

The Effectiveness Of A Program Based On The Use Of Child Education Media In Developing The National Identity Of Kindergarten Child In Light Of The Vision Of The Kingdom Of Saudi Arabia 2030

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Abstract

The study aimed to identify the effectiveness of child education media in the development of the national identity of kindergarten children in light of Saudi Arabia's vision 2030. The semi-experimental approach was used. The study was applied to 60 kindergarten children aged 5-6 years ($M \pm SD 5.7 \pm 1.41$). A program based on the use of child education media (theatre, story, cartoon) to develop the national identity of a kindergarten child. In addition, the measure of national identity, which is one of the following dimensions, is the national identity (religious, cultural and social) (prepared by the researcher). The results of the study showed the effectiveness of the use of child education media in the development of the national religious identity of the kindergarten child. Also, the effectiveness of the use of child education media in the development of the national social and cultural identity of the kindergarten child. In light of the results of the study, several recommendations were made, the most important of which are: Inclusion of all dimensions of national identity in kindergarten curricula. In addition, directing the teachers' attention to the diversity in the educational media used to camouflage the dimensions of national identity.

Keywords: Child Education Media - National Identity - Kindergarten Child Vision of the Kingdom of Saudi Arabia Saudi Arabia 2030.

Introduction

Childhood is one of the most important stages that a person goes through, because it has a great impact on building his personality in terms of physical and intellectual social aspects, it is the stage at which skills, fundamental values, ideas and convictions that remain with the child throughout his life, and with renewed concepts in the world of childhood. Nations and peoples realized the value of this stage of human life, and began to find ways and ways that will promote and develop the culture and personality of the child, where the culture of the child is defined as a set of ideas, knowledge, behaviors, customs, traditions, arts, and manners acquired by the child from his environment, family, parents and the environment in which he or

she lives, the culture of the child arises as a result of direct contact between him and the surrounding environment and its various elements. The first years of a child's life. The development of national identity contributes to the formation of a human being with high national values since childhood who is able to attract new meanings and connotations that are self-liking and translated by his actions, and qualify him for positive and balanced communication with his surroundings open to other cultures and contribute to attracting in line with his beliefs built in the light of the lofty values accepted by society.

Research has demonstrated the important benefits of early childhood education for individuals as investment in the care and development of preschool-age children has

proved to be a return. Investment in the foundation stage (early childhood) achieved the highest rate of economic return on future investments (Sunge et al, 2013). (Odeh, 2007) and national identity give young people knowledge and skill, understand the social and political roles in society, qualify them for national responsibility and introduce them to their moral and behavioral rights and duties, and make them citizens more self-reliant, and participate in the building of society, John Dewey has seen that national identity means no more or less than participating in the life experience in giving and giving, national identity is nothing less than making the mind social, So that he makes his experiences move on to the best for him and his group (Nasser, 2002). The concepts of national identity acquire their value from the history of civilization through the ages, the study of history and social sciences is a basis for the formation of concepts of national identity and aims to strengthen the idea of belonging and loyalty, in the United States of America, the citizenship course is one of the important courses included in the study program where history offers new entrances to discover the different concepts of national identity, which are founded through awareness of the historical and national cultural peculiarities and willingness to strengthen them (Qandil, 2010).

National education is a planned process to respect the system of government in society. The fundamental element of human education is its indoctrination of standards and values through education, which achieves respect for social systems of government, creating an adaptation between the individual and his society and a balance of social structure. It is necessary to have educational programs directed both in school and in the media to establish respect for the main systems of society: the approach of the Creator Almighty, the system of government in the state, and the guardianship of the family over the individual. Stability in social construction, belonging and patriotism will only be achieved with proper educational planning that will bring psychological security to individuals in Saudi society. The process of

strengthening the national identity in Saudi Arabia is therefore a complex process with specific requirements in its media, educational, educational and social programs to deepen respect for the three systems of society and because a focus on part of national education programs weakens the other side and creates an imbalance between the adaptation of the individual and other systems in society, leading to a contradiction in the behaviors of the individual and losing security and psychological tranquility and weakening his affiliation, love and loyalty to his country (Sword, 2018).

