

## Effects of Cooperative Learning the Development of Social Skills and Creativity in Preschool Childrens Neirizcity the Academic Years 2013-2014

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### ABSTRACT

The aim of this study Effect of cooperative learning the development of skills and creativity in preschool children's Neirizcity the Academic years 2013-2014 The population of this study were 249 preschool children among them, 60 patients (32 girls and 28 boys) were selected randomly. Methods This study was semi-experimental and control groups using the Vineland Scale of Social Development Torrance Visual Creativity test were evaluated. Then the data using descriptive statistics (frequency content, frequency, column charts) And inferential statistics and independent t-test was also used And were analyzed by SPSS software. Results indicated that collaborative learning the development of social skills and creativity in preschool children Level (a: 0/05) There is a positive and significant impact; Also, the development of social skills And creativity of girls and boys Collaborative learning has been influenced Significant differences were observed.

*Keywords:* Collaborative learning, social skills, creativity, preschoolers.

### INTRODUCTION

Education in the current era, its purpose is not only the transfer of cultural heritage and new generations of human experience, the mission of the education they desired changes in attitudes, knowledge and ultimately understand human behavior. Teaching means to transmit information in the past, but now experts believe that the teacher must know the way students learn and help them to experience and participate through their experiences, learn [8]. One of the more active teaching methods today by scholars of education is emphasized Participatory teaching methods are. The participatory training methods or peer-assisted learning, students work together in groups to learn to help each other. The doctrine of pre-school Preschool-age activities that can affect the overall personality of the child and his growth In all areas of accuracy, memory, imagination, discipline, dexterity, social skills, creativity, and effective. Since the topic of creativity is extensible and as a person becomes more and more involved in the learning process will be Individual creativity and initiative and self-interest can be creative through testing, experimentation, play, Explored and developed in partnership with other individuals [23]. Collaborative learning is a critical

issue for individual learning and education psychologists on learning active participation in the learning process emphasizes the [1]. The most important feature of this method is to help develop thinking and learning skills in students the education problem in all countries, and it seems that many of these problems through the methods of teaching and involving students in it can be overcome. Another feature of this approach is that it makes Students acquire knowledge and skills learned in the review of the Science and science teaching attitudes become more positive attitude like being curious, logical thinking and openness to new ideas and insights and thoughts for accepting scientific findings developed And practically the student the opportunity to receive further training and scientific insight in the way of steps [8]. Collaborative learning: learning is the use of small groups so that students work together to teach each team member to maximize [11]. Collaborative learning refers to methods of teaching methods to enhance student learning activities to A mutually convert [8]. In fact, the methods of teaching refer to the way in which students motivated during training and try learning the teacher plays the role of guidance and there is a reciprocal relationship between teacher and student [13]. From the research done outside the country; studies, joois [13] found

that participation in active teaching methods, positive impact on student learning. Gagan middle of the decade [9] showed that the main source of learning is explored in the schoolyard search, active participation, and encourage collaborative learning. Johnson *et al* [12], in research on cooperative learning has shown that Students under the influence of cooperative learning compared with students who have not worked with this type of learning, Of self-esteem and social skills are higher. Renzoli [18], in his study examines the impact of creativity training program on creative thinking abilities and self-concept of children. The results show that creativity training program clearly had a significant impact on children's thinking.

#### Methods:

In the present research objectives and hypotheses testing methods used half And the effect of the independent variable (cooperative learning) are the dependent variables (social skill development and creativity), which is designed to be placed under raised.

The population, sample and sampling

The population of the study consisted of a 4-6 year old preschoolers Neyriz There are 249 Centers in 20 preschoolers enrolled in the 2013-2014 Academic year, Of which 161 were female and 88

male students. The present study sample consisted of 60 children of 4-6 years old boys and girls were selected through stratified random sampling.

#### Data:

Torrance Test of Creative social research tools that Vineland and test specifications are given below.

- 1) Vineland Social Maturity Scale
- 2) creativity test

#### Variables:

- 1- Independent variables: Collaborative learning
- 2- dependent variables: (1) social skill development (2) Creativity

#### Analysis of data:

In addition to tables and graphs to analyze data from descriptive statistics of central tendency and dispersion, to test the hypotheses of the research in the area of inferential statistics, independent t test, and will depend on use. The difference between creativity and social skills development, test and control groups of T and the impact of cooperative learning on gender In relation to creativity and social development of the T-used. It is statistical software for data analysis 18spss will be used.

