THE SKILL OF ORGANIZING INFORMATION AMONG CHILDREN OF KINDERGARTENS

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ABSTRACT

Research Objective is to identify:

1- The skill of organizing information among children of kindergartens

2- Are there differences of statistical significance according to gender variable (males , females).

The study sample consisted of (150) children (males and females) of age (5-6) years of the preliminary stage. The sample was selected from the governmental kindergartens in Baghdad, with its two sides Karkh and Rusafa, in a random manner. The two researchers have prepared the test of skill of organizing information. The test consists of three basic skills: 1- the skill of comparison 2- the skill of classification 3- the skill arrangement, each skill consists of (5) sub - tests and each sub - test consists of (3) items (pictures). The two researchers applied the test individually. To verify the validity of the test, the researchers relied on the indicator of logical validity and the validity of the construction. To evaluate the stability, the researchers adopted the method of equivalence (Kyudar - Richardson 20).

The results showed that the children of kindergartens have the skill of organizing information. The results indicated that there are no statistically significant differences between the genders (males and females) variables. The two researchers reached some recommendations and proposals.

*Key words : **skill, organizing information, children of kindergartens**.*

RESEARCH METHODOLOGY

First: Research problem

With the growing challenges facing the nations, the need for thinkers and innovators to be able to cope with the latest developments facing their societies, and the ability to agree with the changes of contemporary life and make sound decisions about them since early childhood. So that he is able to face the huge amount of information growing every day, as the method of conservation and education is not useful at the moment, but it is necessary to skills that help the child to deal with the situations that face it daily. Therefore, the educational institutions and the first kindergartens should be represented in the preparation of the human forces capable of dealing with these contemporary changes and the explosion of knowledge, thought, creativity and creativity. This requires the use of diverse skills in thinking, most notably the skill of organizing information.

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The weakness of the child's intake of those skills in , thus lead to a weak consensus and adapt them to their environments. Where the early experiences provided to children have a significant impact and effective in learning and healthy growth in all areas and in the development of mental and cognitive skills, and this effect is equivalent to the effect of inheritance, the environment that encourages children to do skills without forcing, helps to develop in less time than others who did not They are encouraged and have the same opportunity (Touk and Adas, 1984: 76). This is confirmed by Siegel & Hanson (1992), that the educational experiences provided to children have positive effects on the development of mental abilities and the development of their thinking skills (Al-Azzawi, 2004: 158). Children in the age we live in have a mentality and can participate in The evolution of life is able to organize information.

The problem of research is determined by the following question: Does the kindergarten child have the skill of organizing information?

Second: The importance of research

Learning of thinking skills in general should begin from early childhood because these skills are not only mature and acquired not only through the accumulation of information, but there must also be structured education and practical training in a sequential manner that begins with basic skills and leads to higher thinking processes (Mansour, 2005: 48). The child's knowledge of and acquisition of these skills depends not only on his innate mental abilities, but also on his environmental potential and the guidance he receives through teaching them (Majadi, 2001: 83). However, the child needs to acquire such skills to be successful In his life he demanded a superior (Simon, 2006: 32). This is why the specialists in the field of childhood need to develop the skill of organization in Kindergarten children because the effect of this skill is evident in the level of cognitive achievement when they attend elementary school (Sandra, 2005: 5). They also stressed that the child to be successful in his school and his life, To acquire the skill of organizing information. Although these abilities are innate, they need training and development by kindergarten teachers (Carol, 2004: 13).

Third: Research Objectives

The research aims to identify:

1. The skill of organizing the information in kindergarten.

2. The difference in the skill of organizing information according to gender variable

Fourth: Search Sample

The research community included all government kindergartens belonging to the general directorates of Baghdad Education (Rusafa I, II, III), (first, second and third kindergartens) in the city of Baghdad, numbering (178) kindergartens and children aged 5-6 years (Preparatory stage) of the two types for the academic year (2017-2018) of (32241) children and girl.

The research sample included (150) children and girls. The researchers determined that (10%) of the community of government in the random way, the number (18) kindergarten**.**

THE THEORETICAL SIDE

First : Definition of the organizing data skill

The American Association for Curriculum Development and Education has identified twenty basic thinking skills that can be learned, including the skill of organizing information. Information management architecture is a mental skill that involves placing objects, concepts or events that are interrelated in one way or another in a follower context according to a certain standard. Man is a mental images or concepts of the things that are exposed to the reality of his educational and personal experiences and gives each concept or thing a different name or address and then looking for the basic characteristics of each group of these concepts or objects and stored in groups linked to Each with a characteristic characteristic (Jarwan, 2002: 54). As well as a set of procedures used to arrange information, in order to understand, and at the same time become more effective information in the process of regulation, and hope through this skill to enable the individual to formulate a set of assumptions based on