Several studies and researches have been conducted to promote national identity in children, the Age Study (2014) has indicated. The methods of citizenship education in the GCC countries have helped to establish the principle of coexistence and how to preserve political systems, and to block the entrances to chaos. and study (Barton, et al, 2004), which aimed to prepare a kindergarten child to participate in democratic life by learning history, the study found that presenting historical concepts using diverse activities develops the spirit of citizenship and belonging to the nation

Not only is the family or school the source of culture and knowledge, but the child receives them through several media or means. The mediator in children's culture is every tool used to present or communicate cultural material in different forms to them. The media of children's culture have characteristics and considerations that are very different or slightly different from those of adult culture media. At the same time, each cultural mediator has a different nature and mechanism than other media, but the best of all has suited the nature of the child and provided him with realistic images and attitudes about life. From printed books to some recent technical achievements such as the Internet, to newspaper, television, film, radio, video, theatre, museum, exhibition, excursion, etc. It can be divided into three types: readable culture media, including stories, books and magazines, a type that uses reading as a means of communication and influence,

and its advantage is that the message remains constant, accessible. Audio media, such as radio and visual audio media, such as television, theatre, cinema, cartoon films and video, rely on sound and image to convey culture, and are highly effective and influential, as they are directed at the sense of hearing and vision (Flea, 2011).

From this point of view, the study was concerned with the cultural media through which the kindergarten child can be arrested, and the current study dealt with some audio media, such as theater and cartoon films and some read media such as stories for their availability in kindergarten. Children's theatre is an intermediary of the transmission of culture to children and theatre, like most other media, stirs the child's feelings, mind and mind and feeds children artistically, literarily and emotionally and provides in the children's theatre several factors that make it an influential medium for them such as theatrical inspiration, children's imagination, and emotional attitudes as well as their integration and sympathy. Other children's literature may be superior in its impact on children and these are based on the fact that there are two colors of thinking in children: living thinking based on concrete things, and conceptual thinking based on sensory images of things, hence the theater is a few in front of children facts, people and ideas concretely, visually and audibly (Najji, 2008).

Kanaan (2011) also stressed the importance of integrating puppet theater into the educational process, especially with the initial educational stages in human age, and these studies have resulted in the importance of the curriculum provided specifically for the kindergarten child, which is difficult to understand in traditional ways, and based on the above, it is clear that the puppet theater, if well used with its means, songs and songs, and the words of the theatrical text, will undoubtedly play a major role in giving the child the values of belonging, and help in a way that helps in a way that Great in conveying positive ideas to children's minds by keeping the impact of learning. Howe (.1990) highlighted one of the most

important factors influencing the language of the Arab child, because the presence of cartoons in the child's daily life is a reality that no one denies and the fondness of the child is something that the Arab family is familiar with, the influence in its language is the case, and the vulnerability continues to vary from child to child and to attract the attention of the child, where she deals with the animal, the human, the inanimate, and the imaginary things that help to develop the child's imagination, the story in which the story is translated into visual impressions of what is called the scenario that cares about Describing scenes, characters and backgrounds, as well as cinematic specifications in terms of footage and camera movements, or linking the viewer next to the exact description of the video of dialogue, sound effects and soundtrack.

Stories affect a child's behavior and the formation of his culture. In the story, the hero conveys a certain image of the child's mind, and paints him with realistic thinking and problem solving in his thoughts, feelings and behaviors (Shapiro, 2005, 128) .As Abdul Wahab emphasized (2019). Ali neglected the role of stories in the development of some historical concepts of the kindergarten child. Study (Hassan's, 2016) which aimed to prepare a program to train kindergarten teachers to use the story to gain the kindergarten child some historical concepts in the Pharaonic era, which was divided into (lectures and workshops) to help the sample of the study to employ activity stories This shows the importance of the story for children and the extent to which it affects their understanding of concepts. The story time for a preschool child was aimed at learning in the kindergarten library and discussing key elements of the success of the office experience of preschool children, providing suggestions on the quality of books the library should include attracting preschool children. The books they read and the characters they recognize can become like friends, and it's also good for children to understand that books are a useful source of information and that good reading skills are important for success in their future lives. Reading also helps children raise their

confidence levels, how to deal with feelings, language and learning. Study (Chick, 2006) which aimed to use history comic books to teach children past human experiences through historical stories about important historical events from historical heroism and leaders, also confirmed.

