

The Collective And Individual Uniqueness Of The Children Of Kindergarten

Abeer Hatem Hadi , Prof. Dr. Altaf Yassin Khader

University of Baghdad / Faculty of Education for Women / Kindergarten Department

Abstract

Great attention is directed to the social character and in Fromm's studies of the psychological responses of the members of this group. Thus, the attention is focused not on the members of the group, each other, but the interest in building this character is focused on what is common to the members of this group, and of course this does not smile at the privacy that is characterized by. It has an individual character, uniqueness is for the child to be unique by himself, separate from others and distinct from them, so that he can develop all his capabilities and independence from parents and other children and be unique individually, or that the child is a poet of himself through his participation with others and is not distinct from them.

Thus, achieves belonging with the group, it is collectively unique, and to achieve the objectives of the research, the two researchers built the collective and individual uniqueness according to scientific steps to build scientific tests and standards. The test has good validity and reliability, and the tests were applied to a sample of (300) children from public and private kindergartens, who were chosen by a simple random method, and the results were found. The children are characterized by collective and individual uniqueness to a medium degree and that the collective uniqueness of males is better than that of females. Then, the researchers presented a set of recommendations and suggestions.

Research problem:

Often in the collective feeling, the image of the self at (Young) resembles a series of islands in the sea. The visible part of the islands is the individual emotional mind, followed by the individual subconscious under water. A group of individuals (islands) unite at a deeper level composed of the racial unconscious (groups). Semitic-Mongolian etc.), while at the bottom of the sea on which these islands are based lies the collective unconscious that contains the heritage of humanity as a whole. Accordingly, the individual unconscious is the individual feeling of each of us, and this is the personal storehouse of memories, experiences and ideas that have passed us in our histories.

The private, who is the most superficial type of unconsciousness and contains personal experiences that society has suppressed, or that it is not fully aware of. (Ghobari Khaled, 2015: 162_163). Fromm gave great attention to the social character and in his studies of psychological responses, which is concerned with building the collective character of the members of this group, and thus the attention is focused not on the members of the group from each other, i.e. the disparity that exists between individuals, but the interest in building this character is on What is common to the members of this group, of course, this does not smile at the privacy that characterizes the individual character. (Sukar, 2013: 110) and by observing the children's behavior, the two researchers identified the research problem,

where they found that some children enjoy individual uniqueness and others have a collective uniqueness. Hence, the research problem appears. Do the children of Kindergarten have individual or collective uniqueness?

The importance of the research:

Through his study of the development of personality and its growth in the direction of exclusivity, which is the process by which a person becomes a psychological individual, meaning that he is alone or a separate whole concept, even if it is not divided, it is a process of self-activation in which the whole that is called the self is distinguished from the multiple parts And the various types of personality, including the collective unconscious. It is the union of opposites represented by the hermaphrodite archetype.

It confronts what we do not fully represent and applies to us. During uniqueness, the animus balances with the anima, and the feeling with the unconscious. (Kafafi et al., 2009: 133) This interest in the complexity and uniqueness of the individual in Murray led to Presenting such a complex and complex planning of variables with the aim of dealing with human behavior.

In addition, this interest led him to examine a small number of people in depth, while avoiding those studies that only include obtaining no more than two or three measures for the person under study, and so we find that Murray has taken full care of the individuality of behavior and has taken great precautions to ensure that this quality is adequately represented and, in any case, he also accepts the necessity of abstraction during the empirical examination process, and he did not hesitate to contribute to the processes that include dealing with components of behavior in the light of general or common variables, and he insists in any case that the results of such partial

studies can only be interpreted efficiently when the researcher knows a great deal about each individual examined. (Landsey, 1969:254).

Research Objectives: The research aims to know:

1-The collective and individual uniqueness of kindergarten children

2-The differences between males and females in the collective and individual uniqueness

Research limits:

The research is determined by the children of Riyadh in kindergartens in the six general directorates of Baghdad Education / on both sides of Karkh / Rusafa for the year (2021/ 2022)

Define terms:

First: collective exclusivity:

1-(Schultz, 1983): (It is the individual's ability to interact with what is dictated by the collective thought, which creates harmony and understanding with other individuals). (Schlitz, 1983: 167).

