



The Effectiveness of a Program Based on Forms of Children's Literature in Developing Awareness of Others Among Kindergarten Children

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Abstract:

The current research aimed to develop awareness of others among kindergarten children through the use of children's literature forms. The study sample included (60) children from the second level of kindergarten, aged between (5-6) years. They were divided into two groups: an experimental group consisting of (30) children and a control group consisting of (30) children. The experimental method was used due to its suitability for the nature of this research. The research tools were determined as follows: a survey to determine the dimensions of awareness of others suitable for kindergarten children (prepared by the researcher), a list of the dimensions of awareness of others identified in the research (prepared by the researcher), a scale for measuring awareness of others for kindergarten children (prepared by the researcher), and a children's literature program to develop awareness of others (prepared by the researcher). The results revealed statistically significant differences between the mean scores of the children in the experimental and control groups on the awareness of others scale in the post-test, in favor of the experimental group. Additionally, there were statistically significant differences between the mean scores of the experimental group children in the pre-test and post-test of the awareness of others scale, in favor of the post-test. The research concluded that the forms of children's literature are effective in developing awareness of others among kindergarten children.

Keywords: Forms of children's literature, awareness of others, kindergarten child.

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Introduction :

The childhood stage is fundamental in shaping a child's personality and forming their initial impressions of their surroundings, fostering a sense of social belonging, and instilling values such as brotherhood, tolerance, respect, and love for others. During the kindergarten phase, a child's interaction and integration with others increase, both within and outside the school, through many group activities that they prefer to engage in with other children. It has been emphasized that children tend to bond with others in these activities and prefer the company of other children over parents and relatives. Once a child attends kindergarten, they need others to interact with, allowing mutual intellectual, cultural, religious, and moral benefits. The child requires others for growth and the expansion of their experiences.

Children's literature is an effective tool for educating and raising children, not only in terms of knowledge and skills but also in moral values. Children's literature contributes to building their personalities and enhancing their awareness of others through stories, songs, and plays that reflect others' experiences and cultures. This type of literature is a powerful means of promoting tolerance, understanding differences, and appreciating human diversity. Children's literature serves as a window through which the child can view the diverse external world.

Moreover, children's literature can help raise a child's awareness of others and teach them values of coexistence and tolerance. These values are essential for building an understanding and cohesive society capable of addressing social challenges with confidence and mutual respect. This can be achieved through respecting, empathizing, and accepting others, regardless of differences, without infringing on their rights. This, in turn, helps develop children's awareness of others, as interaction with peers plays a crucial role in shaping a child's personality at this stage. A child's interaction with peers influences their learning of social skills and social compatibility. Additionally, at this age, children are highly receptive to their surrounding environment, which affects their overall growth in terms of talents, abilities, behaviors, and characteristics, ultimately shaping their future personality. They are also highly receptive to acquiring social behaviors that enable them to adapt socially with those around them.

Huda Mohamed Qenawy (1998: 107) highlighted the importance of kindergartens as educational institutions that care for children before they enter primary school, providing them with numerous educational, behavioral, and pedagogical services based on organized scientific methods. These methods help children grow holistically, ensuring they are ready for education, skills acquisition, and appropriate behaviors by the time they enter primary school. Therefore, a child should always behave politely with others, expressing gratitude for what they are given. However, with family, things can be quite different. Sometimes, unintentionally, a child may feel entitled to their parents' gifts and favors, leading them to see no reason to offer thanks. This is a concern raised by psychologists, as it can foster a young person who lacks gratitude toward those around them.

Alongside self-awareness, there is awareness of others. One cannot fully know oneself without understanding others, as the saying goes, "Things are distinguished by their opposites." It is essential to know how others think, their strengths and weaknesses, and the points of convergence and dialogue that unite us, as well as the reasons for conflict and differences that divide us. Is the "other" an unyielding entity with whom conflict is inevitable, or is there another with whom dialogue and understanding are possible on common ground? Especially in the context of young children, accepting and being aware of the other means having the ability to maintain a positive attitude toward those around us, which helps in social harmony and accepting both their positive and negative traits.

In this regard, children's literature plays a crucial role in fostering awareness of others, through diverse forms such as stories, poems, plays, and picture books. Among these, stories stand out as one of the most prominent forms of children's literature that contribute to developing children's awareness of others. These stories often feature diverse characters living in different environments and interacting in ways that reflect values of cooperation and tolerance. Through these stories, children learn about differences between people, whether in appearance, cultural background, or customs and traditions. For instance, stories that depict the adventures of children from different cultures can help foster appreciation and respect for diversity.

