The Effectiveness of Dialogic Book Reading Technique in Order to Develop Social Skills to 4-5 Years Old Children

Buse Kerigan[*][a] & Elif Çelebi Öncü[b]

* Corresponding author
E-mail: bkerigan@gelisim.edu.tr

a. Department of Child Development, Faculty of Health Sciences, Istanbul Gelişim University, İstanbul, Turkey

b. Department of Preschool Education, Faculty of Education, Kocaeli University, Kocaeli, Turkey

How to cite
Kerigan, B. & Çelebi Öncü, E. (2022). The Effectiveness of Dialogic Book Reading Technique in Order to Develop Social Skills to 4-5 Years Old Children. *Theory and Practice in Child Development*, *2*(2), 37-57.
https://doi.org/10.46303/tpicd.2022.16

ABSTRACT

The aim of this emprical study is to examine the effectiveness of dialogical book reading technique reading on sharing, cooperation, collaboration, empathy and companionship skills to 4-5 years old children in preschool institutions by using subject related picture books. The sample group of the study was selected through simple random sampling technique from 4-5 years old kindergarden classes. It was selected from 17 children from 4-5 years old group using simple selective method., but only 9 children from the age group of 4-5 who participated regularly to the process were chosen as sample in the research. In the study, 4 picture books were read 3 times for 8 weeks using dialogic book reading technique. Therefore, children are aimed to developed the skills of "sharing, collaboration, cooperation, empathy and friendship". In order to ensure that the data in the study is obtained more healthily, "Social Behaviours Depicting Cards " was created by the researcher. " OSBED" was also used in the study. Pre-test and post-test was performed and the data was analyzed by a statistical program. According to the findings of the study, although no significant difference between the answers given by children in experimental group and children in control group to the Social Behaviours Depicting Cards was found, based on the findings of the Preschool Social Skills Assessment Scale, there was statistically significant difference between the pre-test and post-test scores of children's social skills.

KEYWORDS

Preschool education; social skills; social behaviours depicting cards; interactive book reading.

INTRODUCTION

Preschool education is defined as education in families and institutions that covers the age range of 0-6 as the basic education step in the formal education system today, which has an important role in children's lives, shapes mental, physical, affective, social and language development areas (Aral et al., 2002). The preschool period is an important step in acquiring terminal behavior of the individuals. Reading studies, which are included in this step, are also considered important for the intellectual development of children. For this reason, the necessity of interacting with books by introducing them from an early age is suggested (Tür & Turla, 2010). Reading books is an important tool in establishing positive communication between adults and children and can therefore be defined as an environmental stimulus. In line with the research conducted in the literature, reading books has been found to have significant effects on different developmental areas of children (Bıçakçı et al., 2017). Through books, children realize and understand that people in the society have lives and feelings apart from them (Yıldız et al., 2017). One of the important factors that help determine the effects of reading books on the child is different story reading techniques. Reading activities differ according to the developing and changing educational content. One of these methods is the interactive reading method (Çelebi Öncü, 2016).

The interactive reading method is a technique that takes place between children and adults, which includes the active interaction process. In this method, in which the roles of adults and children change during reading, children become active. During the interactive reading process, it is possible for adults to ask questions to children and to conduct examinations with children by answering the questions asked, both supporting all developmental areas of the children and receiving feedback in line with their answers and diversifying their knowledge intellectually. In addition, it is easier for adults to determine the levels of children during the reading process (Graham Doyle & Bramwell, 2006). This method, developed by Whitehurst et al. (1994), includes interrupting a sentence in the story, completing it, describing children about the plot in the story, asking questions about the characters in the story, and associating the book and children's lives (Bıçakçı et al., 2018). During the reading of the story, children should have the opportunity to speak, the meanings of unknown words should be explained, and new words learned during the reading should be repeated to help them learn. (Justice & Pullen, 2003; Whitehurst et al., 1994).

The interactive reading method, which has been shown to be effective on children's reading, writing, comprehension, language, academic and social skills, is of great importance among the co-reading practices between adults and children (Akoğlu, 2016). Thanks to interactive reading, it is also easier to gain awareness of social-emotional words and increase social-emotional expressions (Graham Doyle & Bramwell, 2006).

It is emphasized that social skills have an important role because they make it easier for individuals to communicate with other people (Avcıoğlu, 2009). These skills are effective at

every moment of our lives and have a significant impact on behavioral processes such as sharing, helping, cooperating, being included in the group, working independently, and controlling anger. A delay or pause in any of the social skills may increase the risk of encountering various problems in interpersonal relationships, academic achievement, and social-emotional areas in childhood of the childhood and in their future life (Avcıoğlu, 2009).

Socialization, which is one of the most important processes in the development of children, first occurs in pre-school education institutions and with people outside the family and with peers. Programs should be prepared to support children's social skills in the preschool period, taking into account the developmental characteristics and needs of children (Bacanlı, 1999; Westwood, 1993). In the preschool period, there are many activities for children to have social skills such as group games, drama, and interactive story reading.

This study focuses on the main idea of preschool children in the story and the effects of interactive reading to children to support their awareness of the social characteristics of heroes and their approaches to social skills such as friendship, cooperation, sharing, empathy and cooperation/helping. The sub-objectives of this research are as follows;

- Is there a significant difference in the social skill scores of the children in the sample group before and after the interactive reading program in the test applications before and after the interactive reading process?
- Is there a difference before and after the program in the evaluation of children's behavior regarding sharing, helping, cooperation, empathy and friendship skills?