2- Theoretical definition of collective singularity: (It is the differentiation of some individuals from each other in a multiple way, even if there are a large number of people among them whose temperament structures do not agree with the overall structure of the total group, and it is the core of the character structure that most members of a civilization share in contrast to the individual character What distinguishes people of the same civilization from each other. (Froom, 1994: 83)

3- The procedural definition of collective uniqueness: the degree that the child obtains for his answer to the paragraphs of the collective and individual uniqueness test prepared by the researcher.

Second: individual exclusivity:

1-(Kafafi and others, 2010): (It is the pattern of behavior that characterizes a particular person, i.e. the relatively permanent pattern of non-instinctive struggles through which a person works to connect himself with the human world and the natural world). (Kafafi et al., 2010)

2- Theoretical definition of individual uniqueness: (It is the extent to which the child comes out of that world and becomes aware that he is alone and that he is a separate entity from others, and this separation from the world is often threatening and dangerous and creates a sense of anxiety. Alone, he stands and faces the world with all its compelling and perilous appearances. (Froome, 2009: 78)

3- The procedural definition of individual uniqueness: the degree that the child obtains for his answer to the paragraphs of the collective and individual uniqueness test prepared by the researcher.

Third: The Kindergarten Child: (Ministry of Education, 2005): They are the children who are accepted into kindergarten who have completed (4) years at the beginning of the school year or who will complete it in the Gregorian year (December 31) and who have not exceeded the age of six. (Ministry of Education, 2005: 8)

Chapter Two: Theoretical frameworks and previous studies:

The concept of exclusivity:

In individual personality theories there are several important weaknesses compared to more developed scientific types. Individuals, friends or relatives, and thus the personality theorist draws data from a broader (wider) field to corroborate or support his theory, and our theorizing is also based on observing ourselves and observing others on the basis of our thoughts and feelings and evaluating their

reactions on the basis of our feelings or our behavior in similar situations.

In other words, we view others in a very subjective and subjective sense. Ideally, scientists can observe more objectively without biasing what they see because of their needs, fears, desires, and values. A third weakness in individual theories is that we tend to persist in our beliefs. Even when there is evidence to the contrary, and as soon as you build a theory about people in general or about one person in particular, we tend to see only that behavior that confirms our theory and we fail to see behavior that refutes it. (Schultz, 1983: 17).

Erich Fromm's theory of individual and collective individuation: Fromm did not present an organized or complete theory of personality, but he clarified several views that are complementary to the trends of psychoanalysis. A culture, the main theme of all of Fromm's writings, is that man feels unique, isolated and lonely because he is separated from nature and the rest of humanity, this state of isolation and exclusivity does not exist among any other type of being, but rather it is the distinctive human position. (Sugar, 2013: 107-108).

Although people share many existential problems and needs, they also differ from each other, and we find this clear through Fromm's definition of personality, which people in the history of their growth and development to experience the same environment in different ways. People also show uniqueness in the specific ways they take to solve their human problems. (Kafafi et al., 2010: 329).

Some people differ within society in terms of their personal nature, where there is no two persons for whom the structure of character is identical, that the structure of character is more important when it is possible to prove that whole peoples and groups also have within a particular society a distinctive character structure, even if

	number							
Rusafa/1	28	1516	1515	2564	2420	4080	3935	8015
Rusafa/2	54	2669	2980	0500	4626	7169	7606	14775
Rusafa/3	20	1134	1156	1915	1909	3049	3065	6114
Karkh/1	32	1182	1202	2022	2003	3205	6409	6409
Karkh/2	30	1514	1579	2656	2589	4170	4168	8338
Karkh/3	21	1165	1261	1717	1760	2882	3021	5903
the total	185	9180	9693	15,374	15307	24554	25000	49554

1-The two researchers obtained information about the research community through the task facilitation order, Appendix (1).

