram Curri" 57% entirely agree.

Conclusions

Seeing the situation under analysis and results can conclude the importance of institutionalized preschool education of children in lower grade by the school teachers "Pavarësia" is not so great in the formation of personality and the education of children, unlike school teachers "Bajram Curri" who believe that the importance of pre-school education is great and generally in the formation of personality of children. Teachers from schools "Pavarësia" on the matter believe slightly different where pre-value as important but not indispensable in the forming or preparation of the child for other education degree, this attitude of them think that comes as a result of its adaptability to these teachers with this level of education when Pristina region known as the place which had earlier institutionalized preschool education and is a great communication between the people themselves therefore are more socially children and can easily become familiar with in school than children Shtime region who live in a close circle and with a pale tradition of pre-school education compared with those in Pristina. This research is conducted through a representative group where we got an answer for each question we posed but was unable to include all conclusions, are crystallize some of them:

- The children with pre-school education are more responsible in performing tasks
- The children with pre-school education are more versatile in motion
- Children with preschool education have greater ability to do logical questions
- The children with pre-school education can learn letters soon
- Parents of children who attended preschool education and parents of those who do not attend preschool are equally cooperative with school
- Volume of work with children with and without preschool education is not under the same for subjects from Shtime while for subject from Pristina this volume is the same
- For subject from Pristina children with and without preschool education are equally disciplined while on the subject from Shtime children with pre-education are disciplined
- Pre-education don't conditional to learn easier at mathematics
- Pre-school education help children to be more creativity
- Pre-school education should be compulsory for all children

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