Poetry for children, though seemingly simple in structure, carries deep meaning. Through rhythm and easy words, poetry can highlight concepts like respect and empathy for others. Poems about friendship, equality, and accepting others can instill positive values in children's minds, encouraging them to think more deeply about the feelings and thoughts of others.

Plays for children the opportunity to learn through live interaction with different characters and varied situations. Plays that focus on issues of coexistence and mutual respect give children a deeper understanding of how to interact with others in daily life, effectively promoting awareness of others.

Additionally, picture books are considered some of the most influential educational tools as they combine both images and words. Illustrated books can be a powerful means to convey messages about cultural diversity. Moreover, children can see diverse characters in these books and begin to understand that although others may be different, they share the same humanity.

From the above, it becomes clear that children's literature plays a central role in shaping a child's social awareness. Through stories, songs, and plays, values of tolerance, understanding, and acceptance of

others can be instilled. Children can learn that differences between people are not a source of division but a strength that makes the world diverse. Furthermore, children's literature can help strengthen children's global awareness by introducing them to different cultures and societies, broadening their intellectual and social horizons.

Several studies have demonstrated the importance of children's literature, such as the study by Sckes (2000), which aimed to explore the benefits of using children's literature to introduce concepts to young children. Another study by Mohamed Mustafa (2008) focused on the current reality of children's literature in Egypt's public and private kindergartens, examining the inclusion of appropriate cultural values for child-rearing. The study concluded that children's literature is one of the most important mediums for instilling cultural values in kindergarten children.

Other studies, such as Nadia Yassin's (2014), aimed to identify positive concepts suitable for kindergarten children and the necessary foundations for creating a program based on children's literature to foster some positive concepts in kindergarten children. Riham Rifaat (2015) measured the impact of using children's literature activities (stories, plays, and songs) on learning development in kindergarten children. Abeer Bakry (2019) examined the effect of a program based on children's literature forms to develop certain life skills in kindergarten children. Yasmine Ahmed (2020) measured the impact of a program based on children's literature to develop some biological concepts in kindergarten children.

In analyzing these studies, the researcher noted the effectiveness of children's literature forms in developing various concepts and values. Awareness of others among kindergarten children has also been the focus of numerous studies, such as that by Jouhara Hamada Al-Sahli et al. (2018), which aimed to uncover the role of stories in fostering acceptance of others in kindergarten children, focusing on aspects like nationality, skin color, appearance, and gender. Another study by Wafa Qais Karim (2020) The aim was to develop the acceptance of different individuals in kindergarten children, specifically integrated children, and to examine how accepting differences (such as children with disabilities) is among kindergarten children. The study by Basma Saad Metwali (2020) titled "Effectiveness of a Program in Improving Kindergarten Children's Acceptance of Their Peers" aimed to identify the effectiveness of a program in enhancing the acceptance of kindergarten children towards their peers. The study by Sara Ahmed Mustafa (2021) aimed to develop some skills for accepting others among children who bully integrated children and its effect on reducing bullying behavior. The study by Zainab Mohamed Ali (2014) aimed to cultivate a culture of acceptance among students/teachers at the Faculty of Early Childhood Education, Cairo University (a field study). The study by Doaa Saeed Ahmed (2014) aimed to develop certain social skills in children and their relationship to peer acceptance and some demographic variables.

From the above, it is clear that awareness of others depends on the child's social awareness. Values of tolerance, understanding, and acceptance of others can be instilled through stories, songs, and plays.

Research Problem:

There is no doubt that the opinions and interactions of others are highly significant to most people. The more positive these opinions and impressions are, the greater the sense of self-satisfaction, self-confidence, and acceptance. On the contrary, feeling rejected or knowing that others have negative opinions can be painful, reducing self-confidence and diminishing self-worth. This is especially true for kindergarten children, whose personalities are still in their formative stages. It is crucial to shape these personalities positively, not only in terms of the child's self-concept but also in relation to the environment and, particularly, the people they interact with, whether at home or in kindergarten.

