The contribution of the use of the Four Readings Strategy to improve thinking and values among children in pre-kindergarten - A Case Study of Arab Society in the Northern Triangle

Abstract

The present study aims to examine the contribution of the "Four Readings Strategy" to improve the thinking style and values of pre- kindergarten children's in the Triangle area.

The research style is half experimental, data were collected from 26 kindergarten children's after reading five stories according to "Four Readings Strategy" (פיין, ארם וזיו, 2011). The teacher complete a measure which evaluate the thinking style and the values of the kindergarten children's. Results were analyzed by statistical packages for Social Sciences (SPSS). The researcher also observed children in the kindergarten, and collected the data through discussions between the kindergarten teacher and the children, children's conversations, and the children's paintings.

The results confirme the hypothesis. The results show that there were no statistically significant differences in thinking style and values between the control group and the experimental group; There are significant differences between the control group and experimental group, for the experimental group in thinking style and values after reading stories by the Four Reading Strategies; in the experimental group there were found differences in childrens' performance before and after the intervention. Furthermore, among the control group participents there were no significant differences in children's performance of thinking style and values before and after the intervention.

In the light of the results of the study, recommendations were suggested for the establishment of workshops for parents aimed at raising awareness of the importance of reading stories to children, and to help mothers acquiring the skill of reading stories by "Four Readings Strategy".In addetion, the study recommends training parents as instructors in the Arab community in order to guide parents and encourage them to develop positive relationships with their children by reading stories and to have a significant impact on their childrens' development. Moreovere, training of educators and especially kindergartens teachers to reading stories on the subject of reading stories through "Four Readings Strategy" were suggested.

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