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Thesis Title	The impact of educational program developing communicative			
Year	2008			
Abstract	<p>Children in their early years face great problems in their abilities to get experiences of communication like(lingual skills, rhythmic movement skills ,touch skills, communication and skills of drawing and coloring) .</p> <p>These skills are fundamental in communication among the individual. They are important for all understanding and according operations in which man need to come true his aims.</p> <p>In the early of child's age, in his five years old, many skills grow because the child starts acquiring skills of speech and addressing people. We some children in kindergarten have deficiency in the development of these skills. Thus, the importance of this research leads us to pay attention to important for society. One has to focus on communication to make their growing camper hen sir in all aspects of their personality. This step does not happen through reconsidering the courses of kindergarten.</p> <p>The researcher observed through her investigation of the previous studies that there is shortage in Arabic and Iraqi studies in this subject.</p>			

Therefore, she determines to achieve this study. Because of the difference of the theories in finding an explanation to the growing communication skills behavioristic theory is more close to this research in terms of its explanation of communication skills of the child and finding a method to cultivate the child's communication skill, the researcher adopted the mentioned theory in her study.

**First: Research Objectives:**

- 1- To build a test to know the impact of educational program in developing communication skills.
- 2- To build educational program to develop communication skills.
- 3- To know the impact of educational program in developing communication skills of kindergarten's children which include: lingual, touch, rhythmic movement, and coloring and drawing skills.

**Second: Research Hypothesis:**

The researcher derived zero hypothesis from the research objectives, they are:

There are no statistical differences of post tests of the experimental and control groups in communication skills.

\* There are no statistical differences of post tests of the experimental and control groups in gender variation (male/female).

\* There are no statistical differences of post tests of the experimental and control groups in lingual skills.

\* There are no statistical differences of post tests of the experimental and control groups in rhythmic movement.

\* There are no statistical differences of post tests of the experimental and control groups in communication and touch skills.

\* There are no statistical differences of post tests of the

experimental and control groups in coloring and drawing skills.

\* There are no statistical differences of post tests of the experimental and control groups in a dplying educational program.

The limits of the research concern the skills of communication of(Language, rhythmic movement, touch skills and drawing and coloring skills) of the child in Baghdad 1- AL-Rusafa 2- AL-Karada a sample of study.

The research chooses the independent groups design because it suits the nature of the study in terms of its society, conditions, and possible requirements.

The sample consists of 40 children. They are chosen from the study community. They are children of AL-Hakma kindergarten. They are divided into tow groups; experimental(20) children, and control(20) children.

The two groups are qualified according to these variation of(parents, education level, job and communication skills variation).

To a achieve the objective of the research and to test the reliability of the research, the researcher builds two tools: Tasting child's skills:

It is build in the lights of theoretical framework of the previous studies.

The Test includes four secondary tests:

- 1- Test of lingual skills, consists of(20) items.
- 2- Test of rhythmic movement skills, consists of(20) items.
- 3- Test of touch and communicative skills, consists of(15) items.
- 4- Test of drawing and coloring skills, consists of (15) items.
- 5- The test in its find frame, consists of(70) items.

The validity of the test is achieved by the external, logical and constructive reliability.

The constancy is tested by two methods; the half-experiment on a sample consists of(100) children, chosen rand only from research sample. Total Pearson correlative consists is(0.899) before correcting and after correcting by spearman Brown equation, the constant becomes(0.94)and in Alfa-Cronbach is(0.847).

2- The Educational Program: It is built by using skills to test its that cultivate the communicative skills to test its reliability. It is presented to a group of experts of Education and psychological setting includes two activities and they are applied on the experimental group since(25-3-2007)to(25-4-2007). The statistic means are used like (Chi square, Person correlation coefficient, Spearman Formula, Test, Mann and Whitney test).

The researcher reaches the following result:

There are statistic differences for experimental group in testing the skill of communication for all skills of(Language, rhythmic movement, touch skills and coloring and drawing skills).

There are statistic differences between the control and experimental group for the part of the experimental group in tests of communicative skills between children of experimental group and in accordance with variation of gender (Male-Male)(Female-Female) for the part of experimental group.