Researchers have pointed out the importance of understanding the age at which children start to care about others' opinions to enhance early psychological and social support for children. This can help prevent social isolation, which often leads to mental health issues. It's also essential to consider individual differences among children to contribute to raising generations that are psychologically and socially healthier.

The problem emerged from the researcher's observations of kindergarten children while they were engaged in various educational activities. It became apparent that some children did not respect others, as seen in their behavior of cutting in line, taking others' toys without regard for their rights, interrupting others' conversations, and displaying a lack of acceptance between boys and girls. Additionally, some children did not accept others with darker skin, those of different nationalities, those who spoke different dialects, or those who did not conform to certain physical appearances. These behaviors indicated a broader issue regarding how children react to and accept others.

The study's problem became evident through the researcher's observations of the limited focus of kindergarten teachers on fostering a well-rounded awareness of others. There is also a scarcity of studies addressing the development of awareness of others in kindergarten children, according to the researcher's knowledge. Furthermore, many kindergarten teachers rely on traditional teaching methods, particularly electronic methods, which are largely based on rote learning. Therefore, it has become necessary to use more effective teaching strategies, such as stories, plays, and songs, that can significantly contribute to developing awareness of others. These methods help build new knowledge upon the child's existing knowledge related to the topic of learning.

Based on the above and the recommendations of previous studies emphasizing the importance of integrating children's literature into the educational process — as it is an interactive and contemporary teaching method with a positive impact on developing learners' ethics — and given the scarcity of studies that address the use of children's literature strategies with kindergarten children, the current research problem is defined in the following main question:

What is the effectiveness of children's literature forms in developing awareness of others in kindergarten children?

And several sub-questions arise from this question, namely:

- 1-What are the dimensions of awareness of others that need to be developed in kindergarten children?
- 2-What are the suitable forms of children's literature that enhance awareness of others in kindergarten children?
- 3-What are the components of the awareness of others scale for kindergarten children?
- 4-What are the components of a program based on children's literature forms to develop awareness of others in kindergarten children?
- 5-What is the effectiveness of a program based on children's literature forms in developing awareness of others in kindergarten children?

:Research Objectives

The current research aims to achieve the following objectives:

- To identify the dimensions of awareness of others and work on developing them in kindergarten children.
- To identify suitable forms of children's literature and use them to enhance awareness of others in kindergarten children.
- To develop a scale for measuring the level of awareness of others in kindergarten children.
- To develop a program based on children's literature forms to promote awareness of others in kindergarten children.

:Importance of the Research

- The importance of the research lies in its focus on the role of children's literature forms in developing awareness of others in young children, recognizing that this is a critical developmental stage for establishing and nurturing the child's personality.

- Forms of children's literature (such as stories, plays, and songs) are among the most engaging activities for capturing children's attention.
- Providing information and activities related to children's literature benefits curriculum developers in enhancing early childhood education programs.

Research Terms:

Defined operationally by the researcher as follows:

- This research aligns with modern educational trends in strategies used for teaching children.
- Children's Literature: Operationally defined as a linguistic experience in an artistic form created by an artist, especially for children. It provides them with enjoyment and entertainment, brings joy and happiness to their hearts, enhances their sense of beauty and appreciation, strengthens their appreciation and love for good, stimulates their imagination and creativity, and helps them establish social relationships with others that are accepted by society.
- Forms of Children's Literature: Operationally defined as literary works that include ideas and facts, and convey experiences, information, concepts, and morals to children in an engaging and simplified manner that aligns with their different developmental levels. Such works include stories, plays, and songs.
- Awareness of Others: Operationally defined as "both verbal and non-verbal recognition that connects one individual to another or one group to another, where each influences and is influenced by the other, making the response of one a point of interest to the other. These influences include (respect for others, empathy for others, acceptance of others, and the rights of others)".
- Kindergarten Child: Operationally defined as "a child who attends kindergarten from the age of 4 to 6 years, whether in public or private institutions. They are provided with various activities, including those related to social interaction with others, to achieve the goals of this stage and to develop the ability to interact with others in a way that ensures psychological and social balance".

Research Methodology:

The research methodology is as follows:

The current research utilized an experimental method with a design involving both experimental and control groups. This approach relies on pre-test and post-test measurements of the research tools applied to children in both groups to determine the effect of the independent variable (forms of children's literature) on the dependent variable (awareness of others).