METHOD

In this study, the mixed method in which quantitative and qualitative research methods are used together was used. Mixed research includes the collection of qualitative and quantitative research data in studies or a single study, the analysis of the collected data and their interpretation as a result of analysis (Leech & Onwuegbuzie, 2009). Quantitative Dimension: One-group pretest-posttest weak experimental design of the experimental study method from quantitative analysis was used (Cohen et al., 2000). In addition, descriptive analysis method was also used in order to describe a given situation as fully as possible for the studies obtained from qualitative data by using different research models. Descriptive analysis is a method that researchers generally prefer to obtain brief information within the scope of the facts and events they study (Büyüköztürk et al., 2008).

Participants

For the study group of the research, 17 children from the 4-5 age group who are studying, in a kindergarten within Beşiktaş district and affiliated to a state university in Istanbul, in the 2017-2018 academic year were selected. Among these children, children who could not continue the interactive reading program were excluded from the study and 9 children who continued the program were included in the sample.

Data Collection Tools

In the study, two different data collection tools were used for pre-test and post-test. One of them is the "Pre-School Social Skills Assessment Scale" in order to determine the social skill levels of children, and the other is the "Social Skills Behavior Evaluation Cards" prepared by the researcher.

Preschool Social Skills Evaluation Scale (OSBED): In the first part of the evaluation process, the Preschool Social Skills Evaluation Scale (OSBED) was developed for preschool children. This scale was developed by Ömeroğlu et al. (2012) and consists of 4 factors and 49 items prepared to measure the social skill levels of children. Psychometric evaluation, norm studies and validity studies of the scale were performed. (Ömeroğlu et al., 2014). OSBED consists of 4 topics as initial skills, academic support skills, friendship skills and emotion management skills. It is applied by adults who observe children's behavior, attitudes and reactions.

Social Skill Behavior Evaluation Cards were also prepared by the researcher and monkey figures that are closer to the physical characteristics of people were used. There are five images of monkey figures in these cards. To ensure the content validity of these images, eight academicians working in different state universities and with doctoral degrees in preschool education and child development were consulted via e-mail about the suitability of the images. The questions prepared about the images were also prepared by the opinions of eight academicians. Among these cards, there are images that reveal the behavior towards social skills for children in the 4-5 age group. The first card includes the images and questions related to the skill to share, the second card includes the skill to empathize, the third card includes the skill to collaborate, the fourth card includes the skill to help, and the fifth card includes the skill of friendship. The monkey figures in the images were drawn in a way that the 4-5 age group child could understand, to convey the behavior towards the targeted skill, and elaboration was avoided. The score ranges prepared for the images in the cards were determined as 1 point for medium, 2 points for good and 3 points for very good, for each card.

Behavior Evaluation Cards Containing Social Skills are planned for qualitative descriptive analysis during the Qualitative Data Collection phase. In line with the technique of qualitative research, the answers given by the children were recorded in detail by using the questions of the Social Skill Behavior Evaluation Cards used in collecting quantitative data in the research. In addition, the researcher took note of the features not verbally stated by the children (finger pointing, facial expressions, etc.) as well as their answers, and these notes were taken into consideration in descriptive analysis and interpretation.

The measurement tools used in the study were evaluated in 3 parts. In the first part, "Pre-School Social Skills Evaluation Scale" was evaluated, and then"Social Skills Behavior Evaluation Cards" were scored and evaluated. In the third part, the answers given by the children to the questions in the "Social Skill Behavior Evaluation Cards" were analyzed qualitatively.

During the Preparation and Implementation of the Interactive Reading Education Program, the interactive reading education program was developed using various sources (Graham Doyle & Bramwell, 2006; Ergül et al., 2018). Four illustrated storybooks were selected for the study, which were prepared for preschool children (4-5 years) and focused on the themes of sharing, empathy, helping, cooperation and friendship.

Selected Story Books

Kırmızı Elma: Written and illustrated by Feridun Oral. The story tells the story of animals trying to solve the problem of how to get the last red apple left on a tree branch on a cold winter day. In the book, the skills of cooperation, helping and sharing that animals establish with each other are emphasized.

Yüzyüz: Written by Leo Lionni and translated into Turkish by Kemal Atakay. The story tells that a small black fish named Swimmy, which lives at sea, struggles with the shark together with other fish. It emphasizes the skills of cooperation, friendship and helping.

Tombik Ay Hastalanınca: It is a book written by Karma Wilson and translated into Turkish by Gülbin Baltacıoğlu and illustrated by Jane Champman, which draws attention to friendship, sharing and empathy skills. In the story, it is told that the Bear living in the forest got sick and his friends healed him.

Pembe Ayıcığın Düşü: The book was written by Roberto Aliaga and illustrated by Helga Bansch. It was translated into Turkish by Esin Güngör. In the story, it is told that its friends help the pink bear, who is very upset about losing its dream. It emphasizes the skills of cooperation, friendship and empathy.

The selected books were preferred from the picture books prepared for the 3-6 age group in the preschool period. The books used in the study were chosen from among the books with animal characters in order that the characters in their contents address to the whole application group and do not represent a certain gender. In the stories in these books, attention was paid to the fact that there were topics that children could associate with daily life and identify themselves, and that these were books that the students did not know before and were not read to them. The main idea of the subjects of the four selected books includes sharing, empathy, helping, cooperation and friendship social skills.

Data Analysis

The data obtained from the children in the sample group were analyzed by statistical analysis program according to the pre-test post-test and permanence scores according to gender. In the Social Skill Cards prepared by the researcher, blind evaluation was made while performing the score analysis, and when the measurement result was repeated with blind evaluation, the consistency calculation for the evaluation of the results by two different people was 88.8%. In order to analyze the qualitative data obtained from the study, the answers of the children were listened to from the voice recorder, and the descriptive analysis method was used to describe a

given situation as precisely and carefully as possible for the studies reached using different research models. During the analysis, each child was given a "C" code and coded.