Based on the above: the importance of starting kindergarten as a crucial stage in the life of the individual to develop different values and concepts, in particular the concepts of national identity, in line with the aspirations of Saudi Arabia in preparing a good citizen with a balanced national identity, and in response to previous studies that stressed the importance of using the media of child education in the development of different concepts among kindergarten children such as the Study of Abdul Wahab (2013) which aimed to know the impact of proposed activities for the development of citizenship among children at some point Prior to school, the results found that the proposed activities have a positive impact on the development of citizenship in general among preschool children, and have a positive impact on the development of national belonging and children's respect for the law and the rules of play and the rights of others, and also, a full study (2020) which provided a proposed vision to inculcate the elements of sustainable national identity of kindergarten children under cultural globalization, the most prominent of which was the absence of statistically significant differences between the grades of kindergarten teachers in various responses to the four axes to try to instill identity Sustainable national kindergarten child. The study (Al-Subai'i, 2020), which aimed to identify the role of the teacher of the Department of Childhood in the use of animation to promote the national values and identity of the kindergarten child in light of the vision of the Kingdom 2030, the most prominent results of which were the promotion and strengthening of the moral values and positive national identity of the members of the experimental group after the development of the program compared to the control group, and continued the positive impact of the program on the

experimental group during the follow-up period. The Pat them Psin study, which aimed to learn how to make citizenship and behaviour education a practice and behaviour among primary school pupils, teachers and education management, found that the comprehensive integration of each teacher enhances national belonging and identity and the current research has benefited from the study in strengthening the national cultural identity of kindergarten children from the outset. Study (Ali et al, 2020) studied the goal of developing religious values and national identity among seven kindergarten children in the pilot group, and the results showed an improvement in the level of religious values and national identity following training and continued improvement of the level during the accessory measurement phase. In addition, the study of (Abdel Moneim et al, 2018) which aimed to identify the effectiveness of using a program based on some visual and audio education media in the development of communication skills for the kindergarten child. The study found the effectiveness of the training program for the pilot group. This research was therefore an attempt to verify the role of child education media in the development of concepts of national identity in kindergarten children.

Study problem:

Kindergarten is one of the most important stages in the formation of the child's personality, in which it is built in all aspects of mental, physical, social and religious, where it acquires values, concepts, knowledge, and principles of positive behavior, and crystallizes its initial experiences towards, in which its national identity is also formed. Based on its aim (Vision Kingdom 2030) to build a society whose members enjoy a spirit of loyalty and belonging to the nation capable of developing, protecting and defending it in its program "We cherish our national identity ... We are proud of our cultural, Saudi, Arab and Islamic heritage and the consolidation of original Arab and Islamic values, which have earned us a unique diversity and cultural depth, so we will preserve our national identity, highlight it

and know about it, and pass it on to our future generations. (Saudi Arabia Vision, 2030)

Through some field visits and supervision of practical training students in kindergartens, it was found that kindergarten teachers use traditional methods and methods to develop the national identity of children, and noted that female teachers did not focus on the development of all aspects of national identity (cultural, gender- religious) but generally addressed them in a national unit. Several studies also recommended the need to pay attention to the educational programs offered to the kindergarten child and prepare them in light of the concept of good citizenship in order to instill the values of belonging and loyalty to him. (Salama, Abdul Qadir, 2000), a study (Lamia, 2009) recommended the need to take care of the theater within the educational process, as the theater is one of the most important media of children's literature, which achieves many of the objectives of the educational process, because it allows them freedom, activity, effectiveness, dynamism, tradition and observation. Hussein's study (2005) also confirmed that he was not a good one. However, the most important criteria for early childhood development are the instilling of good citizenship in the child from the very beginning of his nails (p. 74).

