

SOUND FOUNDATION IN EARLY CHILDHOOD AND THEIR IMPACT ON THE LOWER CYCLE

Durim Bytyçi¹, Shkendije Hoxha², Teuta Llapashtica³, Alban Gashi

^{1,2,1,3,4}Faculty of Education, University of Pristina E-mail: shkendije-hoxha@hotmail.com

ABSTRACT

The goal of this research is determining the level of preparedness of children's to begin first class. This research has important because raise awareness on the importance that preschool age has from birth to six years old, not just for a good start on first class but even in their subsequent success during the entire school. The research is conducted in these primary schools: "Hasan Prishtina", "Ismail Qemali", "Avni Rrustemi", "Isa Boletini" in Pristine and "Mustafë Venhari" in Vushtrri. The population of this research is not designated numerically. The number of questionnaires was one. All questionnaires are valid. Fifteen teachers are surveyed, all of them competent and with a long experience. The sample has been individual and is made from first to fifth class. Data collection in this research was done through questionnaires as the main tool for research and collaborative methods, descriptive, statistical and comparative. The questionnaire has had thirty for questions. The questions have been closed type, open and alternate. As technical, we have used survey through which we have take data. The research is focused only on the specific aspect of problem. Percentage of pupils who have attended preschool is 92% but they who have not followed are 8%. Based on the results of this research we can conclude that in general our society has not satisfactory knowledge for importance of preschool education so we recommend their families to send their children's on the preschool institutions, also educators to do their best around preschool education and our institutions to increase the number of children's garden.

Keywords: *Early childhood, preschool education, importance of preschool education.*

1 INTRODUCTION

According to the psychological development the period of early childhood includes children from age 2-6. In this period children learn to take care more about themselves. Also children develop much more their concept about themselves, the gender of the identity and some other expressions that are linked when the school starts as: recognizing of numbers, letters, sounds and some other simple mathematics actions (Karaj, 2005, p. 9). For cognitive development phases of Piazhe, the child from age 2-7 years develops gradually language and ability to think symbolically. It is able to conceive actions logically and in a certain direction. Has difficulty in understanding of view of the other person (Woolfok, 2011, p. 34). Ericson saw period between age of 3-6 years old as an period of initiative growth, surrounded by the

possibility of being guilty (initiative faced guilt). The children of this age are involved more and more in independent efforts to achieve their goals, doing plans, by undertaking projects, learning new skills from bicycles till adjustment of table to draw, painted or just to write simply words (Morris at al., 2008, p. 326).

Karaj emphasize that children in the age of 2 have a clear concept about themselves, they easily recognize themselves from others around the age of 6-7 years old, a child starts to describe itself in a lot of psychological terms they describes their feelings, characteristics of their personality and relationships with others otherwise from age of 2-3 children become conscious about the gender and they learn to identify themselves as boys or girls. But only from age of 6 a lot of kids have created a constant concept about the gender (making known the fact that the gender will not change by growing up through years) so they believe that boys grew up to become men and girls grew up to become women (Karaj, 2005, p. 237). Children create idea about their self noting parents and listening what they say (Laporte, 2006, p.7). In this age a child spent the most time with friends of his age. For pre-school, a friend is simply “someone with whom play”, but around the age of 7 years old children’s starts to understand that friends “do things” for each-other (Morris at al., 2008, p. 327). Around the age of 4-5 years old, children spend more than half the time with their brothers and sisters than with parents (Laporte, 2006, p. 59).

The interaction between coevals mounts every time more and more as with positive elements also with negative ones. Karaj (2005, p. 244), says that children of the age of 2-4 show interests if a child gets hurt even more some scientist think that they can show and make altruist behaviors during this age. Children feel the signs of embarrassment to the youngest, even they run in their support faster than mothers (Laporte, 2006, p. 59). According to a psycho-analyst Klaine (as cited at Nikoliq, 2005, p. 281) “the tree first years of a child are crucial for whole his later development.”

Education is a process through which people gain knowledge, skills, habits and states. The education is conscious activity with purposes and organized through which a society and a well educated person can influence the development of physical and spiritual force to a single person to in order to be formed in more general way. This is supposed to be called a forming process of a person as human being with its physical, psychical, mental, healthy, technical and esthetical features.