Research Hypotheses:

Based on the research problem and its questions, the hypotheses are formulated as follows:

- There are statistically significant differences between the mean scores of children in the experimental group and those in the control group on the awareness of others scale in the post-test, favoring the experimental group.
- There are statistically significant differences between the mean scores of children in the experimental group on the awareness of others scale in the pre-test and post-test, favoring the post-test.
- The program based on forms of children's literature is effective in enhancing the awareness of others among kindergarten children.

Research Boundaries:

The results of the current research are defined by the following boundaries:

- Subject Matter Boundary: Forms of children's literature (story, play, song) and dimensions of awareness of others (respect for others, empathy for others, acceptance of others, rights of others).

- Geographical Boundary: Research tools were applied at the 15th Kindergarten in Khamis Mushait, Asir Educational Region.

-Temporal Boundary: Research procedures were conducted during the first semester of 2024.

- Human Boundary: The study involved second-level kindergarten children aged 5 to 6 years.

Research Tools:

Children's Intelligence Test prepared by Ijlal Serry(1988).-

- List of Dimensions of Awareness of Others suitable for kindergarten children.

- List of Forms of Children's Literature suitable for enhancing awareness of others and appropriate for kindergarten children.

- Awareness of Others Scale for kindergarten children.

- Program on Forms of Children's Literature to enhance awareness of others among kindergarten children.

Methodological Procedures of the Research:

Firstly: Research Method:

The researcher used the experimental method with a design involving both experimental and control groups, as it suited the nature of the research. This design involves pre-test and post-test measurements to determine the effectiveness of "forms of children's literature" as the independent variable on "awareness of others" among kindergarten children as the dependent variable. The method includes the following variables:

Secondly: Research Population and Sample:

The research population consists of all children in government kindergartens in the Asir region. The 15th Kindergarten was selected intentionally, and the research sample consisted of 60 children (30 boys and 30 girls) at the second level, aged 5 to 6 years. The sample was divided into an experimental group and a control group, with each group consisting of 30 children.

Sample Control:

To achieve homogeneity and equivalence between the two groups in all characteristics and factors that might affect the experimental variable, the research variables were controlled as follows:

In terms of chronological age and intelligence level:

The researcher assessed the homogeneity between the experimental and control groups by calculating the differences between the mean intelligence scores of both groups (experimental and control) using Ijlal Serry's (1988) intelligence test. The mean ages of both groups were calculated using the T-Test. The results of controlling the variables of intelligence and chronological age are shown in the following table:

Table (1): Homogeneity Between Children in the Experimental and Control Groups in Terms of Awareness of Others

Group ----- Variables	Control N(30)		Experimental N(30)		"T "Value	Significance level
	P1	M1	P2	M2		
Chronological age	73,32	7,08	71,49	6,57	1,278	Non-function

Group ----- Variables	Control N(30)		Experimental N(30)		"T "Value	Significance level
	P1	M1	P2	M2		
IQ level	132,21	3,05	112,47	2,65	0,804	Non-function

It is evident from the previous Table (1) that the value of "t" for the significance of differences between the mean intelligence scores of children in the two groups indicates that there are no statistically significant differences, suggesting homogeneity between the groups. Additionally, the value of "t" for the significance of differences between the mean chronological ages of children in the experimental and control groups indicates no significant differences, suggesting equivalence between the groups.

- Equivalence in Awareness of Others Between the Groups Pre-Test: The researcher assessed the equivalence between the experimental and control groups by applying the Awareness of Others Scale for kindergarten children in a pre-test. The results were recorded and then statistically analyzed using the "t" test for independent samples. The results are shown in the following table:

Table (2): Equivalence Between Children in the Experimental and Control Groups in the Dimensions of the Awareness of Others Scale

Variables	Control N(30)		Experimental N(30)		"T "Value	Significance level
	P1	M1	P2	M2		
Awareness of Others Scale	25,92	3,84	25,53	5,39	0,869	Non-function

It is evident from the previous Table (2) that the "t" values are not statistically significant between the mean scores of the experimental and control groups in the pre-test application of the Awareness of Others Scale. This indicates equivalence between the research groups in terms of awareness of others before the intervention.

The internal consistency of the scale was also assessed by calculating the correlation coefficient between each dimension's score and the total score of the scale. The results are shown in the following table:

Table (3): Correlation Coefficient Between Each Dimension's Score and the Total Score of the Awareness of Others Scale for Kindergarten Children

Coefficient of internal consistency	Dimension
0,89	Respect for the other
0,90	Feeling the other

0,88	Accepting the other
0,89	. The right of the other

It is evident from the previous table that the correlation coefficients for the scale are significant, indicating the scale's consistency.