The researcher therefore saw the use of the many characteristics and advantages available in the media of educating children to develop the national identity of children as it is divided into several categories, including written media: children's literature includes stories and stories, as well as journals, dictionaries, scientific and historical knowledge circles, biographical books and translations. Audio-visual media: Series, tales and programmes on radio, as well as television programmes of all kinds, include educational, educational, documentary, entertainment, adventures - and history. The researcher has chosen the closest means that suit the kindergarten stage to a variety of media used (story-theater - cartoon films) in the development of the national identity (religious- social-

cultural) in the kindergarten child. In the light of the above, the study questions could be formulated as follows:

1. What is the level of national identity in its different dimensions in kindergarten children sample study?
2. What does the use of child education media do in developing the national religious identity of kindergarten children in light of Saudi Arabia's vision 2030?
3. What does the use of child education media do in the development of the national social identity of a kindergarten child in light of Saudi Arabia's vision 2030?
4. What does the use of child education media do in the development of the national cultural identity of kindergarten children in light of Saudi Arabia's vision 2030?

Methods of study

Participants:

The basic study sample was made up of 60 children aged 5-6 years ($M \pm SD$ 5.7 \pm 1.41), enrolled in kindergarten schools in Najran. All participants live in Najran, all participating parents of children have completed the voluntary consent section for their children's participation in the questionnaire and the implementation of the program, and confidentiality has been confirmed

Study tools:

First: national identity questionnaire (religious- social-cultural) in the kindergarten child. The questionnaire was prepared through access to books, references and periodicals on the use of child education media for conceptual development in kindergarten children. See previous studies and research on the development of the national identity of the kindergarten child. The questionnaire sections were defined into two sections, one on child data and one on the axes of resolution, divided into three axes, the first axis: measuring the national religious identity. The second axis: to measure the national religious and social identity. The third axis: to measure the national religious identity of cultural. The questionnaire

consists of 45 paragraphs distributed to the three axes..The 5-point Lykert scale was used (very large - large - medium - weak - very weak) grades were distributed from 5 to 1; from 1 to "very weak", and 5 to "very large". The questionnaire was tested in terms of face, content and validity by a jury of 5 experts in the field of childhood and psychology. Content health ratio (CVR) and content health index (CVI) measurements were also used in the quantitative manner. The reliability of the tool was also carried out using the Alpha Kronbach laboratory test for the three dimensions and the overall score of the questionnaire; it indicated high reliability of the overall score of the questionnaire ($r = 0.82$).

Second: A program for the development of national identity (religious- social-cultural) in the kindergarten child using the use of child education media (story - theater - cartoon films)

the general objectives of the program: - to recognize the effectiveness of the use of the media of education of the child in the development of the national religious identity of the kindergarten child in light of the vision of Saudi Arabia 2030. To learn about the effectiveness of the use of child education media in the development of the national social identity of kindergarten children in light of Saudi Arabia's vision 2030. To learn about the effectiveness of the use of child education media in the development of the national cultural identity of kindergarten children in light of Saudi Arabia's vision 2030.

Procedural objectives:

The child mentions the name of the current King of Saudi Arabia - the child mentions the capital of Saudi Arabia - the child mentions the name of the founder of Saudi Arabia - the child paints the flag of Saudi Arabia - the child enumerates national events in Saudi Arabia - the child mentions

some of the achievements of Saudi Arabia - the child calls the holy places in Saudi Arabia - the child mentions some Islamic countries - the child mentions the names of the children of Prophet Muhammad - the child mentions the name of the nursing prophet Muhammad - the child mentions the name of the sahabi Famous friend - the child participates in the work of volunteering kindergarten - the child cooperates with his colleagues in cleaning the activity room - the child shows how to keep the parks clean - the child explains how to celebrate saudi weddings - the child mentions some famous Saudi cuisine - the child explains how to respect traffic lights - the child puts a circle around the image of an archaeological place in Saudi Arabia - the child puts a circle around the official uniform of Saudi Arabia

Content of the program:

The content of the program consists of a range of activities using the educational media of the child in the audio and visual such as (theater - and cartoon films) read such as (stories). For the development of the national identity (religious- social-cultural) the researcher has prepared the program to include (24) a diverse activity where activities varied to activities (play - stories - cartoons). To develop the national identity (religious, social and cultural) I have a kindergarten child.