2- Research sample: The research sample included (300) children from kindergarten children, who were chosen at random to simple to apply the research tools, and table (2) illustrates this.

Table (2) Distribution of application sample members according to the directorates of education and Riyadh (governmental, private)

Directorates	Governmental Kindergarten	male	female	Kindergarten	preliminary	sum	Kindergarten private	male	female	Kindergarten	preliminary	sum
Karkh first	Al-agsan	4	5	5	4	9	Hope	7	9	8	8	16
	Crescent moon	5	4	4	5	9	I hope creativity	7	9	7	9	16
	Al-banafsage	5	6	6	5	11						
	Alsalam	5	4	4	5	9						
Second Karkh	Warka	4	3	3	4	7	little genius	6	10	6	10	16
	Almlakain buds	5	4	5	4	9						
	chrysanthe mums	4	4	4	4	8						
	Alrabeea	4	3	4	3	7						
Granada	5	5	5	5	10							
	Granada	4	3	3	4	7	panda	5	9	6	8	14

Third Karkh	almuhit	5	4	4	5	9	National Springs	8	9	7	10	17
	Kadhimiya	4	4	4	4	8	Heaven's entry	4	11	6	9	15
	lily	5	4	5	4	9						
	albait	5	4	5	4	9						
	justice	4	5	4	5	9						
Rusafa first	Sinbad	5	4	5	4	9	Mama Bushra	7	10	8	9	17
Rusafa second	nationalization	4	4	5	3	8	The two winds	5	9	5	9	14
	Narcissus	4	5	5	4	9						
Rusafa third	paradise	4	6	5	5	10						
	cooing	5	4	5	4	9						
sum	20	90	90	90	85	85	8	49	49	53	72	1250

3- The two research tools: in order to measure the research variables (collective and individual uniqueness), the two researchers built the collective and individual uniqueness test due to the lack of ready-made tools to measure the research variables to the best of the researchers' knowledge, and the following is a presentation for each of them:

Building the collective and individual uniqueness test: The two researchers followed the following steps in constructing the test:

1- Drafting the paragraphs: After reviewing the theoretical frameworks (Froome's theory), literature and previous studies that examined the collective and individual uniqueness, the two researchers formulated the paragraphs in their initial form and numbered (13) paragraphs with degrees (0,1), and the Appendix (3) explains this.

Table(3) Paragraphs that have been modified and deleted in the individual and group singularity test

Clarity of instructions: To verify the clarity of the paragraphs and the clarity of their language and content, the test was applied to a random sample of (20) children from Riyadh children, as it was found that the test instructions and paragraphs are all clear and understandable in terms of meaning and wording.

2- Validity: To calculate the validity of the test, the two researchers did the following:

Face validity: This type of validity was verified by presenting the test in its initial form, Appendix No. (3), to a group of specialized experts to judge the validity of its items in measuring group and individual uniqueness. The experts' observations resulted in modifying items (3), 5, 8, 11) of the test. The two researchers took the experts' observations by modifying the paragraphs. The experts referred to the observations in Table (3) as follows:

Some test images, according to experts' opinions, were replaced from real images to cartoon images, as in the following paragraphs:

