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Evaluation of pre-school education on the development of social behavior in first grade female students ABDANAN

Farzaneh siyae ¹, Gholamhosein Barakat¹

¹ Department of Educational Sciences, shoushtar Branch, Islamic Azad University, Shoushtar, Iran

Corresponding author: Farzaneh siyae

ABSTRACT: The aim of this study was to investigate and study pre-school education on the development of social behavior in ABDANAN is the first-grade female students study the consequences of pre-school education on children's social skills, collaboration with peers, social behavior, personality formation of children , forming social relationships with others, examined the child. This study is causal-comparative method. And preschoolers and not in terms of social development is examined. 60 is studied sample, the instrument used is questionnaire. After collecting information to help spss software was used to analyze the data. The results are as follows: the pre-school learning and social skills, collaboration with peers, children's social behaviors, the formation of children's personality, forming social relationships with other children in preschool and go there.

Keywords: pre-school education, social skills, collaboration with peers, children's social behaviors, the formation of children's personality, forming social relationships with other children.

INTRODUCTION

The importance and necessity of pre-school education over the past period in question. Increase training applicants this period, the need for working parents and the needs of society; the need to provide quality programs and rich in this period show. Research conducted in recent years show the effect of rich and appropriate educational programming and curriculum, the different age groups of children. However, the question arises whether preschool education on children's social skills desired effect? "In other words, the social skills of students who have pre-school education compared with students who did not have such training there? A child's first and most important period of human life. In the course of the child for the first time, the relationship with nature, their social relationships and builds a sense of their own will? All parents and teachers interested in education believe that children should be able to enjoy all the facilities to train their place in today's society is complex and complicated world of the future. out, virtuoso in order to achieve the main objective of "social adjustment" of the main tasks of pre-school centers Among the important tasks of physical force and care and understanding your body, good relationships with peers and teachers and other adults, helping others and sympathize with others, respect turns and other social skills. ABDANAN city in Ilam province is a good environment to nurture talent living in deprived many families of children with intellectual effort to make the delivery. And it seems that pre-school education in the development of social skills children have a good impact on teaching social skills in kindergartens and preschools Bashd.ahdaf major concerns peer interaction and social considerations such as respect for social customs and literature, as well as opportunitiesthan ever Shvd.lza this research is intended to influence the development of social behavior of preschool education students in first grade girl ABDANAN review.

THE THEORETICAL FRAMEWORK OF RESEARCH

Locke's views and findings about growth:

Locke's starting point theory, rejected by his original ideas was essential. Locke believed that breast-feeding period is of particular importance. It took more flexibility in its mind. Therefore, we can shape it any way we did when its fundamental nature has been established for the rest of life. Many of our behaviors are created through repetition. When we do, like brushing your teeth, do frequently, this is a natural habit and if we do not do it we will feel Locke (1963). He argued that we also learn by imitation, so it affects the character of our day. Finally, and most important of all, we learn through reward and punishment. Locke believes that these principles are often each other's personality growth can be used for hypothesis seems there is a difference between pre-school learning and social behavior of children. Deduced from this hypothesis.

ROUSSEAU'S THEORY OF GROWTH

Rousseau believed that there are four key phases:

- Infancy (from birth to about 2 years old): Infants born directly through your senses experience. They simply do not know anything about the ideas and logic of pleasure and pain testing. They are active and curious and learn a lot. In addition, children begin to learn their language.
- Children (from about 2 to 12 years): the beginning of this stage is when children acquire new independence. They can walk, talk, eat and run. This ability also appears in them on their own. During this period, children with the kind of logic, but this kind of events do not handle round or experience, but this logic is intuitive body movements and senses is directly related to the.
- Late childhood (from about 12 to 15 years): This phase is a transitional period between childhood and adulthood. During this stage, children will find a considerable amount of physical force. They can do adult things. In addition, they make significant progress in the domain of knowledge and intelligence, however, is still quite theoretical and theological issues are not ready to think about.
- Maturity: Children are identified only in the fourth stage are social creatures. Rousseau said that mature in 15 starts. The body is changing and the excitement of the hypothesis seems to be Ryzd.my out between preschool education and the formation of social relationships with other children there. The theory can be used.