The program time

The program time ranges from four weeks to three days each week and each day offers two different activities using various educational media from January to February 2022.

Apply the program:

The study was applied in kindergartens under the Ministry of Education in Najran city and the activities were applied in the activity rooms inside the kindergarten and the kindergarten theater.

Program time plan:

Dimensi ons	Day	Date	Number of Activities	Type of Activity	Place of Activity	Time of Activity
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religious national identity	Tuesday	19/1/2022	2	language Activity	Activity Room	30 minutes
				Story Activity	Activity Room	30 minutes
	Wednesday	20/1/2022	2	Theatrical Activity	The theater	30 minutes
				Cartoon film	Activity Room	30 minutes
	Thursday	21/1/2022	2	Story Activity	Activity Room	30 minutes
social national identity				Song	Activity Room	30 minutes
	Sunday	31/1/2022	2	Cartoon film	Activity Room	30 minutes
				Theatrical Activity	The theater	30 minutes
	Monday	1/2/2022	2	language Activity	Activity Room	30 minutes
				Story Activity	Activity Room	30 minutes
	Tuesday	2/2/2022	2	Theatrical Activity	The theater	30 minutes
				Cartoon film	Activity Room	30 minutes
	Sunday	7/2/2022	2	Story Activity	Activity Room	30 minutes
				Song	Activity Room	30 minutes
	Monday	8/2/2022	2	Cartoon film	Activity Room	30 minutes
cultural national identity				Theatrical Activity	The theater	30 minutes
	Tuesday	9/2/2022	2	language Activity	Activity Room	30 minutes
				Story Activity	Activity Room	30 minutes
	Sunday	14/2/2022	2	Theatrical Activity	The theater	30 minutes
				Cartoon film	Activity Room	30 minutes
	Monday	15/2/2022	2	Story Activity	Activity Room	30 minutes
				Song	Activity Room	30 minutes
	Tuesday	16/2/2022	2	Cartoon film	Activity Room	30 minutes
				Theatrical Activity	The theater	30 minutes

Means and tools used in the proposed program:

The means and tools used in the proposed program: stories - plays - comic books - inshodat - cartoon films (religious - Tarige - social) - Dattacho - theater to present some stories and plays. Sketches drawing -

colors - clay - cut and thief - brides in various forms.

Program evaluation

The means used in the program: the tribal evaluation that is applied before the program is implemented through the scale prepared by the researcher to identify the

cognitive background of children about the dimensions of the formative evaluation of the national identity (religious - social - cultural) that occurs during the application of the program and is applied to all evaluation activities. The final study that takes place after the completion of the application of the program to which the procedure is applied to determine the effectiveness of the program and its impact on the eye study.

Procedures

The experimental method was appropriate for the nature of this study. After completing the tribal application of the study tool, the researcher applied the program from January to February 2022, through the implementation of the activities

of the program under study on the experimental group using the media of child education, by (3) Hours) per week, the search tool (National Identity Scale) was applied after the program was completed on end of February 2022.

Results

To answer the first question, which states: What is the level of national identity in its different dimensions in kindergarten children, the sample of study? Calculation averages and standard deviations of the study sample responses to the national identity scale and their dimensions were calculated through the SPSS statistical program, and the following table shows the results of the averages:

Table (1) showing the standard averages and deviations of the grades of the members of the basic sample on the dimensions of the national identity scale

