

## COMPARATIVE STUDY OF THE ABILITIES OF CHILDREN WHO HAVE STAYED IN EDUCATIONAL PRE-SCHOOL INSTITUTIONS AND CHILDREN WHO HAVE NOT ATTENDED ANY EDUCATIONAL SYSTEM

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The current article is focused on the results of Comparative study of the abilities of children who have stayed in educational pre-school institutions and children who have not attended any educational system, realized by author. The study results confirm the fact that pupils who have stayed in the educational system from a younger age, have produced more words in the age transition clause – a phenomenon indicating a greater syntactic complexity. The pupils who have not attended the educational system thus far produced fewer words to a clause and less content words to a genre transition clause, also have demonstrated a less skilled use of lexical choice.

**Keywords:** *abilities of children, educational pre-school institutions, lexical choice, syntactic complexity, production of words.*

### STUDIU COMPARATIV AL ABILITĂȚILOR COPIILOR CARE AU FOST PLASAȚI ÎN INSTITUȚIILE DE ÎNVĂȚĂMÂNT PREȘCOLARE ȘI ALE COPIILOR CARE NU AU FOST ÎNCADRAȚI ÎN SISTEMUL EDUCAȚIONAL

În articol sunt prezentate rezultatele studiului comparativ realizat de autor al abilităților copiilor care au fost plasați în instituțiile de învățământ preșcolar și ale copiilor care nu au frecventat nicio instituție de învățământ. Rezultatele studiului confirmă faptul că elevii care au mers în sistemul de învățământ de la o vârstă mai fragedă au produs mai multe cuvinte în tranziția de vârstă – ceea ce indică o mai mare complexitate sintactică. Copiii care nu au fost încadrați în sistemul de învățământ au produs mult mai puține cuvinte, de asemenea, au demonstrat o capacitate mai puțin calificată de a face alegerea lexicală.

**Cuvinte-cheie:** *abilitățile copiilor, instituții de învățământ preșcolar, alegere lexicală, complexitate sintactică, producere de cuvinte.*

According to the study, it appears that pupils, who have stayed in the educational system from a younger age, have produced more words in the age transition clause – a phenomenon indicating a greater syntactic complexity [2]. As opposed to them, pupils who have not attended the educational system at all, have produced longer texts containing a great lingual output stemming, probably, out of a pragmatic malfunction due to their lack of confidence in ability to deliver meaning. Hence, the production of much wording is not a sign of lingual fitness of pupils who have not stayed in the educational system, but indicates their lack of faith in their communication abilities. In addition, it has been found that a sensitive stabilizer to lexical richness, since pupils who have not attended the educational system thus far, not only have they produced less words to a clause and less content words to a genre transition clause, but also have demonstrated a less skilled use of lexical choice, in discourse conventions and in keeping a suitable register compared to those who have attended the educational system from pre-school age.

- **Language and literacy abilities**

Author has examined language and literacy abilities between children who have stayed in an educational framework in pre-school age, and children who have not attended any educational system thus far and have been raised in their homes. The study has been conducted in two kindergartens in Northern Israel. The study has compared language and literacy abilities in a narrative context of children in ages of 5-6 who have stayed in educational frameworks since pre-school age, compared with children who have just joined the educational system in present year and before that have stayed in their homes.

The study has examined and found that:

Language abilities of children in ages of 5-6 in producing a story in sequence, in recreating a familiar story, in recreating of a new story and in production of a personal narrative is very high, the literacy cultivated children (have been in the education system until now) have been full of descriptive, narrative, contextual wording, the children could tell the stories in sequence in detail, beyond the pictures and have freed their

imagination, could recreate a known story in detail, accompanied by details, large or small, in producing a personal narrative and description of violence incidents in the kindergarten – could tell in detail what to do in a case of violence incident, how to behave, who to turn to, what to say, there has been a strong feeling of extensive and detailed knowledge, up to the smallest details.