ERIKSON'S THEORY OF PSYCHOSOCIAL DEVELOPMENT

Erikson's stages of psychosocial development are as follows:

- Trust vs. mistrust: If the kids warm and sincere care at this stage flavors will taste the atmosphere of trust and others will see your friends, but if their parents and can not be angry tarab and a bunch of child's individual needs harmful meet your son will feel distrust.
- Autonomy versus shame or doubt: the children two or three years, are no longer fully depend on larger. They practice their new physical skills and a sense of autonomy are positive. At this stage understand their children for who they are.to lose your breath.
- Initiative against Guilt: Children 4 years old, poured plan for their actions and act accordingly. The positive result of this phase, a sense of initiative is the logical sense of the desires and actions.
- Hard work against feelings of inferiority: Children in middle childhood academic skills such as reading, writing and numeracy and social skills to learn. If children succeed in learning these new skills to improve their and others show they value, they will be hard-working and positive comment about their progress will adopt. But compared to other kids who have always existed and second person in their lives, their feelings of inferiority.
- Identity versus role confusion Teenagers need rational choices about your future personal and professional study and understand who they are and where they belong. Adolescence is consistent identity program that will provide satisfying and feels safe. But teens do not feel that coherent identity and a sense of aimlessness and confusion disarray is the role of it. The next steps Ericsson: Ericsson's theory of the three stages of adulthood Ast.my be used for hypothesis seems there is a difference between pre-school learning and social skills in children. And it seems the pre-school learning and the formation of children's personality is different. Deduced from this theory.
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HYPOTHESES

1. It seems that there is a difference between pre-school learning and social skills in children.
2. appeared between preschool education and compromise with peers there.
3. It seems there is a difference between pre-school learning and social behavior of children.
- 4 -The appears between pre-school learning and the formation of children's personality is different.
5. It seems that children between pre-school learning and the formation of social relationships with others there.

RESEARCH METHODOLOGY

The method according to the theoretical framework, the research questions and hypotheses Grfnh that in this study the events is used.include preschool students who have passed and those who have pre-school Ngzarh as the final sample into two groups: 30 patients were selected.Or systematic random sampling method in this study is regular. Narrative: In this study, to achieve acceptable validity, with the help of advisors to choose the most reliable indicators to collect information in the questionnaire were acting. After using external credit, your items in a pre-test, we valuated.

Reliability: In this study, Cronbach's alpha coefficient was used for this purpose. According to implement a pre-test questionnaire, reliability was calculated using the software Spss the total rate of 846/0, respectively, Cronbach's Alpha coefficient is high and acceptable.

RESEARCH FINDINGS

A total of 60 respondents, 30 preschoolers and 30 people had been served.

INFERENTIAL STATISTICS

First hypothesis: It seems there is a difference between pre-school learning and social skills in children.

H₀ : There is no difference between children's pre-school learning and social skills.

H₁ : There is a difference between pre-school learning and social skills in children.

Table 1: Comparison of the mean pre-school statistics respondents

Error of deviation from the mean	Deviation of the mean	Mean	number of samples	Preschools
0.27348	1.49476	12.3667	30	Passed
0.35503	1.95818	10.4000	30	Not Passed

Table 2: T test between pre-school and social skills of children (with two independent groups)

Mean difference	Sig	Df	t	period	
2.26917	0.000	58	4.370	Passed	With equal variance
2.26917	0.001	54.263	4.370	Not Passed	With unequal variance

According to the table shown above the level of significance is less than $(000/0 = \text{sig} < 05/0)$ then our assumption is confirmed and assumes the 95/0 reliability should be rejected. This means that in the process of acquiring social skills among children who have attended pre-school and those who have not passed the course there is a significant difference. raise children. Because children's learning and experience and teaches ways to communicate with others and to discover their strengths and weaknesses. Participation in pre-school children can add the power of initiative and self-confidence and social skills they will expand and modify the inappropriate behavior. Thus confirming the hypothesis in this study indicate the impact of pre-school institutions for social skills of children. In other words, significant changes in teaching preschool children to these centers have been created. Jafari also confirmed this hypothesis with the results of the study Jafari(1393), Abri and others (1390), which was mentioned in the literature is consistent.

The second hypothesis: It seems there is a difference between pre-school learning and collaboration with peers.

H0 : There is no difference between pre-school learning and collaboration with peers.

H1 : There is a difference between pre-school learning and collaboration with peers.

Table 3: Comparison of the mean pre-school statistics respondents

Error of deviation from the mean	Deviation of the mean	Mean	number of samples	Preschools
0.30752	1.66913	20.5000	30	Passed
0.43029	2.38202	17.9500	30	Not Passed

Table 4: T test between preschools and compromise with peers (with two independent groups)

Mean difference	Sig	Df	t	period	
2.26667	0.000	58	4.274	Passed	With equal variance
2.26667	0.001	51.762	4.274	Not Passed	With unequal variance

According to the table shown above the level of significance is less than $05/0$ ($000/0 = \text{sig} < 05/0$) then our assumption is confirmed and assumes the 95/0 reliability should be rejected. That is the compromise with peers in preschool age children who have passed and those who have not passed the course there is a significant difference. Confirmation of this hypothesis importance of education in preschool and kindergarten children are in compliance. Because children in preschool age have not yet oriented features, it is necessary to achieve the skills to draw them out to the other side. These skills are keen to enlist the support of others and enjoy the friendship and intimacy with them, to understand the feelings of others, so that it slowly empathy, generosity, respect for others and discipline and ... create. So is the focal centers of pre-school where the child learns, painting takes, tells stories and even plays a role. The results of this study with results expected and others (1390), Purshkury Sharemi (1390) is consistent.