National Religious			social national identity			cultural national identity		
Paragraph	M	SD	Paragraph	M	SD	Paragraph	M	SD
1	0.33	0.47	1	0.25	0.43	1	0.21	0.41
2	0.28	0.45	2	0.25	0.43	2	0.21	0.41
3	0.33	0.47	3	0.25	0.43	3	0.23	0.42
4	0.26	0.44	4	0.26	0.44	4	0.26	0.44
5	0.25	0.43	5	0.21	0.41	5	0.21	0.41
6	0.23	0.42	6	0.30	0.46	6	0.38	0.44
7	0.45	0.50	7	0.48	0.50	7	0.23	0.49
8	0.50	0.46	8	0.40	0.49	8	0.30	0.46
9	0.30	0.47	9	0.35	0.48	9	0.38	0.49
10	0.33	0.48	10	0.46	0.50	10	0.30	0.46
11	0.35	0.46	11	0.43	0.49	11	0.45	0.50
12	0.31	0.48	12	0.38	0.49	12	0.38	0.50
13	0.35	0.46	13	0.28	0.45	13	0.48	0.49
14	0.31	0.45	14	0.41	0.49	14	0.34	0.50
15	0.43	0.49	15	0.25	0.43	15	0.38	0.49

The researcher calculated the range equation for the arithmetic average $=2-0=2$, as the length of the category was determined: $2 \div 3 = 0.66$ and the researcher subsequently adopted the following division to determine the levels as follows:

Table (7) showing the distribution of the level of averages

0-0.66	0.67-1.23	1.24-2
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Weak Medium Strong
It is clear from the previous table that the national identity of kindergarten children in all its dimensions is low.

To answer the second question, which states: What does the use of child education media do in the development of the national religious identity of a kindergarten child in light of Saudi Arabia's vision 2030? The researcher compared the average scores of

children in tribal and remote measurement of the national religious identity using the (t) test to identify the differences between

tribal and remote measurement and the following table shows this:

Table (8) Value to know the differences between tribal and remote measurements in kindergarten child

Applying the program	N	M	SD	T	Sig	η^2	Effect size
Before	60	5.05	0.275	19.61	0.00	0.86	Strong
After	60	12.31	0.224				

It is clear from the previous table that the value of (t) to know the differences between the tribal and remote measurements in the dimension of the national religious identity reached (19.61), a statistical function at the level (0.01), and indicating differences between the two measurements in favor of the distance measurement. which indicates the effectiveness of a program based on the use of child education media (theatre- stories - cartoon films) in the development of the national religious identity of the child.

To answer the third question, which states: What does the use of child education media do in the development of the national social identity of a kindergarten child in light of Saudi Arabia's vision 2030? The researcher compared the average scores of children in tribal and remote measurement of the distance of national social identity using the (t) test to identify the differences between tribal and distance measurement and the following table shows this:

Table (9) Value to know the differences between tribal and remote measurements in the kindergarten child

Applying the program	N	M	SD	T	Sig	η^2	Effect size
Before	60	5.00	1.72	25.81	0.00	0.90	Strong
After	60	12.45	1.40				

It is clear from the previous table that the value of (t) to know the differences between the tribal and remote measurements in the dimension of national social identity reached (25.81), a statistical function at the level (0.01), indicating differences between the two measurements in favor of the telemetry, which indicates the effectiveness of the use of children's education media in the development of national social identity.

To answer the fourth question: What does the use of child education media do in the development of the national cultural identity of a kindergarten child in light of Saudi Arabia's vision 2030? The researcher compared the average scores of children in tribal and remote measurement at the distance of the national cultural identity using the test (t) to identify the differences between tribal and remote measurement and the following table shows this:

Table (10) value to know the differences between tribal and remote measurements in the kindergarten child

Applying the program	N	M	SD	T	Sig	η^2	Effect size
Before	60	4.85	1.87	26.04	0.00	0.919	Strong
After	60	12.31	1.224				

After	60	12.61	1.20
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It is clear from the previous table that the value of (t) to know the differences between the tribal and remote measurements in the dimension of national cultural identity reached (26.04), a statistical function at the level (0.01), indicating differences between the two measurements in favor of the distance measurement, which indicates the effectiveness of the use of children's education media in the development of national cultural identity.