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the information and experience available to him by comparing faces Similarities and differences between stimuli and things, and then to observe the differences between them (Abu Gado and Neufel, 2007: 88). **The researchers adopted this classification:**

First, comparison is one of the basic thinking skills to organize information and develop knowledge, and requires the process of comparison to identify the similarities and differences between two things or more, by examining the relations between them, and search for points of agreement and points of difference, and see what is in one and missing in The other. The comparison provides an opportunity for children to think flexibly and accurately about two or more things at once. They also add excitement and excitement to the coaching position when they plan to achieve a clear training goal within the natural context of experience. Even when the teacher asks for a comparison between trivial things, Learning may be stronger than it is in the questions of remembering. In many cases, when the individual encounters something new that he has not previously known, he automatically resorts to the search of his cognitive inventory for something familiar that he has already experienced, to examine the possibility of transferring familiar knowledge to what is new . The question raised in such cases is: What is this? What does it look like? His success in dealing with the new situation depends on his skill in comparison.

For comparison, several objectives include:

 •Developing the learner's thinking.
  •Ability to think about tangible objects, abstract objects.
  •A basic entrance to the development of critical mentality.
The work of finding the algebra and the difference between things helps learners to organize new information and information stored in a way that makes it easy to recover. In this context, Feuerstein points out that the skill of comparison involves a set of cognitive processes: precision, discrimination, judgment of similarities and differences. Which is the final step of the skill of comparison and learn the skill of comparison from simple to composite. (Ma'amar, 2006: 56)

A common strategy for teaching comparative skill is the Stahl strategy referred to by Marazanwa and his colleagues (2002), which includes three main steps:
 •Identify the salient features to be compared.
 •Rearrange attributes so that they correspond to other attributes.
• Statement of similarities and differences between features or characteristics (Abu Gado and Neufel, 2007: 88-89)

Second: Classification: A basic mental skill to build the frame of reference knowledge of the individual, and necessary for the development of science, which is the most important skills to learn basic thinking It helps us to agree with our complex world, as our ability to classify things determines the nature of our response to them, it helps us to know what the characteristics Of a particular family is not available in another family, such as the absence of a green plastida in the animal cell and its presence in the plant cell. When classifying or classifying things, the child sets them in groups according to a particular system in his mind, so he begins to examine first when he is asked to classify a set of tools, materials or ideas. When he sees certain things that have common characteristics, we separate them and put them together. We have a number of assemblies, and if something still seems indescribable according to the system he sees, he uses a different classification system to accommodate the remaining things, or he classifies them in a group under miscellaneous or otherwise. In some cases, the vocabulary of a particular family or group may be associated with another family, depending on the type of characteristics that have been used as the basis for the classification. (Abdulaziz, 2013: 169). The classification also means the division of objects that do not necessarily match all of their characteristics on the basis of one or more intrinsic qualities that are taken as a basis for placing them in a system consisting of one or several successive stages. (Ibrahim, 2011: 208).

The classification is divided into:

First: Classification on a one-dimensional basis.

Second: Classification on the basis of more than one dimension.

The researchers put many controls and conditions to take into account the usefulness of the classification system in all areas of life, and these conditions are:

1. Inclusiveness: It means that the system includes a sufficient number of categories and their derivatives to cover all the curricula or objects, which can fall under each category or classification of the classification.
2. Stability and Harmony: It is intended to adopt a consistent basis that harmonizes within each level of classification.
3. Exhaustion of Distinctive Differences: distinguishing characteristic of vocabulary or objects. It is one of the objectives of the classification process. In order to continue the process of classification from one level to another, this objective is achieved so as to eliminate all possible differences between the items or objects.
4. The clarity of the meanings of categories of classification: The meaning that should be adopted in the description of classification categories is the general meaning or meaning used in daily use, regardless of the variety of linguistic meanings visible or implicit vocabulary. If the names of the categories are not clear in their meanings in a way that does not accept the interpretation, the desired benefit of the classification system is not realized. (Jarwan, 2013: 146-148).

The classification of several goals, including:

*   Predicting certain characteristics of taxonomic components.
*   Categorizing objects within our groups determines the nature of our response to them.
*   Easy retrieval of information (Amar, 2006: 62).
    Third : Ordering: A basic thinking skill of information organizing skills. The arrangement here means putting concepts, things or events that are interrelated in one way or another in a sequential context according to a certain criterion. Man is a

mental image or concepts of things that are exposed to him from his educational experience This is a tree, a ship, an elephant, then searches for the basic characteristics of a set of concepts or objects, and stores them in the form of groups, each of which has a distinct characteristic. It should be noted that the arrangement process is not as easy as it may seem at first sight; there are many concepts and things that a relationship or property brings together, but differences in the degree or strength of the property are so minor that it is difficult to arrange them according to this property, Haste and search for common common property can be the differences between the concepts for her more obvious.