Paragraphs Edited	
Previous Wording	New Formulation
The third situation: Do you like to eat food alone, if with Mama and Papa? Do you have delicious and good food that you eat alone, if with Mama and Papa? Wahdi (singular individual) with Mama and Papa (collective uniqueness)	The third situation : Do you like to eat food alone, if with Mama and Papa? Do you have delicious and good food that you eat alone, if with Mama and Papa? Wahdi (singular individual) with Mama and Papa (collective uniqueness)
The fifth situation: Do you like to arrange the cubes in the kindergarten alone or with other children? If a teacher asked you to arrange cubes, would you like to arrange them on your own ? Alone (individually) with other children (collective individuation)	The fifth situation: Do you like to arrange the cubes in the kindergarten alone or with other children? If a teacher asked you to arrange cubes, would you like to arrange them on your own ? Alone (individually) with other children (collective individuation)
Situation Eight : love sleep in your bed alone if sleep with my mom and daddy ? From sleep at night Love sleep alone in your bed if sleep with my mom and daddy ? alone (singular single) with my mom Baba (singular plural)	Situation Eight : love sleep in your bed alone if sleep with my mom and daddy ? From sleep at night Love sleep alone in your bed if sleep with my mom and daddy ? alone (singular single) with my mom Baba (singular plural)
Situation atheistic Ten : love watching your mask Favorite alone Mother with your family ? if our job TV and get up cartoon You want see it alone if yay my mom and your brothers? alone (singular single) with my family (singular plural)	Situation atheistic Ten : love watching your mask Favorite alone Mother with your family ? if our job TV and get up cartoon You want see it alone if yay my mom and your brothers? alone (singular single) with my family (singular plural)

* The rest of the paragraphs remained the same without modification.

3- Statistical analysis of paragraphs:

-Discriminatory power: In order to find the discriminatory power of the paragraphs of the collective and individual uniqueness test, the two researchers applied the test to a sample of (300) children from Riyadh children (governmental and private) in the city of Baghdad, and the two researchers arranged the degrees of the sample in a descending manner, then the highest (27%) of the total Scores to be the upper and lower group (27%) of the total scores; To be the lowest group, a statistical analysis was

conducted for the test items, which consisted of (17) items. The analysis sample consisted of (162) tests, as the number of test scores for the upper group was (81), and the test scores for the lower group were (81) degrees. The two researchers used the equation of the two extreme samples. The lower group; For each paragraph of the test and after extracting the arithmetic mean; And the standard deviation of both the upper and lower groups, the value of the two extreme groups represents the discriminatory power of the paragraph between the two groups. Table (5) illustrates this.

Table (4) Distinguish the items for the collective and individual uniqueness test

T	Collective Uniqueness			Individually Uniqueness		
	the group upper	group _ world	Labs Excellence	the group upper	the group world	Labs Excellence
1	74	36	0.46	45	7	0.45
2	72	35	0.45	46	9	0.45
3	71	32	0.48	49	10	0.48
4	62	25	0.45	56	19	0.45
5	56	27	0.35	54	25	0.35
6	64	28	0.44	53	17	0.44
7	69	24	0.55	57	12	0.55
8	70	29	0.50	52	11	0.50
9	74	35	0.48	46	7	0.48
10	69	32	0.45	49	12	0.45
11	66	30	0.44	51	15	0.44
12	77	34	0.53	47	4	0.53
13	80	37	0.53	44	1	0.53

The relationship of the paragraph with the total score: The two researchers used the correlation coefficient (Point Pacerial) to know the relationship between the degrees

of each paragraph of the paragraphs, and the total score of the test. The same analysis sample of (300) children from Kindergarten was used. Level (0,05) Table (5).

(5) The correlation coefficient of collective and individual singularity with the total score

T	collective uniqueness	individual uniqueness
	Labs link	Labs link
1	0.53	0.77
2	0.57	0.70
3	0.68	0.72
4	0.75	0.76
5	0.63	0.73
6	0.74	0.85
7	0.82	0.57
8	0.70	0.69
9	0.63	0.64
10	0.72	0.70
11	0.71	0.65
12	0.69	0.73
13	0.81	0.64

Reliability: According to reliability through: Kewder-Richardson equation: It is an equation that aims to treat test homogeneity, since heterogeneity of test items is one of the sources of measurement

error, because it affects its reliability. The two researchers chose (30) boys and girls in kindergarten and applied the test to them to calculate stability, and the results were as shown in Table (6)

Table (6) Coefficient of reliability of the individual and group singularity test by the Kewder-Richardson method

	Correlation coefficient value
collective exclusivity	0.88
individual exclusivity	0.86

Descriptive statistical characteristics of the collective and individual uniqueness test: from extracting the descriptive statistical characteristics of the research sample response scores in Table (12) it was found

that the scores of the sample members on the collective and individual uniqueness test were closer to the average distribution in Table (7) and Figure (2) illustrates this.