Discussion

This study aimed to identify the effectiveness of child education media in the development of the national identity of kindergarten children in light of Saudi Arabia's vision 2030. According to the results of the first question, the national identity of kindergarten children in all its dimensions was low. This result is due to the fact that kindergarten curricula do not include all dimensions of national identity clearly, and the kindergarten curriculum contains a national unity and focuses on general information on cultural identity with regard to religious and social identity that is not clearly included in kindergarten curricula.

The result is also due to the lack of diversity in the use of methods and strategies attractive to the child, most teachers use the traditional method to communicate the concept to the child, this method affects the understanding of the child to the concept and its practice in a practical way, there is no doubt that multimedia and an interesting and attractive method have a strong influence on the child's understanding of concepts, so it is not necessary to include all dimensions of the national identity (religious- cultural-social) with the curricula of Riad and the preparation of various programs, The diversity in the use of strategies to excite and attract children and to make the child feel his national identity in a perceptible way, as confirmed by many studies such as the study of supervisors (2010). And the study

Michalopoulou (2017) which aimed to identify human rights and the idea of citizenship under the index of the educational curriculum that children affect their participation, which constitutes the curriculum at the exact level but affects their behavior as well, so that children respect the wishes of others as she stressed the importance of citizenship and instilling it in our children. This emphasizes the importance of children's interaction with the activities of the curriculum and its impact on the development of national identity. It will form the personality of a good citizen who is able to promote the country and its growth in all fields, that socialization from a young age is the basis for the activation of citizenship and the impact of the values of citizenship in the formation of the personality of the Saudi child and the keenness of the kindergarten teacher in strengthening citizenship and developing its values in his distinguished style in dealing with her children, and the study of shanawi (2010) which aimed to design a multimedia educational program to give the kindergarten child some historical concepts and the results reached the acquisition of the experimental group of historical concepts Including the Egyptian civilization old and new using multimedia, the study of Abed Rabbo et al. (2020) and (Shelby, 2015) which emphasized the importance of spreading a culture of pride and adherence to the national identity of children through the use of various activities attractive to the child commensurate with his abilities, abilities and characteristics of development, and by reviewing literature, theoretical frameworks and what she has reached, which prompted the researcher to do a program that enriches and develops the national identity of the kindergarten child using multimedia.

According to the results of the second question, the results indicated the effectiveness of a programme based on the use of child education media (theatre, stories, cartoon films) in the development of the national religious identity of the

child. This finding is consistent with the findings of the Ashour Study (2009) on the effectiveness of a proposed program to promote citizenship among kindergarten children in Saudi Arabia and emphasized the positive impact of the program on three dimensions to promote national identity: the social, religious and historical dimension. And the study of Hassan, and others (2019). To the effectiveness and impact of the media of education (read, audio, and visual) on children in kindergarten because they are directed to the sense of hearing and vision, and the study Keup et al (2014) to the fact that stories are an effective tool for moral development by giving children the opportunity to think and exchange views with their colleagues and the study showed that children were able to remember the moral dilemmas in the story after several weeks, Ben Hamida's study (2016) the effectiveness and impact of cartoon films on the behavior of children because they are one of the most important programs ever in attracting children because of their pleasure, suspense, animations, colors and audio-visual excitement, the researcher returns the existence of differences between the remote measurement and the tribal measurement of the experimental group in favor of the remote measurement to: 1) The positive effects of the visual and audio education media, which included a range of theatrical activities and cartoon films, which is undoubtedly that theater and cartoons are one of the strongest media influence in the child because it embodies reality as the researcher used some songs to promote the concept of the child. 2) The influence of readable educational media, the stories it contained, the story of the loved one and the most enjoyable means for the child. The researcher also used some of the language activities to discuss children and to enhance their concept had a strong impact on the development of the concept of national religious identity for children of the experimental group. 3) Progression in the activities of the visual, audio and read media program from the preparation of the activity, then the preparation of it, then the basic part and then the educational application behind each activity to ensure that the main objective of activity is

achieved. 4) Diversity in activities, some carried out collectively and others individually. 5) Taking into account the diversity of activities provided to the child, the researcher considered that all these activities in the level of the abilities of the kindergarten child are not higher than his or her abilities and are not less than his abilities and appropriate to the nature of his development.