The education is the main condition of developing the society and humankind. It is close connected with development of human society, economic development, science, culture giving positive impetus to the unstoppable development. The main aim of education is broadcasting of human experiences to new generations achieving knowledge, skills, habits, achieving to field of art, production, techniques and fulfillment of norms and moral requirement of their predecessors.

The new generation enriches these achievements with its mentality and its experience by sending elements of the spiritual and material world further on with a logical continuity in the development of sciences ad arts production techniques. The education in the broad sense includes pedagogical action entirely, formation of the human being in general term, intellectual area, moral will and development of personality in general. As an activity the education it is realized in families, in the school but also during the whole life. Family is first and only one factor for education of the children. It is the first small collective that influences powerfully the children. One of the main family duties is participation, mediation in transfer of moral values of society where does it live.

“A family it is supposed to be the first bridge of an individual education that can be the leader for the children through the social life” (Zylfiu, 1980, p. 80). The child learns much more by hearing good words from his mother or his dad.

Preschool education is the first link of the educational system because it has a very special importance because it has to deal with very young and sensitive children with fairly rapid development. This also might be very helpful for other children to have a wide development through further life. In this period children learn about themselves and for others they become sociable, they are influenced to get to know in a better way the world they live and this means that pre educational school improves the life quality of the children’s world, it develops their creativity and curiosity, it supports and promotes the development of the speech, relations with others and faith confidence.

The development during preschool it represents the further formation of the personality. At this age it requires a myriad impressions and feeling, gains habits, aptitude and different psychical features, it develops physical and intellectual features. Many of them a child passes in evident forms during the further stages of development till to the maturity. So the main aim of preschool education is to promote and help through formation of a child personality for the further successful steps during life and education. That’s why there is a helpful quote that serves for all the people of the world known as: To invest for children during preschool age, means to invest for their future. It’s been said that children that have been attended the pre educational school they are not only more prepared for school also they have much more chances to have faster advances and have less chances during the further stages to have educational problems. Besides the family the second environment not less important is that from pre educational institutions. Preschool institutions play a very important role for development, formation and education of a child. Those institutions by using different programs that are related to the education controls complete and systematize first notions for the world for the family and the society. The way of communication of the student and the teacher has an important role, not only in the learning process but also in the formation of many qualities and intellectual abilities (Vojka-Ismajli, 2012, p. 232). The function of the preschool institutions it’s been build through the game, through work and through learning. We have different kinds of pre-school institutions likewise: kindergarten, special garden for children and so on, pre educational school groups and so on. A child during the preschool age can completely be identified with adults and can be closely related with their behaviors and attitudes. Related to the preschool child it is a curiosity and understanding that starts to develop especially the curiosity it is consider to be a very powerful motivation that precedes an important process that it is called “learning”.

A preschool child learns with ease through the experience gaining through the game activity. From worldwide experiences this period it’s been divided in two stages:

1. First stage: the period 3-5 years old. Known in the different languages like: preschool, it is the age when much more attention it is paid to possession went through the amusing games and activities.
2. Second stage: 5-7 years old known as kindergarten, is the age of preparing the children for the primary school year (Selmani & Zisi, 2006, p. 22).

According to the Selmani & Zisi (2006, p. 86), during the experience and history of kindergarten development different program it’s been known, models and methods that has been studied and favored from teachers, children parents and wider, programs that has been implemented in Albanian kindergarten are:

- Friedrich Froebel Model;
- Maria Montessori Model;
- The traditional Albanian Model (the methods with teachers in the middle);
- The kindergarten Model that works with Reggio – project Emilia;
- Head start step by step program;
- The kindergarten Model that works in standard way.

2 PURPOSE OF RESEARCH

Purpose of research is selection of an accurate questionnaire to identify easily areas of child development during the institutionalized pre-school education.

2 RESEARCH AND METHODOLOGY

2.1 Aim of the research

The aim of this research is election of an accurate questionnaire to identify easily areas of child development during the institutionalized pre-school education.

2.2 Sample of respondents

The research has been carried out in a sample of 15 teachers (13 female and 2 male) from five schools in Pristine, respectively:

1. Hasan Prishtina
2. Mustafë Venhari
3. Ismail Qemaili
4. Avni Rrustemi
5. Isa Boletini

2.3 Sample of variables

The sample of variables consists of a questionnaire for teachers, containing 34 questions. Answers were categorized in 5 category:

1. Completely agree
2. Agree
3. Neutral
4. Partly agree
5. Do not agree

2.4 Statistical analysis of results

Results have been elaborated through mathematics-comparative methods. In order to identify and compare as best as possible children who have attended or not institutionalized pre-

school education, the number and percentage of nominated pupils has been analyzed through the questionnaire for teachers.