Table (7) Descriptive statistical characteristics of the response scores of the research sample to Individual and group uniqueness test

Descriptive Statistical Characteristics	individual uniqueness	collective uniqueness
arithmetic mean _	6.20	6.79
median _	6	7
mode MODE	6	7
STd. Deviation	1.98	1.98
Variance _	3.94	3.94
skewness Skewness	0.276	-0.276

kurtosis Kurtosis	0.015	0.015
Range	11	11
less value Minimum	1	1
Maximum value	12	12
Total Sum	1861	2039

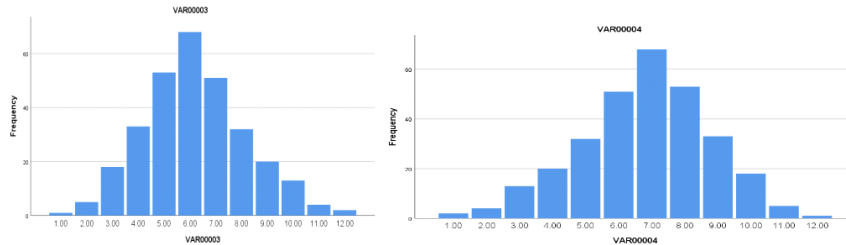


Fig. (2) Distribution of the research sample individuals according to the mean curve in the collective and individual uniqueness test

The final form of the collective and individual uniqueness test: the test in its final form consists of (13) items, with weights (0, 1) and the highest score for the scale is (13) and the lowest score is (zero) and a hypothetical mean (6.5), and the scale has good honesty and stability The two researchers applied the two research tests, after the director's approval. The researchers ask any child who wants to ask him and answer interesting questions, and after the child's approval, the test is done. Appendix 1 explains this.

Table(8) Statistical sample description of the collective singularity variable in terms of mean and standard deviation

Statistical sample description	Sample volume	Minimum score	Maximum score	Term	Arithmetic mean	standard deviation
	300	0	10	10	5.45	1.76

When summing the arithmetic mean; And the standard deviation, we find that the summation value is equal to (7,21); it is approached to (7), and their number is (83) children and at a rate of (28%), which

Chapter Four: Research results and their discussion

This chapter includes a presentation of the results of the research, their interpretation and discussion according to its objectives and according to the following:

The First Goal: to know the collective and individual uniqueness of the children of Riyadh

A- Knowing the collective uniqueness of kindergarten children: the two researchers arranged the grades of kindergarten children from the highest degree to the lowest degree, then extracted the arithmetic mean, standard deviation of the degrees, and table (8) illustrates this.

means that they have a high collective uniqueness.

And when we subtract the value of the standard deviation from the arithmetic mean, we find that the achieved value is equal to (3.69);

As for those whose scores were between (7-4); Their number reached (132); And (44%) and they represent children who have a collective uniqueness to a medium degree.

This result explains that the environment, cultural development and family security play a major role in achieving the collective uniqueness of the child, as the unique children are all within a diverse safe environment that provides them with all social means, in addition to the parents'

keenness and great interest in encouraging their child to participate in other siblings, whether in play or in Drawing and this leads to the development of the collective uniqueness of the child, as the child tends to carry out his duties within the group, while some parents prevent their child from mixing with others for fear of acquiring their habits and behaviors and for their child to remain calmer, which affects his collective uniqueness. Figure (3) represents the spread of grades.