Ethical Issues

Firstly, children who had a regular attendance at the preschool education institution and who didn't have any disability were determined, and a brief interview was made with the classroom teachers of these children and information were given about the process of the study. The Dean of the Faculty of Education, faculty members, the education coordinator and the director of the nursery unit of the university to which the kindergarten is affiliated were interviewed and they were informed about the research and a signed permission form was obtained. After the information was sent to the parents via e-mail by the kindergarten education coordinator, the classroom teachers were asked to have the parental consent form for the participation of the children approved and signed parental approvals were obtained.

RESULTS

For the children in the sample group, the "Interactive Reading Program" and the Pre-School Social Skills Evaluation Scale (OSBED) with pre-test and post-test, Social Skills-Included Behavior Evaluation Cards were used and the changes in their sharing, helping, empathy, cooperation were calculated and friendship skills and their opinions on these skills and gender differences in social skills and views on social behavior were calculated with "Interactive Reading Method". The findings regarding the age (month) ranges and gender distribution of the children in the sample group were included in the demographic findings.

Table 1. *Demographic Characteristics of the Sample Group*

Some Demographics	Sample (n=9)	
	Number	Percentage
Gender		
Boy	4	44.4
Girl	5	55.6
Age Group (month)		
48-52	2	22.2
53-57	5	55.6
58-62	2	22.2

The distribution of the gender and age of the sample group is given in Table 1. According to the Table the number of boys in the sample group was determined as (n=4) and the number of girls as (n=5). In the study, 55.6% of the children in the sample group were in the 53-57 months age group, with the highest rate and the children in the groups of 48-52 months and 58-62 constituted 22.2% of the sample group.

OSDEB Scale Pretest and Posttest Values and Comparisons

In this section, pre-test and post-test scores were determined using the OSBED scale to determine the social skill levels of the children in the sample group. After the pre-test scores were obtained, the interactive reading program was applied to the children for 8 weeks. At the end of the program, post-test scores were obtained and statistical analyzes were included. While performing these analyzes, the Wilcoxon test was used as an alternative to the t-test for situations with non-parametric distribution.

Table 2. *Sample group pretest and posttest score analysis*

Variables	Pre-test			Sample Group (N=9) Post-test				
OSBED Scale Sub-Dimensions	Ort	SS	Med	Ort	SS	Med	Z	p
Initial Skills	50	6	50	56	4	57	-2.68	**0.01***
Academic Support Skills	49	2	48	55	2	55	2.69	**0.01***
Friendship Skills	48	3	48	63	2	63	2.54	**0.01***
Emotion Management Skills	41	1	42	49	3	51	2.68	**0.01***
Total Scores	188	10	188	224	9	225	2.67	**0.01***

Table 2 shows the comparison of the scores of the sample group obtained from the OSDEB scale according to the pre-test and post-test. According to this, while 'Beginner Skills' was 50 points in the pre-test, it became 56 points in the post-test, 'Academic Support Skills' was 49 points in the pre-test and 55 points in the post-test, 'Friendship Skills' was 48 points in the pre-test and 63 points in the post-test, Emotion Management Skills was 41 points in the pre-test and 49 points in the post-test. Post-test scale scores were found to be statistically high in all scale sub-dimensions and in total (p<0.05).

Comparison of Pretest and Posttest Values of Evaluation Cards for Behavior Containing Social Skills

In this finding, the analysis of their scores were presented after the children in the sample group saw the cards prepared by the researcher. While performing the score analysis, blind evaluation was made and when the measurement result was repeated with blind evaluation, the consistency calculation for the evaluation of the results by two different people was found to

be 88.8%. The score ranges prepared for the images in the cards were determined as 1 point for medium, 2 points for good and 3 points for very good, for each card. Wilcoxon Test was used to analyze the scores.

Table 3. *Pre-test and Post-test Score Analysis of the Social Skill Behavior Evaluation Cards of the Sample Group*

Variables				SAMPLE GROUP (n=9)				
		Pre-test			Post-test			
Interactive Reading Evaluation Form	Mean	SD	Med	Mean	SD	Med	Z	p
Sharing	1.3	0.5	1	2.7	0.5	3	2.59	**0.01***
Helping	1.3	0.5	1	3	0	3	2.76	**0.01***
Cooperation	1.4	0.5	1	2.8	0.4	3	2.59	**0.01***
Friendship	1.2	0.4	1	2.7	0.5	3	2.74	**0.01***
Empathy	1.7	0.5	2	2.1	0.6	2	1.63	0.10

Table 3 shows the comparison of the scores of the participants in the experimental group according to the pre-test and post-test from the answers they gave to the questions in the Social Skill Behavior Evaluation Cards. According to this, post-test scores of all social skills and behavior except "empathy" were found to be statistically higher compared to the pre-test scores (p<0.05).

Comparison of OSBED Scale Pretest and Posttest Values by Gender

Mann-Whitney U test was used to examine the interactive reading program on OSBED according to the gender variable.

Table 4. *Comparison of OSBED scale scores of girls according to pre-test and post-test*

	GIRLS					
Variables	Pre-Test		Post-Test		Z*	p*
OSBED Scale Sub-Dimensions	Mean	SD	Mean	SD		
Initial Skills	53	5	58	2	-2.1	0.06
Academic Support Skills	50	1	57	1	-2.0	**0.01***
Friendship Skills	61	3	64	1	-1.8	0.07
Emotion Management Skills	41	1	52	1	-2.1	**0.01***
Total Scores	205	9	231	4	-2.0	**0.01***

The comparison of the ASDEB scale scores of girls according to the pre-test and post-test is given in Table 4. Accordingly, post-test pre-test difference in "Academic Support Skills", "Emotion Management Skills" and "total score" was found to be statistically significant (p<0.05).