There is a difference between children who have been in educational frameworks until presently as opposed to children who have not attended the educational system and stayed at home in producing a story in sequence, in recreating a familiar story and in producing a personal narrative. There is a correlation between being of the child in the educational system and his literacy acquisition – those children who have not attended educational frameworks thus far, wanted to cooperate very much, but couldn't give the correct wording – kept repeating words all the time "you mustn't, and you mustn't and you mustn't", didn't succeed to get to a higher gradient – descriptive, abstract or detailed, have been focused on pictures in the sequence and told exactly what they see in the picture – "the man stood, the man sat", didn't compose a story for the pictures; in the familiar story, once again, laconically repeated the large details in a story, with no connections, words or expanding sentences or with extra details; and also, in telling a personal story about violence in the kindergarten, didn't manage to raise the bar in description of what to do, but kept repeating "you mustn't, and you mustn't and you mustn't".

Current study, has shown the beginning of differences that if children who have stayed in their home and haven't been exposed to kindergarten educational activity, have not been treated and receiving mediation, they would have difficulties in extraction ability [2], ability to identify a story text, to understand stories, to create stories, to summarize stories and to point out significant and secondary incidents in a story. This ability is a congenital cognitive ability and it is independent of other cognitive abilities. It is also maintained in cases of damage in lingual ability, like in aphasia, and in cases of severe thinking disorders like in schizophrenia (Toval-Mashiah & Spector-Marzel, 2010). The narrative (the story) – a kind of text or a discourse unit with a special character. Every discourse is a unit composed of a series of statements organized in a certain structure giving the entire unit characteristics of cohesiveness and coherency. The uniqueness of a narrative text causes a listener to notice that the subject under discussion is a story and not a discourse which is not a story (Learning Programs, 2003). Personal stories – also appear at the age of 3, with children's ability to report memories from their past independently, without help in a form of hints and leading questions. A personal story is reported in past tense from the viewpoint of a teller. Personal stories of children in all ages include initializing incidents, but only in ages of 4-5, solutions appear in the stories as well. With the rise in age, the use of evaluation means increases and the variety of evaluation types expands.

- **Findings**

After talks with the children, transcription and statistical analysis, the following results have been received:

In the narrative text, no distinct difference has been found between the cultivated children and literacy deprived children.

<b>Children who have not stayed in educational frameworks</b>	<b>Children who have stayed in educational frameworks from pre-school age</b>
"Once I wanted to go to... Berko Park and I behaved well and mom said I did a lesson for my sister and then by accident I pulled her hair and she took me up to my room... and then we didn't go to Berko Park".	Iyar spilled the cereal and mom told... mom told her to change her cloths and she didn't do it and mom took her to the bathroom and changed her cloths".
"Yesterday my brother em... eah... Daniel he made me angry a... so and so when he made me angry yelled at him he went to the computer room and... and cried and... that I made him upset ah, ah so if ah... and... then... that... and then he wanted a gum badly but but he was so upset because he wanted to go to the movie already so he sat on her car seat and then he made me and my sister upset and then we told about him to dad".	"That... me and... that I played in the boys playground and Barak and Bengi were there they... eh... they were fighting there and by accident Bengi said lets attack Nitzan... and then... and then Bengi and Barak fought and then Bengi saw me and escaped and... and... and they saw me and then Bengi said lets attack Nitzan and they attacked me Bengi and Barak but Barak didn't attack me only Bengi".

"Today my father put me inside the room and... and... and... I wanted to brush my teeth and he didn't agree..."	"Today Yahli he cried that Erez played with me and now he stopped and that irritates me every time that Yahli stops to...to play with me and that's it".
Ah... that my m... that my mom put me into the room and... and, and some tears have dropped and then I thought to play a little and that's it".	"Adi my sister always bothers me... that in the morning when I watched Spy Festigal and I played in the iPhone so Adi kicked me... that's it".
"Illay is hitting me... every time he used to throw me down, hugs me and right away throws me down... I told about him to the kindergarten teacher."	"When Arik didn't include me and... when... Argaman didn't include me to play with him".

