

Summary of the study

Introduction

Aesthetics appreciation and education are significant for the human life. The aesthetic aspect not only enhances the emotionality, tenderness and sensitivity of the human being, but also enhances the elegance degree of his taste and appreciation. Accordingly, this has an added value to both the meaning of life and the community.

An increasing interest has been given to child's early education in research, educational programs and the national efforts. This is due to the fact that early education has long-term effects on the different aspects of child development. Of the important indicators of the increasing interest was the latest international call for offering the necessary high-quality educational care for children at age three. Also, they called for making Kindergarten an obligatory stage of the education system.

The childhood is considered to be one of the most significant stages in the human life through which the child is easily influenced by the environment. Therefore, he acquires various kinds of knowledge, concepts, values, thinking styles and behaviors manners and this in turn makes the first early years of life very critical to his future later on. Also, its impact persists into adulthood and contributes to the development of his personality, values and attitudes in a way that is hard to change later.

However, investing the early childhood stage in learning and developing the high-order mental skills should not outweigh his rights to enjoy his childhood activities and satisfy his basic needs for love, kindness, play and to practice different artistic activities. Early childhood stage is regarded as the milestone for the

educational experience and helps to enhance his abilities to learn and develop positive attitudes and feelings towards school that extends to later stages. To do so, aesthetic education in kindergarten is the one of the ways to offer the child the opportunity to practice different types of activities. Such activity raise the child's feeling level of aestheticism and helps him to acquire the aesthetic values. In addition, they help to form positive attitudes and tendencies by helping him to express in a in an artistic way about himself, express his idea using language, music, singing, rhythmic movements, acting, playing or by producing something's.

According to this, many conference and seminars were held in the Egyptian universities and research centers about the topic of the Egyptian child through which they addressed and discussed issues as creativity development and aesthetic appreciation in children. For example, the National Center for the Child Culture recommended that more care should be given to the aesthetic aspects that develop the child's taste and sense towards the beauty of the nature and form the habit of keeping the environment clean and safe. Also, according to the Fifth International Conference for Preschool Children Education, it was recommended that both the aesthetic and behavioral aspects should be considered in order to implant and form the aesthetic values and the healthy education of children. Such recommendations confirm the responsibility of the educational institutions to implant these values in children. Thus, Kindergartens as institutions have a big responsibility in preparing children and developing their abilities to appreciate and taste the beauty in life. This is simply because all the efforts exerted to implant the aesthetic values in children could be a waste if simply the child is raised in a chaotic educational environment that does not give any care to the aesthetic values in all its aspects and levels

of interactions between its individuals. This means that the aesthetic level of the educational environment correlates with the development of the aesthetic vision of the child. To sum up, the aesthetic education presented in kindergarten is the milestone of the value and behavioral framework for the individual.

The Statement of the Study Problem:

Developing countries give a good care to programs that focus on the development of child education esp. in kindergarten. There is no doubt that the educational programs are the milestones for the educational process as they focus their attention on the traditional cognitive aspects which not necessarily achieve the goal of the comprehensive development of the child. This was shown by educational and psychological studies which suggested that in kindergarten, educators have to focus on the child's physical, social and psychological needs and tendencies. Also, studies showed that the aesthetic aspect is neglected in the school books and that they focused only on the academic aspects. Based on the researcher's record of many bad behaviors of children as: destroying gardens, writing on the classrooms walls and throwing the rubbish in the street, this shows that the child's educational institutions have to play a key role in establishing the aesthetic education in kindergarten. Thus, the problem of the current study could be defined as there is some insufficiency in caring for the aesthetic education for pre-school children which is considered to be a critical stage to establish the healthy and good quality of education in children and its long term impact extends to both the child and his surroundings. This requires intensive investigation to identify the quo status/ actual situation of the aesthetic education in the current programs for kindergarten in Egypt through analyzing their components as: activities and different input. Also, it is important to define the challenges, obstacles and the mechanisms to

be employed to develop the awareness and the atheistic behavior of children. Hence, the problem of the study is stated through the following questions:

1. What are the historical and philosophical features of the atheistic education?
2. What is the significance of the atheistic education and what are its important scopes in kindergarten?
3. What is the quo status/ actual situation of the aesthetic education in the kindergarten programs in Egypt?
4. What are the required mechanisms to include the atheistic education in the Egyptian kindergarten programs?