According to the results of the third question, the results indicated differences between the two measurements in favour of telemetry, indicating the effectiveness of the use of child education media in the development of national social identity. This result is consistent with the findings of the study of Mohammed (2015). To the effectiveness of a program based on the use of learning centers in the development of the national belonging of the kindergarten child, and stressed the importance of promoting the values of citizenship in childhood because of its impact on the formation of the personality of the Saudi child and the preparation of a good citizen capable of promoting the country and its growth in all fields, The proposed activities have a positive impact on the development of citizenship in general among preschool children, have a positive impact on the development of national affiliation, children's respect for the law, play rules and the rights of others, and the study of Maria and Christina (2019) marls et al. That national education activities in preschool age have raised children's awareness of their local, regional and national identity, as well as the fact that activities have a strong emotional impact on children, And the study of (Abdel Moneim et al, 2018). The use of a program based on some visual and audio education media has had a positive impact on the development of communication skills for the kindergarten child, and the study of (Qutb, 2000) that the difference of educational media helps to enrich the child's language as well as contribute to the modification of language and language of the basic things in the development of the national identity, as (Aliwat. 2018) pointed out that animation has a strong impact on the personality and behavior of the child.

The researcher attributes the differences between the distance measurement and the tribal measurement of the experimental group in favor of the remote measurement to: 1) The diversity of the activities of the program of visual, audio and reading education media, including activities (theatrical - cartoon films - stories), as well as the researcher took into account the diversity in the content of the theater - stories - cartoon films- The researcher also used some songs and language activities to promote the concept of the child. 2) Gradually in the activities of the visual, audio and read education media program from the preparation of the activity and then the preparation for it and then the basic part and then the educational application behind each activity to make sure that the main objective of activity is achieved. 3) Diversity in activities, some carried out collectively and others individually. 4) Taking into account the diversity of activities provided to the child, the researcher considered that all these activities should be at the level of the abilities of the kindergarten child.

Finally, the results of the fourth question showed differences between the two measurements in favour of telemetry, indicating the effectiveness of the use of child education media in the development of national cultural identity. That finding is consistent with the findings of Abd-el-Kader' (2017). To the effectiveness of a role-playing strategy programme in the development of citizenship values among students in the first episode of basic education, and the Study of Ali et al. (2020), which noted the importance of using the anecdotal portal to teach children the concepts of national identity. The study focused on the national cultural identity in particular in the child, and the study (Richard (2007), which found the importance of historical narrative in giving the child historical facts and information related to their homeland, and the study (Gail, 2000) which found that the use of various sources such as trips and multimedia helped children to acquire historical concepts and learn about historical events in their homeland. The researcher attributes the differences

between the distance measurement and the tribal measurement of the experimental group in favor of the remote measurement to: 1) The diversity of the activities of the program of visual, audio and reading education media, which is the subject of excitement and excitement of the kindergarten child and included activities (play - cartoon films - stories). 2) The researcher took into account the diversity in the content of the theater - stories - these cartoon films as the researcher used some songs and linguistic activities to enhance the concept of the child. 3) The researcher's use of multiple educational methods has helped to share all the child's senses, making it easier for the child to learn and keeping the learning trail alive. 4) Organize the activities of the program in proportion to the level of growth and abilities of children.

Conclusion and recommendations:

The study aimed to identify the effectiveness of child education media in the development of the national identity of kindergarten children in light of Saudi Arabia's vision 2030. The results of the study showed the effectiveness of the use of child education media in the development of the national religious identity of the kindergarten child. Also, the effectiveness of the use of child education media in the development of the national social and cultural identity of the kindergarten child. In light of the results of the study, the researcher recommends that the following - to direct the attention of kindergarten curriculum preparers to include all dimensions of national identity in kindergarten curricula - to direct the interest of kindergarten teachers in diversity in the educational media used to complement the dimensions of the national identity of the kindergarten child - to guide kindergarten teachers with diversity in the methods and strategies used to develop the national identity of the kindergarten child.

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