In the expository text, differences have been found between the children in a number of parameters:

<b>Children who have not stayed in educational frameworks</b>	<b>Children who have stayed in educational frameworks from pre-school age</b>
A – "Not to hit, not to bite and not to badger"	N – "To misbehave to one another and to say unpleasant things, even if someone says an unpleasant thing we should ask him and tell him and only later to tell him to the kindergarten, we also mustn't hit and strike and push".
S – We mustn't curse, we mustn't bite, not to pinch, mustn't hit, and mustn't do dangerous things.	N – "To hit, to kick, it is also to ignore it's like violence, it rhymes a little, when speaking in bad language it's not friendly, we should help and do friendly acts."
A – "We mustn't push, mustn't pinch and mustn't curse".	O – "To bite and to fight it causes bumps and its violence to blame and to do magic and curse children."
I – "We mustn't bite and we mustn't curse".	Z – "Violence is when someone gets hit, it is also when we don't listen to one another, violence is something not friendly, there is a song "yesterday I fought with Liora, we sat on the grass alone... (laughs)."
Ido – "We mustn't curse, mustn't bite, mustn't pull hair and also mustn't curse mustn't pinch and mustn't kick".	Shelly: "We should listen to friends and to include in constructing, and if someone falls to help him not to cry, we mustn't hit and bite and push and if we talk in a bad language and later don't listen the boy can hit. So we should also talk and to let go."

- **Number of words**

Children, who have stayed in educational frameworks from pre-school age, have expressed their mind with 25.6 words in average, they have employed high conditional sentences: "to misbehave to one another and to say unpleasant things, even if someone says an unpleasant thing we should ask him and tell him and only later to tell him to the kindergarten, we also mustn't hit and strike and push" (Neta).

Children, who have never been in educational frameworks, have expressed their mind by average of 8.4 words: "we mustn't curse, we mustn't bite, not to pinch, mustn't hit, and mustn't do dangerous things" (Shira).

Children who have stayed in educational frameworks	Average words 25.6	"to misbehave to one another and to say unpleasant things, even if someone says an unpleasant thing we should ask him and tell him and only later to tell him to the kindergarten, we also mustn't hit and strike and push" (Neta).
Children who have not been in educational frameworks	Average words 8.4	"We mustn't curse, we mustn't bite, not to pinch, mustn't hit, and mustn't do dangerous things" (Shira).

- **Language and grammar mistakes**

Children, who have stayed in educational frameworks, did not have language and grammar mistakes: "We should listen to friends and include in constructions, and if someone falls, to help him, not to cry, we mustn't hit and bite and push and if we talk in bad language and later don't listen the boy can hit. So we should also talk and let go." (Shelly)

Children, who have not been in educational frameworks, did not have language and grammar mistakes: "we mustn't curse, mustn't bite, mustn't pull hair and also mustn't curse mustn't pinch and mustn't kick" (Ido).

Children who have stayed in educational frameworks	0.00 language and grammar mistakes	"We should listen to friends and include in constructions, and if someone falls, to help him, not to cry, we mustn't hit and bite and push and if we talk in bad language and later don't listen the boy can hit. So we should also talk and let go." (Shelly)
Children who haven't been in educational frameworks	0.00 language and grammar mistakes	"We mustn't curse, mustn't bite, mustn't pull hair and also mustn't curse mustn't pinch and mustn't kick" (Ido).

- **Literacy skills, production of nouns, verbs and high adjectives**

Children who have stayed in educational frameworks – have produced in average 4.00 literacy skills, for example, verbs – "hit, kick, blame, bite, push, let go, listen", nouns – "constructions, grass, friends, violence, rhymes", high adjectives – "bad language, misbehave, unpleasant things, friendly acts".

Children who have not been in educational frameworks, have produced an average of 0.2 literacy abilities, for example, verbs – "bite, curse, push", nouns – "hair", high adjectives – "dangerous things".

Children who have stayed in educational frameworks	An average of 4.00 literacy abilities	Verbs – "hit, kick, blame, bite, push, let go, listen", nouns – "constructions, grass, friends, violence, rhymes", high adjectives – "bad language, misbehave, unpleasant things, friendly acts".
Children who have not been in educational frameworks	An average of 2.00 literacy abilities	Verbs - "bite, curse, push", nouns – "hair" high adjectives – "dangerous things".

- **Narrative abilities, producing time and causality structures**

Children who have stayed in educational frameworks – have not produced narrative abilities that include time and causality structures.

Children who have not been in educational frameworks – have not produced narrative abilities that include time and causality structures.

- **Evaluating the extent of coherency, text program and contents (in a scale of 1-3, when 1 indicates low and 3 high)**

Children who have stayed in educational frameworks have expressed their high thinking in 3.00 in average: "to bite and to fight it causes bumps and it's violence to blame and to do magic and curse children" (Omer).