There are many criteria used by man in the order of concepts and things, including:
•Size, or area.
•Age, height or weight.
•Chronology or seniority occurs.
•Cost or material value (Jarwan, 1999: 188-189)

According to Ibraheem (2011), in a sequential order, text information should be placed in a sequential context (using previous information) in accordance with a particular standard, so that the context gives the information new meanings that are organized in frameworks and buildings. The arrangement requires preparation in descending order or ascending according to the criterion. (Ibrahim, 2011: 209). The fifth child succeeds in forming a chain on the basis of its size or length starting with the applied level and then following it to the conceptual level (Gad, 2007: 31.(

To arrange several goals including:
•Organize our perceptions in a meaningful and meaningful way according to certain criteria.
• Note the differences between the concepts (Mimar, 2006: 66).

DATA ANALYSIS

First : Search Results and Discussion: This chapter reviews the findings of the research according to the objectives as follows:

To achieve this goal, the t-test one sample was used to measure the skill of organizing information. The results showed that the calculated T value was (545), 21, which is higher than (149). This means that there are statistically significant differences, not by chance, and for the arithmetic mean of the skill of organizing information. The mean arithmetic mean (920, 29) and with a standard deviation of (708, 8) greater than the mean of the 90), And Table (1) show that:

Table (1) T-test of the difference between the sample mean and the Satisfaction mean of the organizing data skill scale

Significance	Average squares	T tabled	T calculated	Satisfaction mean	standard deviation	Arithmetic mean	the sample
0.05	1, 96	21 ,545	149	21	8, 708	29 ,920	150

The result is that the children of of kindergartens have the skill to organize information. This result can be explained by Aweys (2008) that a pre-school child can classify things according to more than one criterion, and can provide hypotheses or solutions for future events. Of logical thinking skills to be thrown upon it. (Aweys, 2008: 145)

As well as the availability of the environment of kindergartens from the experiences and activities of children and the provision of knowledge and information, and the practice of various play activities and educational guidance appropriate, all contribute significantly to the development and promotion of this type of skills. (Brunner) emphasized the need to enrich the children's environment by introducing elements and educational materials and real experiences for children, because this has a great impact on the development of thinking and in the development of the skill of organizing their information.

The second objective is the difference in the skill of organizing information according to the gender variable. To verify the current target, the mean and standard deviations of both males and females were calculated using the two independent test methods to determine the significance of the differences between the two grades. (30, 29) and the standard deviation (194, 9), while the female arithmetic mean (358 and 30) and the standard deviation (304, 8). The calculated T value of 666, The tabular T value of 96 (1), which means that there are no statistically significant differences Between the mean scores of children of kindergartens to test the skill of organizing information by type variable. Table 2 show that:

(Table 2)T-test to indicate the difference between the average grades of kindergarten child on the test of the skill of organizing information according to gender variable

Significance	T tabled	T calculated	standard deviation	Arithmetic mean	the number	the sample gender
0 ,05	1, 96	0, 666	9, 194	29, 405	69	**Boys**
			8, 304	30, 358	81	**Girls**

In the light of the findings of the research on gender differences in mental abilities, the researchers find that this difference is smaller than assumed by the stereotype and is often meaningless, and has begun to diminish in recent years (Rimawi et al., 2008: 466).

Conclusions: Based on the results of the research and its interpretation, the following conclusions can be drawn:

1. The children of Riyadh have the skill of organizing information.
2. There are no differences of gender (male - female) in the variable skill of organizing information.

Recommendations: From the following procedures and research results, the following recommendations can be made:

1. .Increase the interest in the development of kindergartens expertise, which will lead to the development of children's abilities in the skill of organizing information.
2. Enrich the children's educational environment with a view to the curriculum that contributes to the building of general concepts.
3. Train teachers and provide them with modern tests and measures of children's abilities to help them identify the aspects they need to develop.

4. .Encourage kindergartens teachers to recognize the skills of thinking in general and the skill of organizing information in particular and how to apply it in kindergarten and in line with the age of the child.
5. Holding seminars and scientific conferences in the Ministry of Education, which seeks to find appropriate solutions to develop the skill of organizing information in kindergarten.

Suggestions: The two researchers propose conducting research studies on the research variables, including:

1- Conduct a study of the correlation between the skill of organizing information and self-confidence of the kindergarten child.
2- Studying the development of the skill of organizing information and its relation to cognitive independence in children.
3- A comparative study of the skill of organizing information for children enrolled and not enrolled in kindergartens.
4- A comparative study of the skill of organizing information for Riyadh's governmental and non-governmental children in Iraq.

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