3 RESULTS AND DISCUSSION

3.1 Analysis of results collected through the questionnaire for teachers

In table number 1 are presented results of children who have not attend pre-school (HNAP). Of the total number of pupils from school “Hasan Prishtina” (171 students), 13 of them have not attended pre-school education; by “Mustafë Venhari” (158 students), 15; by “Ismail Qemali” (167), 11; by Avni Rrustemi” (149), 13 and from schools “Isa Boletini” (172), 16 of them. Of the total number of students (TOS) from five schools (817), 68 students have not attended pre-school. These results are obtained thanks to the answers of teachers from five schools surveyed.

Table 1 Numbers of pupils who have not attended pre-school education (HNAP)

Nr.	Primary school:	Grade: -I-	Grade: -II-	Grade: -III-	Grade:- IV-	Grade: -V-	TOS	HNAP
1.	“Hasan Prishtina”	1	2	2	4	4	171	13
2.	“Mustafë Venhari”	2	2	4	3	4	158	15
3.	“Ismail Qemali”	0	1	3	3	4	167	11
4.	“Avni Rrustemi”	1	2	3	3	4	149	13
5.	“Isa Boletini”	1	2	4	4	5	172	16
	<i>Total:</i>	5	9	16	17	21	817	68

3.2 Analysis of results collected through the questionnaire for teachers

In the results obtained from the table number 2 in which are presented result of students who have attended pre-school (HAP), clearly seen that the 171 pupils at the school “Hasan Prishtina”, 158 students have attended pre-school; by “Mustafë Venhari” (158), 143 students; by “Ismail Qemali” (167), 156; by “Avni Rrustemi” (149), 136 students “Isa Boletini” (172), 156 students have attended pre-school. Of the total number of students (TOS) from five schools (817), 749 students have attended pre-school.

Table 2 Numbers of pupils who have attended pre-school education

Nr.	Primary school:	Grade: -I-	Grade: -II-	Grade: -III-	Grade:- IV-	Grade: -V-	TOS	HAP
1.	“Hasan Prishtina”	31	34	36	30	27	171	158
2.	“Mustafë Venhari”	29	28	27	29	30	158	143
3.	“Ismail Qemali”	33	32	31	30	30	167	156
4.	“Avni Rrustemi”	30	28	26	27	25	149	136
5.	“Isa Boletini”	34	32	32	29	29	172	156
	Total:	157	154	152	145	141	817	749

From Tables number 1 and 2, ascertain that the in primary school “Isa Boletini”, has the largest number of students who have not attended preschool (16), compared with the school “Ismail Qemali” (11).

3.3 Analysis of results collected through the questionnaire for teachers

According to the table number 3 observed that from all questionnaires that are met by school teachers, 92% of students have attended pre-school, while 8% of them have not attended pre-school.

Table 3 Pupils identified through the questionnaire for teachers

Pupils who have attended pre-school education	92 %
Pupils who have not attended pre-school education	8 %

4 CONCLUSIONS

Based on the results gained through this research, the following can be concluded:

1. Through the questionnaire for teachers of primary level of education, it would be easy to identify developments and drawbacks of children who have attended pre-school education and those who have not attended it.
2. Identified pupils who have attended pre-school education, in the first and the second grades complete their tasks faster, they are more creative, more sociable than the children who have not attended pre-school education, however, after the second grade, these children reach the level of those children who have attended pre-school education.

Pupils who have not attended pre-school education have:

- difficulties to focus;
- difficulties in forming longer sentences;
- poor organizational skills and difficulties in socializing.

Pupils who have attended pre-school education are more:

- focused, patient, creative, logical;
- creative, more complaisant, better organizational skills;
- eloquent, socialize easily, cooperate better and accomplish their tasks on time.

It is recommended to increase the number pre-school institutions in the future, as well as the number of researches on this delicate age of children, in order to raise the awareness on the importance of pre-school education, and to increase the level of institutional support towards these children, and why not, make pre-school education mandatory.

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