The third hypothesis: It seems there is a difference between pre-school learning and social behavior of children.

H₀ : There is no difference between pre-school learning and social behavior of children.

H₁ : There is a difference between pre-school learning and social behavior of children.

Table 5: Comparison of the mean pre-school statistics respondents

Error of deviation from the mean	Deviation of the mean	Mean	number of samples	Preschools
0.36310	1.98876	17.1000	30	Passed
0.36436	1.99569	14.5000	30	Not Passed

Table 6: T test between pre-school and social behavior of children (with two independent groups)

Mean difference	Sig	Df	t	period	
2.68333	0.000	58	5.055	Passed	With equal variance
2.68333	0.000	57.999	5.055	Not Passed	With unequal variance

According to the table shown above the level of significance is less than 05/0 (000/0 = sig <05/0) then our assumption is confirmed and assumes the 95/0 reliability should be rejected. This means that the social behavior of preschool children between the children who have passed and those who have not passed the course there is a significant difference. It also confirms the hypothesis is consistent with research Parsley (1390), Pvrshkvry Sharemi (1390) and Bvtvyn and Griffin (2004) is consistent.

Table 7: Comparison of the mean pre-school statistics respondents

Error of deviation from the mean	Deviation of the mean	Mean	number of samples	Preschools
0.28561	1.56093	13.0333	30	Passed
0.28101	1.53416	10.9000	30	Not Passed

Table 8: T test between preschools and character formation of children (with two independent groups)

Mean difference	Sig	Df	t	period	
2.13333	0.000	58	5.324	Passed	With equal variance
2.13333	0.000	57.985	5.324	Not Passed	With unequal variance

According to the table shown above the level of significance is less than 05/0 (000/0 = sig <05/0) then our assumption is confirmed and assumes the 95/0 reliability should be rejected. This means that in the formative period of pre-school children between the children who have passed and those who have not passed the course there is a significant difference. A cornerstone of every society are children of the community, so good for the community, should be solid ground. First seven years of a child's life, the preschool, formed the foundation of his character, and if this period as the Messenger of Allah said, with compassion and kindness, empathy and companionship, excitement and bursts pleasant emotions, love and power of emotional children be the strongest, healthiest and most balanced pillars underpin the development of character and mental preparation and mental most of these kids to learn (seven years in the second) and they love the combination of flexibility and teachable, they for a period of consultations and consultations with the grown-ups (seven third year) is preparing. Which confirms the hypothesis that growth theory Erikson believes not only by parents but also by social and historical environment of the person affected is consistent forms. The results of the research hypothesis Parsley (1390), Pvrshkvry Sharemi (1390) is identical.

Fifth hypothesis: It seems the child's pre-school learning and the formation of social relationships with others there.

Among the children's pre-school learning and the formation of social relationships with others, there is no difference.

Among the children's pre-school learning and the formation of social relationships with others there.

Table 9: Comparison of the mean pre-school statistics respondents

Error of deviation from the mean	Deviation of the mean	Mean	number of samples	Preschools
0.33995	1.82885	21.1667	30	Passed
0.40113	2.23057	19.0333	30	Not Passed

Table 10: T test between pre-school and child forming social relationships with others (independent)

Mean difference	Sig	Df	t	period	
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2.13333	0.001	58	4/086	Passed	With equal variance
2. 13333	0.003	56.001	4/086	Not Passed	With unequal variance

According to the table shown above the level of significance is less than 05/0 (001/0 = sig <05/0) then our assumption is confirmed and assumes the 95/0 reliability should be rejected. This means that in the process of forming social relationships between children with pre-school children who have passed and those who have not passed the course there is a significant difference. Many childhood education is the starting point on the path of social and communication skills, to be achieved. Community are prepared. Confirmed this hypothesis with the results of Thsyq Loeb, Brydgs, Basvk, fuller and consistent Rambgr. The results of this hypothesis by investigating Parsley (1390), Pvrshkvry Sharemi (1390) is consistent.

DISCUSSION AND CONCLUSION

Without a doubt, the first and most important stage of human life and is one of the most important factors affecting childhood in the community of children in pre-school institutions and schools are our community. Compromise with the fellows and the formation of character and gradually seek various identities begins in childhood and continues as a lifelong process is completed.

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