Table 5. *Comparison of OSBED scale scores of boys according to pre-test and post-test*

	BOYS					
Variables	**Pre-Test**		**Post-Test**		**Z***	**p***
OSBED Scale Sub-Dimensions	**Mean**	**SD**	**Mean**	**SD**		
Initial Skills	47	7	54	5	-1.9	0.07
Academic Support Skills	47	1	54	1	-1.9	0.02
Friendship Skills	59	3	62	2	-1.8	0.07
Emotion Management Skills	42	1	46	1	-1.8	0.02
Total Scores	194	9	216	6	-1.8	0.02

Table 5 shows the comparison of the OSDEB scale scores of boys according to the pre-test and post-test. Accordingly, post-test pre-test difference in "Academic Support Skills", "Emotion Management Skills" and "total score" was found to be statistically significant (p<0.05). The comparison of the posttest pretest score differences of boys and girls in the OSDEB scale sub-dimensions is presented in Table 4 and Table 5. In the comparison of girls and boys, there was a significant difference in the analysis of 'Academic Support Skills', 'Emotion Management Skills', 'Total Score' between the variables in both groups, and there was no significant difference in the analysis of 'Beginner Skills' and 'Friendship Skills'. There is no difference between the gender variable.

Pre-Test and Post-Test Values of Evaluation Cards for Behavior Containing Social Skills by Gender

The Wilcoxon Test was used to analyze the social skills evaluation cards according to the gender variable.

Table 6. *Comparison of pre-test and post-test scores of girls in social skills evaluation cards*

	EXPERIMENTAL GROUP					
Variables	**Pretest (n=5)**		**Posttest (n=5)**		**Z***	**p***
	Mean±SD	**Median**	**Mean±SD**	**Median**		
Sharing	1.2±0.5	1	2.6±0.6	3	-1.9	0.06
Helping	1.4±0.6	1	3 0	3	-2.1	0.04
Cooperation	1.6±0.6	2	2.8±0.5	3	-1.9	0.06
Friendship	1.2±0.5	1	2.6±0.6	3	-2.1	0.04
Empathy	1.8±0.5	2	2.2±0.5	2	-1.0	0.32

Table 6 accordingly, the post-test scores of the girls in the "helping" and "friendship" social skill subcategories were statistically significantly higher compared to the pre-test scores (p<0.05).

Table 7. *Comparison of boys' pretest and posttest scores in social skills evaluation cards*

	EXPERIMENTAL GROUP					
Variables	**Pretest (n=4)**		**Posttest (n=4)**		**Z***	**p***
	Mean±SD	**Median**	**Mean±SD**	**Median**		
Sharing	1.5±0.6	1.5	2.8±0.5	3	-1.9	0.06
Helping	1.3±0.5	1	3 0	3	-1.9	0.06
Cooperation	1.3±0.5	1	2.8±0.5	3	-1.9	0.06
Friendship	1.3±0.5	1	2.8±0.5	3	-1.9	0.04
Empathy	1.5±0.6	1.5	2±0.8	2	-1.4	0.16

In Table 7 accordingly, there was a significant difference only in the "Friendship" skill, no statistically significant difference was found between the posttest and pre-test scores in the other social skill subgroups (p>0.05).

Permanence Test Score Analyses
This test was applied to children at the end of 1 month after the end of the interactive reading program. Score analyzes of the children in the sample group were obtained using the OSBED scale and Social Skill Behavior Evaluation Cards, and comparisons were made with the post-test score analyzes.

Table 8 . *OSBED scale permanence test score analyzes*

Variables	**Post-test Scoring of the Sample Group**	**Permanence Test Scoring**			
			SS	**Z***	**p***
OSBED Scale Sub-Dimensions	**Mean**	**Mean**			
Initial Skills	504	522	5.38	2.670	.008
Academic Support Skills	499	505	2.39	2.687	.007
Friendship Skills	573	577	1.72	2.536	.011
Emotion Management Skills	450	453	1.41	2.668	.008

In the examination of the permanence test results of the sample group, it was seen that the initial skills increased to 522 points, the academic support skills increased to 505 points, the friendship skills increased to 577 points, and the emotion management skills increased to 453 points. In the 1-month period since the application of the posttest, it is seen that the information learned by children maintains its permanence and continues to increase depending on the level of developmental maturity ($p<0.05$).

Table 9. *Permanence test of social skills behavior evaluation cards*

Variables	Post-Test Score		Permanence Score		Z*	p*
	Mean	Median	Mean	Median		
Sharing	2.7	3	3	3	-1.7	0.08
Helping	3	3	3	3	0.1	1.0
Cooperation	2.8	3	3	3	-1.4	0.16
Friendship	2.7	3	3	3	-1.7	0.08
Empathy	2.1	2	2.9	3	-2.6	**0.01***

In the examination of the results obtained by obtaining the answers given by the children to the questions on the behavior evaluation cards of the sample group one month after the post-test, it is observed that there is a slight increase in sharing skills, cooperation skills and friendship skills in comparison with the post-test and it is seen that there is a significant increase in the answers given by the children for the empathy skill from 2.1 points to 2.9 points. In the 1-month period since the application of the posttest, it is seen that the information learned by children maintains its permanence and continues to increase depending on the level of developmental maturity ($p<0.05$).

Qualitative Findings

Qualitative findings include the answers given by the children to the questions on sharing, empathy, helping, cooperation and friendship skills in the Social Skills Behavior Evaluation Cards, and audio recording analysis as a pre-test and post-test before and after the interactive reading program. 9 children in the group were coded as C1, C2, C3, C4, C5, C6, C7, C8, C9.

As can be seen in Table 10, according to the answers given by the children to the questions on the cards, although there was no sentence about the "sharing" skill in their answers in the pre-test, after the interactive reading program was applied, the children made interpretations about the sharing skill, mainly in the answer to the first question.