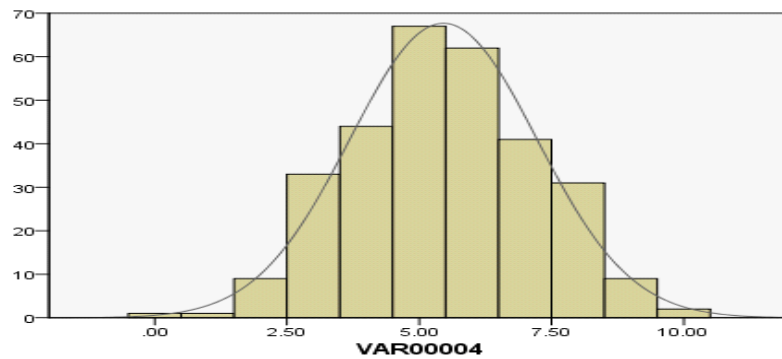


Fig. (3) Distribution of the sample members in the frequency polygon for collective singularity

B- Knowing the individual uniqueness of Riyadh children: The two researchers arranged the grades of Riyadh children from the highest degree to the lowest degree, then relied on the arithmetic mean,

and the standard deviation of the scores of the research sample of (300) children from Riyadh children, and Table (9) illustrates this.

Table (9) The sample's statistical description of the individual singularity variable in terms of mean and standard deviation

Statistical sample description _	Sample volume	Minimum score _	The upper limit of the grades	Term	Arithmetic mean	standard deviation
	300	3	13	10	7.54	1.76

When summing the arithmetic mean; And the standard deviation, we find that the summation value is equal to (9,3); it is approached to (9), and their number is (88) children and at a rate of (29%), which

means that they enjoy a high individual uniqueness, and when we subtract the value of the standard deviation from the arithmetic mean, we find that the achieved value is equal to (5.78);

As for those whose scores were between (9-6); Their number reached (130); And (43.33%) and they represent children who have individual uniqueness to a moderate degree.

This result explains that unique children live within an integrated environment in all aspects of life, which makes the percentage of their uniqueness good in addition to the role of the kindergarten and the services it

provides to them that help in their uniqueness and the role of parents in encouraging their child to acquire new information and experiences that make him more unique and distinct from other children Where we find some parents do not want this, fearing that they will have a unique child distinct from the rest of the children, which makes the uniqueness of their children weak. Figure 4 represents the spread of scores.

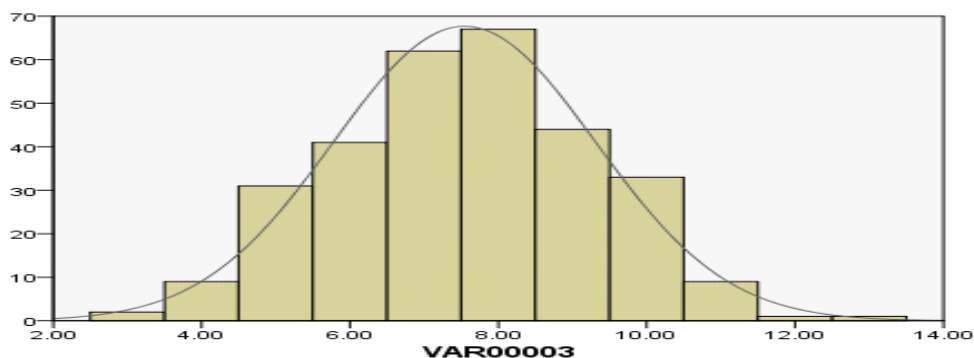


Fig.(4) Distribution of the sample members in the frequency polygon for individual singularity

_ Using the t-test for one sample, it was found that the calculated t-value is greater than the tabular value, meaning that the sample members possess collective and individual singularity, as it was found that the arithmetic mean of the collective and individual singularity of the research

sample is greater than the hypothetical mean, and the tendency of the research sample children to collective singularity is clear if it was The arithmetic mean (9,19) is greater than the arithmetic mean for the individual singularity (7,83). Table (10) illustrates this

Table(10) T-values calculated for the research variables, the collective and individual uniqueness of the whole sample

variable exclusivity	the number	The arithmetic mean of the sample	hypothetical mean	standard deviation	the value Calculated T	Table T - value
collective	300	7.54	6.5	1.76	10.40	1.98
singles		5.45		1.76	10.50	

The calculated T value for the significance of the difference between the arithmetic

mean and the hypothetical mean indicates that there is a difference in favor of the

sample, and this means that the children have both types of collective and individual uniqueness, which constitutes the correct growth of children within the society in which they live.