#### Results:

**Table 1:** Distribution of respondents in terms of creativity variables in the experimental group (pre-test).

Percent	Frequency	Creativity
16/7	5	Low
46/7	14	The average
30	9	High
6/7	2	Very much
100	30	Collect

**Table 2:** Distribution of respondents in terms of creativity variables in the experimental group (post-test).

Percent	Frequency	Creativity
6/7	2	Low
43/3	13	The average
36/7	11	High
13/3	4	Very much
100	30	Collect

*Hypothesis 1:* Learning Collaborative learning is the development of social skills in preschool children in Neyriz effective.

**Table 3:** Distribution of t-test of cooperative learning on the social skills of children (control group).

sig	df	tAmount	SD	Average	Frequency	Period
0/000	29	-10/60	6/20	114/20	30	Pretest
			4/38	119/56	30	Post test

**Table 4:** Pre-test and post-test scores on the social skills of children (control group).

SD	Average	Frequency	Period
7/50	113/76	30	Pretest
7/50	113/76	30	Post test

**Table 5:** Distribution of independent t-test to determine differences between social development in experimental and control groups (post-test).

sig	df	tAmount	SD	Average	Frequency	Group
0/001	58	3/65	4/38	119/56	30	Experiment Group
			7/50	113/76	30	Control Group

*Hypothesis 2:* Learning Collaborative learning is effective on the creativity of preschool children in Neyriz.

**Table 6:** Distribution of t-test of cooperative learning on children's creativity (Experimental group).

Sig	df	tAmount	SD	Average	Frequency	Period
0/000	29	-9/57	9/60	83/10	30	Pretest
			8/46	88/16	30	Post test

**Table 7:** Distribution of independent t-test to determine differences between children's creativity in both test and control groups (post-test)

sig	df	tAmount	SD	Average	Frequency	Group
0/04	58	2/05	8/46	88/16	30	Experiment Group
			8/11	83/76	30	Control Group

*Hypothesis 3:* the development of social skills, cooperative learning, girls and boys who have been affected by a significant difference there.

**Table 8:** Distribution of independent t-tests of social skills for children on gender.

sig	df	tAmount	SD	Average	Frequency	gender
0/51	28	0/65	3/51	120/06	16	Girl
			5/29	119	14	Son

*Hypothesis 4:* the creativity of girls and boys who have been influenced by collaborative learning there are significant differences.

**Table 9:** Distribution of t-test for independent innovation by gender.

sig	df	tAmount	SD	Average	Frequency	gender
0/68	28	-0/41	8/10	87/56	16	Girl
			9/12	88/85	14	Son

#### Discussion and conclusions:

In response to the first research to test the hypothesis that links training to develop collaborative learning social skills in preschool children in Neiriz effective. The results show that the average post-test collaborative learning in the development of social skills is more than the average pre-test. And the difference between two mean based on t-test at the 05/0 was significant. Thus, we can conclude that the evidence of cooperative learning on the social development of participants involved and social skills have been enhanced growth rates. This hypothesis is supported by research findings Mehdipoor [16] Borhani [5], Rubin *et al* [21], Bayer [4], Johnson *et al* [12] are compatible. In response to the second hypothesis that the training is effective collaborative learning creativity Neiriz preschool children; According to the results of the pre-test and post-test scores in both test and control groups was calculated Were compared using the t test. Evidence suggests that the mean difference in test and control groups were significantly different. The difference in the 05/0 percent was significant. Therefore it can be concluded that the training was effective collaborative learning on the subjects of creativity and increase the amount of creativity that is. The hypothesis of the research Shokri [24], Rasoli, [18], Atash Poor [2], Razavi [19], Torchyan [25], Fazli Khani [8], Renzoly [20], David Johnson [6] there is one side. Also in response to the third research hypothesis stated that the development of social skills in girls and boys Collaborative learning has been influenced significantly different; Based on the results, the average female respondents (120/06) more than the average male respondents And the difference between two mean based on t-test with (0/65) in the 0/05 percent is not significant. This

suggests that the development of social skills is a significant difference between males and females has been observed. So suppose (3) is rejected and will not be approved. The findings of this hypothesis with Borhani research results [5] Dideh Ban [7], is compatible. In response to the fourth research hypothesis that, the creativity of girls and boys who have been influenced by collaborative learning there were no significant differences with regard to the results to determine the differences between girls 'and boys' creativity, independent t-test was used. Average respondents were male (85/88) more than the average respondent was female. And the difference between the two average values based on t-test (-0/41) in the 0/05 percent is not significant, There was no significant difference between girls and boys in terms of creativity. So do not support the hypothesis (4). These results with results from studies Amiri [3], Koysahy [15], Razavi [19] and Savileh [22] is compatible with this Karimi [14] are inconsistent.

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