Table 10. *Qualitative Findings of the Sharing Skill Cards*

		Sharing Skill Card	
Study Group	Questions	Pre-test	Post-test
C1	Question 1	They're eating bananas.	He's <u>sharing a banana with his friend.</u>
	Question 2	He feels hungry.	She feels full.
	Question 3	I would eat bananas.	I'd share.
	Question 4	I'd feel happy.	I'd feel happy.
C2	Question 1	They're eating bananas.	They eat bananas by <u>sharing</u>.
	Question 2	She feels happy.	She feels happy.
	Question 3	I'd give everyone bananas.	I'd eat my banana.
	Question 4	I'd eat bananas.	I would be so happy.
C3	Question 1	They're eating bananas.	They peel bananas and <u>share them.</u>
	Question 2	He feels hungry and happy.	She's feeling good.
	Question 3	I would eat all the bananas.	I'd eat bananas.
	Question 4	I feel good, I have bananas.	I'd feel good about it.

Table 11. *Qualitative Findings of the Empathy Skill Card*

		Empathy Skill Card	
Study Group	Questions	Pre-test	Post-test
C4	Question 1	This one's sad, this one's crying.	This one's sad, the other one's crying.
	Question 2	His brother won't give him a banana.	He wants to go somewhere.
	Question 3	I'd feel sad, the other monkey wouldn't give me a banana.	I'd try to calm down.
	Question 4	She feels sad.	The other monkey is <u>upset because his friend is crying.</u>
C5	Question 1	They're crying.	This one's crying, this one's <u>sad.</u>
	Question 2	Because he misses his mother.	She's crying because she's a little <u>upset</u>.
	Question 3	I'd feel sad.	I'd feel <u>sad</u>.
	Question 4	She feels sad.	He's looking at his brother.
C6	Question 1	They're crying.	They're crying and they're sad.
	Question 2	She's crying because he hit her.	She's crying because he <u>hasn't apologized</u> to her.
	Question 3	I'd cry, I'd feel bad.	I feel sad.
	Question 4	-	She <u>feels sad too,</u> her friend is crying.

Although there was no sentence about empathy skills in the pre-test answers of the children on the cards, after the interactive reading program was applied, the children made interpretations about the empathy skills.

Table 12. *Qualitative Findings of the Helping Skill Card*

Study Group	Questions	Helping Skill Card Pre-test	Post-test
C7	Question 1	He grabbed his tail, he grabbed the branch so he wouldn't fall.	He grabbed his friend's tail so he wouldn't fall.
	Question 2	He's feeling excited.	<u>He helped his</u> friend.
	Question 3	I'd eat bananas, but the falling monkey is sad.	He feels surprised. But I <u>would have saved him.</u>
	Question 4	Sad	He's sad and confused.
C8	Question 1	They're trying to buy bananas.	They're picking bananas.
	Question 2	He feels angry.	She feels sad.
	Question 3	I'd try to get the banana.	<u>I'd ask for help</u>, tell him to hold me.
	Question 4	Sad	'Afraid?'
C9	Question 1	They're playing in the tree.	He fell while trying to get the banana.
	Question 2	She feels sad.	They feel happy.
	Question 3	I'd like to buy a banana.	I'd like to take the banana and <u>eat it together</u>.
	Question 4	She is unhappy.	She feels bad.

Although the answers given by the children to the social skills assessment cards did not contain any sentence regarding the "helping" skill in the pre-test, the children made interpretations about the helping skills after the interactive reading program was applied.

As seen in Table 13, in the pre-test, the children did not give any answers about cooperation skills, and after the interactive reading program, they made interpretations of cooperation in their answers.

Table 13. *Qualitative Findings of the Collaboration Skill Card*

		Collaboration Skill Card	
Study Group	Questions	Pre-test	Post-test
C2	Question 1	They're trying to get the banana.	He's trying to buy bananas <u>for his friend</u>.
	Question 2	The bananas are too high.	He climbed on top of his friend to get the banana <u>together</u>.
	Question 3	He could be having a hard time.	They feel happy.
	Question 4	I'd wait for him to pick up the banana.	I'd wait for the banana.
C3	Question 1	They're trying to buy bananas.	They're trying to get the banana.
	Question 2	To get the banana.	He climbed on his back <u>to stretch</u> out.
	Question 3	He feels hungry.	She's feeling good.
	Question 4	I'd like the bananas.	I'd help him.
C7	Question 1	They're trying to save the banana.	They're trying to get <u>the bananas together</u>.
	Question 2	To pick the banana.	To eat the banana.
	Question 3	He's sad and unhappy.	She <u>feels bad</u> because she can't get the banana.
	Question 4	I'd wait for the bananas to fall.	I'd save the bananas.

Table 14. *Qualitative Findings of Friendship Skill Card*

		Friendship Skill Card	
Study Group	Questions	Pre-test	Post-test
C1	Question 1	They're dancing.	They're playing a game. Because they're <u>friends.</u>
	Question 2	They feel cheerful.	They feel happy.
	Question 3	I'd feel happy.	<u>I'm happy playing with my friends.</u>
C5	Question 1	They do gymnastics.	Laughing.
	Question 2	They feel amused.	They're happy <u>together</u>.
	Question 3	I loved gymnastics.	I'd play <u>with my friends</u>, too.
C8	Question 1	They're dancing.	She's dancing <u>with </u>her friend.
	Question 2	They feel good.	They feel so good.
	Question 3	I would be so happy.	I'd feel good about it.

While there was no comment on "friendship skill" in the children's answers in the pretest, after the program was applied, they made comments on "friendship" and togetherness skill.

When the applications were completed, by communicating with families, the children were asked to share their views in order to determine the reflection of the effects of the applied study on children's social lives outside of school. The opinions are presented below;

Within the scope of the sharing skill included in the program, C8A, the parent of the student who had difficulties in establishing relationships in the social environment said "We were experiencing some difficulties in sharing in every area (toys, clothes, food, etc.) in the social environment. That was not a problem in his relationship with his brother only, but he did not share it with anyone in the social environment. However, after the program you started to apply, I saw that he gave his legos during playimg a game with his cousins. When I asked him why, he said his cousin was upset and he gave him his legos to make him happy. I knew there was empathy in the program and I was happy to see the result".