The researcher also calculated the reliability coefficients using Cronbach's alpha, which was found to be 0.90%, a statistically significant coefficient indicating an acceptable level of reliability for the scale. Additionally, the correlation coefficient between the first and second applications of the test was calculated using Spearman's formula in a retest method, and the correlation coefficient was 0.91, which is a high correlation indicating the scale's reliability.

Research Results and Discussion:

The research results were discussed in light of the previously established hypotheses and the findings of the field study, with the aim of identifying the effectiveness of a program based on children's literature forms in developing awareness of others among kindergarten children.

Verification of the first hypothesis: which states that "There are statistically significant differences between the mean scores of the experimental group and the control group on the awareness of others scale in the post-measurement in favor of the experimental group." To verify this hypothesis, the "t" value for independent samples was calculated and its significance for the difference between the mean scores of the experimental group and the control group in the post-measurement of the awareness of others scale for kindergarten children. Additionally, the (η^2) value and the corresponding (d) value were calculated, and the results are shown in the following table:

Table (4) shows the means, standard deviations, and "t" value for the differences between the mean scores of the experimental and control groups in the post-measurement of the awareness of others scale.

Dimension	group	scaling	Arithmetic mean	Standard deviation	Number	Degrees of freedom	Value (v)	Significance level	Impact size		Amount of impact
									(η^2) Value	Value (d)	
The overall score of the awareness scale of the other	Experimental	Post	84,09	11,401	30	58	35,09	function at 0.05	0,907	8,05	big
	Control		35,17	4,014							

It is clear from the previous table (4) that the experimental group achieved a higher improvement rate than the control group on the awareness of others scale. This improvement is attributed to the forms of children's literature used, with the (d) value for the scale as a whole being (8.05), which indicates a large effect size of the independent variable. This means that the first hypothesis of the research is accepted.

Verification of the second hypothesis: which states that "There are statistically significant differences between the mean scores of the experimental group on the awareness of others scale in the pre- and post-measurements, favoring the post-measurement." To verify this hypothesis, the significance of the differences between the mean scores of the children on the awareness of others scale was calculated using the "t" test (T.test), and the (η^2) value and the corresponding (d) value were also calculated, as shown in the following table:

Table (5) shows the means, standard deviations, and "t" value for the differences between the pre- and post-measurements of the experimental group children on the awareness of others scale.

Dimensi on	group	scal ing	Arithmet ic mean	Standar d deviatio n	Numb er	Degree s of freedo m	Valu e (v)	Significan ce level	Impact size		Amou nt of impact
									(η^2)Val ue	Valu e (d)	
The overall score of the aware ness scale of the other	Experimen tal	Post	25,92	6,102	29	29	49,0 7	function at 0.05	0,911	10,1 4	big
		pre	84,09	10,019							

It is clear from the previous table (5) that the "t" value is significant at 0.05, indicating statistically significant differences between the mean scores of the experimental group children in the pre- and post-measurements on the dimensions of the awareness of others scale, favoring the post-measurement. This indicates a clear growth in the dimensions of awareness of others among the experimental group children in the post-measurement, which means that the second hypothesis of the research is accepted.

Verification of the third hypothesis: which states that "What is the effectiveness of the program based on children's literature forms in developing awareness of others among kindergarten children?" To verify this hypothesis, the "Black" formula was used to calculate the adjusted gain ratio, as shown in the following table:

Table (6) Results of the "Black" formula for the effectiveness of children's literature forms in developing awareness of others between the pre- and post-measurements on the awareness of others scale

scale	Variables	scaling	Arithmetic mean	great end	Blac ratio	Significance
the awareness of others	Total Grade	post	25,92	96	1,30	Effective
		pre	84,09			

It is clear from Table (6) that the gain ratio for the effectiveness of children's literature forms in developing awareness of others is effective, as each value is greater than (1.2), which confirms the effectiveness of the program. This means that the third hypothesis of the research is accepted.