- The second objective: the differences between males and females in the collective uniqueness variable: using the t-test for two independent samples, the researchers found that the t-value calculated for the significance of the differences between male and female children in the collective

singularity variable is equal to (4.06), which is greater than the tabular t-value at the level of (0.05) and returning to the arithmetic circles, we find that the difference is in favor of males with an arithmetic mean of (5.88), meaning that males are more inclined to collective exclusivity than females, as the arithmetic mean reached (5.08), and this may be due to the upbringing of males to integrate into Society and showing masculinity and self-affirmation among members of society and social attitudes.

Table (11) The calculated T value for the significance of the differences between males and females in the collective uniqueness variable

the group	the number	Arithmetic mean	standard deviation	the value Calculated T	Table T - value
male	139	5.8849	1.50400	4,06	1.96
female	161	5.0870	1.89536		

The differences between males and females in the individual uniqueness variable: using the t-test for two independent samples, the researchers found that the t-value calculated for the significance of the differences between males and females of children in the integration variable is equal to (3.97), which is greater than the tabular

t-value at the level (0.05). Returning to the arithmetic circles, we find that the difference is in favor of females with an arithmetic mean (7,96), meaning that they tend to be individualistic than males with an arithmetic mean (7,18), and the interest of others and their praise.

Table (12) The calculated T value for the significance of the differences between males and females in the individual uniqueness variable

the group	the number	Arithmetic mean	standard deviation	the value Calculated T	Table T - value
male	139	7.1801	1.87379	3,79	1.96
female	161	7.9640	1.53892		

Conclusions: Based on the research results, the following conclusions can be summarized:

- 1- Children are characterized by collective and individual uniqueness of medium degree.
- 2- Males tend to collective exclusivity, while females tend to individual exclusivity.

Recommendations:

From the above procedures and research results, the researchers reached the following recommendations:

- 1 - That each kindergarten conducts workshops or seminars to reduce the individual uniqueness of the child and to pay attention to the collective uniqueness of the children of kindergarten.
- 2- The Ministry of Education organizes training courses and workshops for kindergarten teachers in order to increase their experience on the subject of collective and individual exclusivity and to become familiar with all its details.

Suggestions:

After the findings of the two researchers, it is suggested to conduct a study on:

- 1- The relationship of collective and individual uniqueness to social upbringing among kindergarten children.
- 2- A counseling program to reduce the individual uniqueness of kindergarten children.

References:

1- Schultz, Duane (1983): Personality Theories, translated by Holly Karbouli and others, Baghdad, Baghdad University Press

2- Kafafi, Aladdin et al. (2010): Personal Theories, Development, Growth, Diversity, Dar Al-Fikr, Publishers and Distributors, The Hashemite Kingdom of Jordan, Amman.

3- Sukar, Haider Karim (2013): Personal Theories, Dar Al-Farahidi for Publishing and Distribution, College of Education, Al-Mustansiriya University, Baghdad

4 Lindsay, K. Hall (1969): Personality Theories, translated by Farag Ahmed Farag and others, Arab Thought House, Cairo

5- Al-Ashwah, Zainab Saleh (2013): Methods and methods of scientific research and the most important pillars, 2nd Edition, Egyptian Book House, Arab Group for Training and Publishing, Cairo.