C7A, the parent of the student who has problems with helping skills, said, "There is a big change in the behavior of my child, who was not helpful to his friends both at home and school environment and was indifferent to their requests for help. I want to find out what you have done about it and continue it at home. When I ask for any help, there is a big change both at home and the social environment. We would like to know how you achieved this and we would like to thank you very much.

Within the scope of friend relations and socialization skills, the parent of the student C5A said "We experience the behavior of hesitating to join in any environment or even crying from time to time but there is a decrease in such behavior and this makes us very happy. She no longer cries when she joins in a crowded environment and even tries to communicate with the children there. Even if he is not actually in the group, having short conversations and sharing with them makes both himself and us happy and thus we see that his self-confidence increases".

DISCUSSION AND CONCLUSION

In this study, it is aimed to examine whether the interactive reading method has an effect on children's social skills as a result of the application of picture story books on the social skills of "sharing, cooperation, cooperation, empathy and friendship" to pre-school children with the interactive reading method.

Results and Interpretation of Preschool Social Skills Evaluation Scale (OSBED)

It was applied to the sample group as a pre-test before the interactive reading program and as a post-test at the end of the 8-week period. As a result of the research, a significant difference was found between the pretest and posttest analyzes in all items including the titles of "İnitial skills ", "Academic Support Skills", "Friendship Skills", and "Emotion Management Skills". It was found that OSBED application revealed a significant difference in the sample group according to the overall total score ratio.

Reading a book is primarily an important method that enables the development of the intellect, that is, the mind. For this reason, it supports skills such as questioning, raising

awareness and critical thinking in children. On the other hand, it offers models that can embody children's lives in different ways and various heroes that can guide them. As a result, it can be stated that children are both educationally supported and therapeutically rehabilitated through books and stories. As a matter of fact, bibliotherapy studies, which include the whole of the processes that help the individual to relax by introducing the right book to the right individual at the right time, show that children can be emotionally treated with stories (Philpot, 1997; Karagül, 2018). Bibliotherapy is an effective communication tool when used to determine the characteristics of children's in relevant developmental processes and to know them (Öner, 2007; Bekaroğlu, 2019). Bibliotherapy studies are at an important stage when we consider that the books provide healing, guidance, and difficult-to-reach experiences for children, enable them to discover new information, and motivating them about their existing skills (Rainfield, 2003; Gönen & Veziroğlu, 2017). Bibliotherapy studies also include the processes of this dynamic structure that provides an active relationship between the story in the book and listeners (Öner, 2007; Akgün & Benli, 2019). In the light of the results obtained from OSBED and the information obtained from the literature, it can be stated that children develop the skill to adjust themselves socially and emotionally through books.

Interpretation of the Results Regarding the Social Skills Behavior Evaluation Cards Behavior
As a result of the pre-test post-test application and scoring of the answers given by the sample group to the cards, the scores of the children in the sample group in the social skills of sharing, helping, cooperation, empathy and friendship increased in the post-test compared to pre-test, except for the empathy skill, and a significant difference was observed. This result demonstrates that the training provided in the interactive reading program is effective. As a result of the study, a significant difference was observed in the sample group in children's social skills as a result of the application of the interactive reading program prepared with the selected qualified books for children. The studies on interactive reading in the literature reveal that there are improvements in children's language and early literacy skills and social skills when the process of reading books of mothers, who have interactive reading education, with their children is completed (Aram et al., 2013; Yurtseven, 2011; Ko, 2017; Heath, 2017).

Studies demonstrate that children's mental, emotional and social development and interaction skills increase with the process of reading books and interactive reading. Vygotsky's (1978) guidance support approach focuses on the importance of the support of an experienced adult or a mentor with experience in supporting thinking skills.

Interactive reading helps children acquire positive attitudes and behavior towards the reading culture by strengthening the bond between children and adults and contributing to having enjoyable time, and also, it enables children to turn the articles in books into funny stories (Çer, 2016; Deretarla Gül, 2015; Sever, 2017).

In the studies conducted in the country and abroad in the literature, it has been shown that interactive reading has an important role for children in acquiring an interest and habit of

reading (Demir-Lira et al., 2018; Duursma, 2014; Öztürk et al., 2016; Shahaeian et al., 2018) and in the development of empathy skills (Aram & Shapira, 2012; Tercanlı Metin & Gökçay, 2014).

In the qualitative examination of the answers given by the children to the visuals on the cards, especially in the answers in the post-test, it was observed that the children emphasized the words related to "sharing, helping, cooperation and friendship" more and they made sentences in which these words were used. It is thought that the increase in such answers is also the effect of interactive reading education. Because during the education period, these social issues were frequently emphasized by the educator in the books read to the children and in the conversations.

Lowter (2004) states that the implementation of educational programs that include helping, sharing, friendship, and cooperation skills contribute significantly to the social and emotional development of children. Studies show that interactive reading results in children's understanding of socio-cognitive themes in the books they read (Aram et al., 2013; Yurtbakan, 2020). A study by Uzmen and Mağden (2002) was conducted to determine whether preschool children's sharing and helping behavior can be supported by using the picture storyreading method. According to the findings obtained at the end of the research, it was determined that the books read to the children in the experimental group were effective on their helping and sharing skills.

The research conducted by Ergül, Akoğlu, Sarıca, Tufan and Karaman (2015) has reported that there is a difference between interactive reading and the traditional reading method in kindergarten classes, and this difference is important in supporting the developmental areas of children. In another study conducted with children between the ages of 3-5, it was determined that the application of a story-based education program that includes sharing, helping, friendship and responsibility skills is effective in the social and emotional development of children (Lowter, 2004; Ko, 2017).