Children who have not been in educational frameworks have expressed their high thinking in 1.00 in average – "we mustn't bite and we mustn't curse" (Ilay).

Children who have stayed in educational frameworks	Have expressed their high thinking in 3.00 in average	"To bite and to fight it causes bumps and it's violence to blame and to do magic and curse children" (Omer).
Children who have not been in educational frameworks	Have expressed their high thinking in 1.00 in average	"We mustn't bite and we mustn't curse" (Ilay).

### **Action creates thinking**

The last text in the study has been very expository and abstract and there the differences descend – Vygotsky has talked about high thinking. For example, the researcher has asked the children to express their opinion on violence in the kindergarten and they have answered: "violence is when someone gets hits it is also when we don't listen to one another, violence is something not friendly, there is a song "yesterday I fought with Liora, we sat on the grass alone... (Ziv)". As opposed to a child from the literacy deprived group who said – "not to hit, not to bite and not to badger (Alia)".

Vygotsky (2003), the founder of cultural-historical psychology, has believed that since we are the products of a culture that need to be served we probably transfer these thinking patterns from a young age. His theory tries to show how a society, through language (spoken) affects, to a large extent, our mental development, our thinking development. According to his theory, the intellectual connections or the thinking patterns that a person performs are not determined at birth, but rather by the requirement of intelligence or mental abilities. In addition, thinking patterns and stages are products of experienced actions in the culture's social institutions where an individual has been raised. According to his developmental theory – pictures of children occupied in various activities construct the contents of their thoughts. Therefore, thinking at first, does not create action; action creates thought. Mental development is a process of children's internalization of the results of their judgment and their negotiation with the environment [3].

Vygotsky has suggested that when children learn to perform activities in their life, they raise ways of action (thesis), they do not always perform all the ways because some ways would thwart their goal (antithesis). Therefore children have to develop a method of problem resolution so their desires are satisfied (synthesis). The development of a child, therefore, is composed of countless conflicts and solutions, with the solutions a child has internalized to a form of physical and psychological sophisticated knowledge which gets bigger. This knowledge becomes the basis of the theses (understanding, skills, expectations) with which a child would endure the activities in life [2].

Vygotsky has adopted the cultural-historical point of view when he founded his model of a child's development. Understanding how and why children develop when they acquire knowledge as we understand the background of the nature of cultural history as the children's environment encounters them with other children with wills and demands that are unique to their culture. Moreover, a child's personal developmental past (success in previous conflicts) determines whether a child is able to solve problems that come up. Children from homes that are not promoting would have a more basic and less profound thought and vice versa. All of Vygotsky's perception regarding the correlation between language and thought is excellent to demonstrate the following expository texts the researcher has collected: it's not lingual structures that make the difference, but rather form of thinking and an ability to look deeply at a certain incident [4].

When a young child starts talking and uses language which enables a transition to higher mental processes, language and cognition are separate processes, kind of different circles that do not coincide. In the process of connection between language and cognition (circular process) thinking is created. The moment the two circles are connected to one another, higher thinking processes can be discussed. Language has importance in the transition of means of thinking, a tool with which society delivers to a child what to think, and also, how to think (mental processes) [2].

**The outcome of actions creates thought** – Vigotzki says that a child is a socialization agent and he has a much significance; a child mainly needs guidance from the social environment, and its important job is to challenge a child and develop his mental processes. The internalization of outcome of the actions brings about a mental process (thinking) – action creates thinking. Conflicts, as in socialization, can be resolved by a change of existing mental structure to a new mental structure. This depends upon a child's experience. Cognition is affected by beliefs (contents and strategies), values and tools a culture provides to a child – what and how to think. Tools for intellectual adjustment (for example, memory, strategy). A child can develop his same basic mental abilities for high and sophisticated thinking processes and complex and rich language – such is the chance that children in this society would have complex thinking patterns, and socialization with poor language thinking processes in a lower level [4].

Every child has a gap between performance abilities he demonstrates and the potential of his performance level. Between what one shows he can and what he can. This gap is entered by a teacher/parent/socialization agent, whose job is to reduce the gap as much as possible [3]. By learning a language one not only learns words but also develops additional thinking patterns.

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