:Discussion of Research Hypotheses Results

- The results indicated that children's literature forms play an effective role in developing awareness of others. The researcher believes that this result stems from the teacher's awareness and conviction of the importance of children's awareness of others and the fact that they are not the only ones in the classroom or kindergarten. This enables the teacher to develop this awareness in kindergarten children by utilizing each form of children's literature (stories, plays, and songs) to enhance the child's sense of others in the kindergarten and focus on social aspects and relationships with others, especially since these relationships have a significant impact on their psychological and social development, which in turn affects their cognitive abilities. This purposeful activation of children's literature forms is a positive indicator of improved performance, which positively influences the child. Early childhood is a crucial stage for building personality, teaching skills, and acquiring social interactive abilities. This suggests that the role of stories, plays, and songs in this stage is very important in shaping the child's personality by preparing and encouraging them to build healthy social relationships with others around them in the kindergarten and family environment, with cooperation from parents. These results are consistent with Marwa El-Shanawy's (2015) study, which aimed to activate the teacher's role with kindergarten children, and Zainab Mohamed Ali's (2014) study, which focused on the culture of acceptance of others among early childhood education students.

- The results also show that the level of activation of children's literature forms is high, with the teacher playing a significant role in implementing (stories, plays, and songs). This involves educating the child to respect the opinions of their classmates, refrain from mocking others' opinions, and learn to ask for permission from each other while avoiding using rude language. The teacher also trains the child to empathize with their peers and interact with them emotionally, mentally, and socially. This includes showing empathy in times of failure, offering encouragement in times of success, and congratulating them on special occasions. Additionally, the teacher helps each child accept others, regardless of gender or skin color, and consistently encourages children to greet each other at the beginning and end of the school day to increase their acceptance of one another. The teacher also educates the child about the rights of others, ensuring that each child respects and maintains others' belongings, whether they are tools, roles, or discussions.

- The results also indicated the success of children's literature forms in developing awareness of others in children, through the presentation of various stories, plays, and songs, and their diverse applications. This aligns with the findings of Katrin Martin (2000), who emphasized the importance of different literary arts and their use as educational tools in teaching children.

- The positive interaction between the child and the forms of children's literature that provided awareness of others in a diverse and engaging manner helped break the monotony of each session. This effectiveness was also evident in the studies by Hiyam Mustafa (2022) and Basma Mustafa (2023).

- The variety of children's literature forms led to the creation of elements of attraction, excitement, and enthusiasm for learning concepts.

- The use of presentations in the form of stories, plays, or songs contributed to the children's complete engagement, making it easier to teach them through diverse activities. This was supported by the findings of Bahgat (2021), Mustafa & Fatih (2012), Hanan Mohamed (2019), Tafeeda Said Ahmed (2014), Shahinda Mahmoud (2020), and Samah Mohamed

- The use of various and continuous encouragement and reinforcement methods (material and moral) while presenting children's literature forms had a significant impact on developing awareness of others in kindergarten children.

- The greatest role of stories, songs, and plays in reinforcing awareness of others in kindergarten children is due to their love for and attachment to these forms, and their attraction towards them. This aligns with the study by El-Meligy (2015), which found that children's literature activities contribute to increasing children's motivation to learn, and Enciso (2010), which emphasized the importance of children's literature, especially children's stories, which provide enjoyment that aids in learning.

- Thus, the fifth question, "What is the effectiveness of children's literature forms in developing awareness of others in kindergarten children?" has been answered.

: Recommendations of the Research

In light of the research results, the following recommendations can be made:

- Integrate various forms of children's literature into children's daily activities.
- Train kindergarten teachers on how to use children's literature in teaching due to its ability to capture children's attention and interest.
- Increase attention to the diversity of methods used to develop awareness of others, to cater to the individual differences among children.
- Organize training courses and workshops for kindergarten teachers to teach them how to effectively use children's literature in curricula and impart concepts to children.

Proposed Research Topic:

- The effectiveness of children's literature in promoting healthy habits among kindergarten children.
- The effectiveness of children's literature in developing motor skills in kindergarten children.
- Using children's literature to foster environmental awareness in kindergarten children.
- Conduct experimental research utilizing forms of children's literature with special groups of children (gifted, learning disabilities, hearing impairments) during early childhood stages.
- Conduct more studies and research on the use of children's literature and its impact on improving the overall educational process for children.
- The effect of using children's literature forms in developing reading and writing readiness in kindergarten children.
- The effectiveness of a program based on children's literature in fostering creative thinking in kindergarten children.

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