It is emphasized that while reading books with the interactive reading method supports the development of children's story reading and transferring skills, it contributes to their active vocabulary, and as a result of the generalization of these two findings, it supports language skills and social-emotional development. (Çetinkaya et al., 2018).

One of the most important steps of the interactive reading process is open-ended questions asked to children. Through open-ended questions, the passive word in the child's memory is transferred to the active word memory. In addition, it develops children's interpretation, analytical thinking and problem-solving skills by including them in the book. However, in line with the studies conducted in the literature, it has been observed that open-ended questions are not asked in reading activities in our country, but closed-ended questions with short answers are included (Bay & Alisinanoğlu, 2012; Büyükalan, 2002; Erdoğan & Akay, 2015).

In the research conducted by Halat (2017), the effect of reading interactive books on getting 5-6 year old children have the values of sharing, responsibility and cooperation was

examined. As a result of this research that lasted 6 weeks, the experimental group differed significantly from the control group in gaining the values of sharing, responsibility and cooperation (Çetinkaya et al., 2018). The results of all these studies are in line with the results of the study.

After the interactive reading program was applied with the children for 8 weeks, the families were asked to share their opinions in order to determine the reflection of the effects of the applied study on the children's social lives outside of school. Through these opinions, the changes in children's behavior in helping, sharing, cooperation, friendship and empathy skills were expressed by families. Parent-child relationship is of great importance in order to ensure the permanence of these social skills acquired by children in the school environment (Koşay, 2013; Durmuşoğlu-Saltalı & Arslan, 2012). Children with improved social skills can establish positive relationships and have less behavior problems (Öneren Şendil, 2010; Tezel-Sahin & Özbey, 2007).

In the examination of the results of the study, before starting the interactive reading practices, all the details of the story, the events in the story, the characters in the story, the pictures of the cover of the story, the author of the story, the illustrator and the publisher, etc. are examined with the children and the children make comments on the social situations, thus children's social skill levels increase and other developmental areas are positively affected. Their cognitive development is supported by discovering new words in the story and various activities such as language development, imagining the events in the story, completing the story, predicting the end. Emotional development processes are also supported by understanding the emotional state of the characters within the events of the story and supporting them to give their own examples. Considering that mothers and fathers are the first educators of children, the interactive reading program should also be taught to parents, and this study applied at school should not be limited with the school environment, but should be continued in the home environment with parents in order to ensure their permanence and to form the basis for other skills.

REFERENCES

Akgün, E. & Benli, G. (2019). Okul öncesi dönem çocuklarla bibliyoterapi: Bir uygulama örneği. *Psikiyatride Güncel Yaklaşımlar*, *11*(1), 100-111. https://doi.org/10.18863/pgy.392346

Aral, N. Kandır, A. & Yaşar, M. (2002). *Okul öncesi eğitim ve okul öncesi eğitim programı*. Ya-Pa Publishing.

Aram, D. Fine, Y. & Ziv, M. (2013). Enhancingparent childshared book readingin teractions: Promoting reference story book's plot and socio-cognitive themes. *Early Childhod Research Quarterl. 28,* 111-122. https://doi.org/10.1016/j.ecresq.2012.03.005

Aram, D. & Shapira, R. (2012). Parent-child shared book reading and children's language, literacy, and empathy development. *Rivista Italiana di Educazione Familiare, 2,* 55-65.

Avcıoğlu, H. (2009*). Etkinliklerle sosyal beceri öğretimi* (3rd ed.). Kök Publishing.

Bacanlı, H. (1999). *Sosyal beceri eğitimi*. Nobel Publishing.

Bekaroğlu, E. (2019). Kitaplarin psikoterapide bir araci olarak kullanımı: Vaka örneği ile
    bibliyoterapi uygulamasi. *Akademik Sosyal Araştırmalar Dergisi, 7*(94), 250-258.
    http://dx.doi.org/10.16992/ASOS.15053

Bıçakçı, M. Y., Er, S. & Aral, N. (2017). Annelerin çocuklarına etkileşimli kitap okuma süreçlerine
    görüşleri. *Türk Eğitim Derneği, 42 (*191), 53-68.
    http://dx.doi.org/10.15390/EB.2017.7164

Bıçakçı, Y. M., Er, S. & Aral, N. (2018). Etkileşimli öykü kitabı okuma sürecinin çocukların dil
    gelişimi üzerine etkisi. *Kastamonu Üniversitesi Kastamonu Eğitim Dergisi, 26* (1), 201-
    208. https://doi.org/10.24106/kefdergi.375865

Büyükalan, F. S. (2002). *Soru-cevap yöntemine ilişkin öğretimin öğretmenlerin soru sorma
    düzeyi ve tekniklerine etkisi*. [Unpublished Doctoral Thesis, Gazi University].

Büyüköztürk, Ş., Çakmak, K. E., Akgün, Ö. E., Karadeniz, Ş. & Demirel, F. (2013). *Bilimsel
    araştırma yöntemleri*. Pegem Publishing.

Cohen, L, Manion L., & Morrison K. (2000). *Research methods in education*. Routledge Falmer.

Çelebi Öncü, E. (2016). Etkileşimli kitap okumanın beş-altı yaş çocuklarının sosyal durumlara
    yaklaşımlarına etkisinin incelenmesi, *Ana Dili Eğitimi Dergisi, 4* (4), 489-503.

Çer, E. (2016). *0-6 yaş çocuk kitaplarında çocuk gerçekliği ve çocuğa görelik.* Eğiten Publishing.