The Significance of the study

The current study is significant for the following considerations:

- 1- The significant role of the aesthetic education in community to contribute to the forming of the conscious and internal constraints that control the human behavior.
- 2- The elegant position for beauty in life and the need for training of the taste and sense for beauty to guarantee having an elegant community that goes forward towards civil life and progress.
- 3- The atheistic education is one of the modern life`s requirement , especially in the era of high technology and the informational society in which the child needs to be emotionally satisfied, namely, his need to taste and appreciate the beauty in order to keep his social and psychological balance.
- 4- The significance of the kindergarten stage and its programs as they contribute to enhance the child development and his

personality. Also, they form the attitudes towards issues as: learning and achievement.

- 5- The significance of the acquired experiences in kindergarten through which the basic foundations of behavior, perception, feelings, relations with others are developed. Also, it forms the exchanging relations within the community through play and activities. Thus, kindergarten programs help children to acquire good habits and behaviors and develop his tendencies, skills and artistic abilities. These helps to form and develop an aesthetically, ethically, socially and psychologically normal personality.
- 6- Literature and studies in the aesthetic education are very scarce.
- 7- Results of the current study may help in including the aesthetic education in kindergarten programs in Egypt.

Aims of the study:

The current study aims to:

- 1- Follow up the most significant historical and philosophical features of aesthetic education.
- 2- Identify the significance of the atheistic education and its scopes in Kindergarten.
- 3- Evaluate the activities of the atheistic education included in of kindergarten programs in Egypt.
- 4- Specify the required mechanisms to include the aesthetic education activities in Kindergarten programs.

Limitations of the study:

The current study is limited to both public and private kindergarten programs in Egypt by describing the quo status/ actual

situation of the aesthetic education included in those programs. Also, the field study was limited to a sample of Faculty of Education and Faculty of Kindergarten staff in three universities: (Fayoum, Beni Sueif, and Cairo). Responsible persons in the Kindergarten administrations in Fayoum University were also included in the study to identify the quo status/ actual situation of the required mechanisms to enrich the aesthetic education activities in kindergarten programs.

Methodology:

The descriptive approach was used in the current study as it helps to analyze and evaluate the activities and the aesthetic educational input in kindergarten and the required mechanisms to acquire them.

A questionnaire was given to a sample of faculty of education and faculty of Kindergarten staff in three universities: (Fayoum, Beni Sueif, and Cairo). Responsible persons in the Kindergarten administrations in Fayoum University were also included in the study to identify the quo status/ actual situation of the required mechanisms to enrich the aesthetic education activities in kindergarten programs.

Sample of the Study:

The sample of the study included two categories they are:

- (A) 122 of the responsible persons in both governmental (formal and experimental) and private (Arabic and Languages) Kindergarten administrations in Fayoum.
- (B) 90 educational experts of faculty of education and faculty of Kindergarten staff in three universities: (Fayoum, Beni Sueif, and Cairo). Artistic expertise from Kindergarten Inspectors

and working in the general inspection of the general administration of Kindergarten.