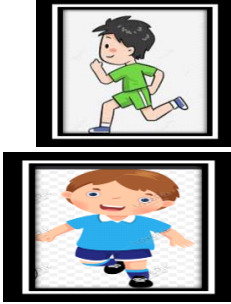

6- Ghobari, Thaer Ahmed, and Khaled, Muhammad Abu Shaira (2015): Personal Psychology, 1st Edition, Dar Al-Assar Al-Alamy for Publishing and Distribution, Jordan, Amman





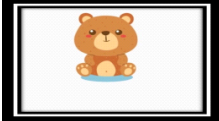


7- Fromm, Eric (1994): Beyond Illusions, translated by Salah Hatem, 1st edition, Dar Al-Hiwar for Publishing and Distribution, Syria


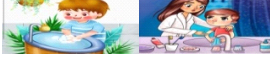
8- Fromm, Eric (2009): Escape from Freedom, translated by Mahmoud Munqith Al-Hashemi, Publications of the Syrian General Book Organization, Ministry of Culture, Damascus

9- kalashni kova, marina, et. at (2015) , flexible use of mutual exclusivity in word learning , language learning and development, Sydney , Australia

Supplement to the final test of collective and individual uniqueness among kindergarten children:

Paragraph Number	The Question	The Shape
1	<p>Situation : Do you like to take a picture alone, if with your brothers? Have a birthday party at home, would you like to take a picture by yourself? If you take a picture, what are your brothers? Alone (individually) with my brothers (collective exclusivity)</p>	
2	<p>The second situation: Do you like to paint a beautiful painting alone or with your sister? If I give you paper and crayons for drawing, do you sister like to draw a beautiful painting on your own, if you and your sister draw it ? Alone (individual singularity) with my sister (collective singularity).</p>	
3	<p>Third position: Do you like to eat food alone, if with Mama and Papa? Do you have delicious and good food that you eat alone, if with Mama and Papa? Wahdi (singular individual) with Mama and Papa (collective uniqueness)</p>	
4	<p>Fourth position: Who do you play a sport that you like to move your feet only if all parts of your body? Who do you play a sport that you like to move your feet only if you do a sport that moves your hands, legs, head and all your body? My feet only (singular) all parts of my body (plural singularity)</p>	
5	<p>The fifth situation: Do you like to arrange the cubes in the kindergarten alone or with other children? If a teacher asked you to arrange cubes, would you like to arrange them on your own? Alone (individually) with other children (collective individuation)</p>	

6	<p>Sixth Situation: Who do you celebrate in kindergarten? Do you like to sing and dance in kindergarten alone or with other children? Who did we celebrate in kindergarten? Would you like to sing an anthem on your own? If you like to sing the anthem with other children? Alone (individually) with other children (collective individuation)</p>	 
7	<p>seventh situation : Who would you go to the park to take a game alone, if a group of toys? If Papa took you to the garden, who would you go to take a single game with you if all your games? Alone (individual singularity) a group of games (collective singularity)</p>	 
8	<p>The eighth situation: Would you like to sleep in your bed alone, if you sleep with Mama and Papa? Who sleeps at night would you like to sleep alone in your bed if you sleep with Mama and Papa? Wahdi (individual singularity) with Mama and Papa (collective singularity)</p>	 
9	<p>The ninth situation: See this picture of a big bear and a small bear. Do you choose one of them or both? The teacher gave you two pictures, a picture of a big bear and a picture of a small bear. Would you choose one of them if two of them? One of them (singular singular) Both of them together (plural singularity)</p>	 
10	<p>The tenth situation: Do you like to draw a rose alone or a group of roses? Who do you paint with your brothers? What would you like to paint for a single rose, if it was a hobby? Alone (individual singularity) a group of trees (plural singularity)</p>	 

11	<p>The eleventh situation: Do you like to watch your favorite channel alone or with your family? If we turn on the TV and a cartoon comes out, you want to see it alone, if you , Mama and your brothers? Alone (individually) with my family (collective exclusivity)</p>	
12	<p>The twelfth situation: You like to wash your hands alone, if you like to wash it, you and Mama? Who get rid of your food would you like to wash your hands alone if you and your mother wash them? Wahdi (singular individual) with Mama (collective singularity)</p>	
13	<p>The thirteenth situation: If I give you ice cream, do you eat it alone or with your brother? If I give you ice cream (mota), you eat it alone, if you and your brother eat it? alone (individual singularity) with my brother (collective singularity)</p>	