Procedures of the Study:

- 1- Chapter one is entitled” the general framework of the study” and it includes an introduction, literature review, statement of the study and its questions, significance of the study, Aims, Methodology, limitations of the study and the terms and concepts included in the study.
- 2- Chapter two shows the significant historical and philosophical features of the aesthetic education in the ages of Pharos, Greek, Middle ages (Coptic and Islamic) and Modern ages.
- 3- Chapter three is dedicated to the concept of aesthetic education, its significance, aims and scopes in the Kindergarten.
- 4- Chapter four comprises the quo status/ actual situation of the aesthetic education in the kindergarten programs. It included both the quantative assessment of kindergarten classes and the qualitative assessment of the activities and programs, the infrastructure, the curriculum, learning styles and the preparation of the kindergarten teacher.
- 5- Chapter five includes the field study through which a questionnaire was given to a sample of educational expertise and the persons responsible for the kindergarten administration. The chapter includes three main issues to be discussed:
 - 1- The quo status/ actual situation fact of the atheistic education in kindergarten programs.
 - 2- The obstacles which faces achieving the atheistic education in kindergarten programs.

- 3- The required mechanisms to be activated in the atheistic education in kindergarten.

Results of the study:

The study showed the following results:

1-The availability of elements and factors of atheistic education factors in the kindergarten such as

- The fitness of the classroom furniture in terms of shape and size to children.
- Practice of drawing as a means for the aesthetic expression.
- Helping activities in the development of the atheistic behaviors of children.
- The teacher's encouragement of children to listen to, sing, draw, and create forms as indoor activities in the classroom.
- The teacher's active role to filter the child's language by correcting and excluding the undesirable bad expressions.

2- The study also identified negative aspects such as:

- Unclarity of the atheistic education aims and objectives in the kindergarten stage.
- Absence of the atheistic general view of the kindergarten building and walls.
- Insufficiency in decorating the activities halls with natural flowers and bright beautiful colors.
- Insufficiency of a planned program for the atheistic education in the daily program.
- Lack of a creativity- based daily program for aesthetic appreciation.
- Lack of trips organization which develop aesthetic appreciation in children.

- Lack of copying figures from nature in the educational applications in the first and second levels.
- Lack of colors usage in the educational cards in the first and second levels.
- Teachers' neglect to held artistic creativity- based competitions between children.
- The Ministry's lack of interest to held training workshops for the kindergarten teachers about the philosophy of aesthetic education and its objectives.

3- The results showed some obstacles that hinder the aesthetic education such as:

- Some of the buildings are inappropriate for practicing the aesthetic education activities.
- Lack of training courses and workshops on aesthetic appreciation for kindergarten teachers. Only theoretical lectures are presented.
- Lack of scholarships and awards offered to kindergarten teachers.
- Insufficiency of the parents' awareness of the developmental needs of their children.
- Parents only pay attention to their children's reading and writing skills and therefore focus only on the cognitive aspect rather than the aesthetic aspect.
- Lack of parents' awareness of the aesthetic education at this developmental stage.
- Misconceptions about aesthetic education as its being a luxury rather than a necessity.
- Lack of music and artistic teachers in kindergarten.

4- Results of the study described the required mechanisms to activate the aesthetic education in Kindergarten as follows:

- Raising the awareness of parents esp. the illiterate ones of how important the kindergarten stage is and how important the aesthetic education is in forming the child's personality and the importance of aesthetic in formatting the child's personality.
- Matching the colors of tables, chairs and walls in the classroom.
- Purchasing the necessary tools and materials for the aesthetic expression in kindergarten.
- Allocating/ dedicating the time needed to practice the aesthetic education in the daily educational day through which various activities are presented to the child.
- Integrating the aesthetic education programs with its comprehensive definition in the preparation programs of kindergarten teachers.
- Purchasing colorful and mobile furniture for the classrooms.
- Decorating the classrooms with paintings and pictures that stimulate the aesthetic sense in children.
- Providing clean and healthy bathrooms for the children.
- Collaborations of both parents and the kindergarten administration to provide the necessary atmosphere for enhancing the aesthetic sense and encouraging the child to be creative and innovative.
- Collaboration of all the associations and foundations that are concerned with childhood to give more care and interest to the artistic and aesthetic activities in kindergarten.

Finally, the researcher presented suggestions and recommendations for all the parties concerned with childhood education in kindergarten to activate the role of aesthetic education at this stage.