Demir-Lira, E., Applebaum, L.R., Goldin-Meadow, S. & Levine, S.C. (2018). Parents' early book
    reading to children: Relation to children's later language and literacy outcome
    controlling for other parent language input. *Developmental Science, 22,* 1-16.
    https://doi.org/10.1111/desc.12764

Deretarla Gül, E. (2015). *Okul öncesi çocuklara okuma alışkanlığı kazandırma*. Eğiten
    Publishing.

Durmuşoğlu-Saltali, N. & Arslan, E. (2012). Ebeveyn tutumlarının anasınıfına devam eden
    çocukların sosyal yetkinlik ve içe dönüklük davranışlarını yordaması, *İlköğretim Online,
    11 (*3), 729-737.

Duursma, E. (2014). Parental bookreading practices among families in the Netherlands. *Journal
    of Early Childhood Literacy, 14* (4), 435-458.
    https://doi.org/10.1177/1468798414523025

Erdoğan, N. I., & Akay, B. (2015). Okul öncesi eğitimde hikaye okuma ve öğretmen sorunlarının
    incelenmesi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, 36,* 34-46.

Ergül, C., Akoğlu, G., Sarıca, A. D., Tufan, M. & Karaman, G. (2015). Ana sınıflarında
    gerçekleştirilen birlikte kitap okuma etkinliklerinin "etkileşimli kitap okuma"
    bağlamında incelenmesi. *Mersin Eğitim Fakültesi Dergisi, 11* (3), 603-619.
    https://doi.org/10.17860/efd.88429

Ergül, C., Sarıca, D. A., & Akoğlu, G. (2016). Etkileşimli kitap okuma: Dil ve erken okuryazarlık
    becerilerinin geliştirilmesinde etkili bir yöntem. *Ankara Üniversitesi Eğitim Bilimleri
    Fakültesi Özel Eğitim Dergisi, 17* (2), 193-204.
    https://doi.org/10.21565/ozelegitimdergisi.246307

Gönen, M. & Veziroğlu, M. (2017). *Çocuk edebiyatının genel hedefleri. M. Gönen (Ed.) Çocuk edebiyatı*. Eğiten Publishing.

Graham Doyle B. & Bramwell, W. (2006). Promoting emergent literacy and social emotional learning thruogh dialogic reading. *The Reading Teacher, 59* (6), 554-564.   https://doi.org/10.1598/RT.59.6.5

Halat, A. A. (2017). *5-6 yaş grubu çocuklara paylaşma, iş birliği ve sorumluluk değerlerinin kazandırılmasında etkileşimli kitap okuma tekniğinin etkililiğinin incelenmesi*. [Unpublished Doctoral Thesis, Gazi University].

Justice, L.M., & Pence, K.L. (2005). *Scaffolding with storybooks: A guide for enhancing young children's language and literacy achievement*. Newark, DE: International Reading Association.

Karagül, S. (2018). Çocuk Edebiyatı ve Bibliyoterapi. *Çocuk ve Medeniyet 2*, 43-55.

Koşay, A. (2013). *Çocuk yuvasında ve çocuk evinde kalan korunmaya muhtaç çocuklar ile ailesi yanında yaşayan çocukların sosyal becerilerinin karşılaştırılması* [Unpublished Doctoral Thesis, Dokuz Eylül University].

Leech, N. L. & Onwuegbuzie, A. J. (2009). A typology of mixed methods research designs. *Qual Quant. 43,* 265–27.

Lowter, T. L. (2004). *The impact of a social skills intervention on the development of resiliency in preschool children*. [Unpublished Master's Thesis, West Virginia University].

Ömeroğlu, E., Büyüköztürk, Ş., Aydoğan, Y., Çakan, M., Özyürek, A., Gültekin, G., Günindi, Y., Kutlu, Ö., Çoban, A., Ceylan, Ş., Özaydın, L., Sert, N., Yurt, Ö., Koğar, H., Karayol, S., Ceyhun, A.T., Atabey, D., & Oğuz, T. (2012). *Okul öncesi sosyal beceri destek projesi eğitim kitapları seti: Öğretmen kılavuz kitabı.* Fikriala Görsel Publishing.

Ömeroğlu, E., Büyüköztürk, Ş., Çakan, M., Aydoğan, Y., Kılıç Çakmak, E.,Gültekin Akduman, G., Özyürek, A., Günindi, Y., Kutlu, Ö., Çoban, A., Yurt, Ö., Koğar, H. & Karayol, S. (2014). Okul öncesi sosyal beceri değerlendirme ölçeği anne -baba formuna ait norm değerlerinin belirlenmesi ve yorumlanması. *Karabük Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 4* (2), 102-115.

Öner, U. (2007). Bibliyoterapi. *Çankaya Üniversitesi Fen-Edebiyat Fakültesi Dergisi,* 7, 133-150.

Öneren-Şendil, Ç. (2010).*5-6 yaş çocuklarında sosyal yetkinlik ve davranış sorunlarının akran kabulü, mizaç ve cinsiyet açısından incelenmesi* [Unpublished Master's Thesis, Orta Doğu Teknik University].

Öztürk, G., Hill, S. & Yates, G. (2016). Family context and five-year-old children's attitudes toward literacy when they are learning to read. *Reading Psychology, 37* (3), 487–509. doi: 10.1080/02702711.2015.1066909.

Philpot, J.G., (1997) Bibliotherapy for Classroom Use. Incentive Publications, Inc.Nasshville, Tennessee

Rainfield, C., (2003) Books Can Help You Heal. Online Sources.

Sever, S. (2017). *Çocuk ve edebiyat*. Tudem Publishing.

Shahaeian, A., Wang, C., Tucker-Drob, E., Geiger, V., Bus, A.G. & Harrison, L.J. (2018). Early shared reading, socioeconomic status, and children's cognitive and school competencies: Six years of longitudinal evidence. *Scientific Studies of Reading, 22* (6), 485-502. doi: 10.1080/10888438.2018.1482901.

Tercanlı Metin, G. & Gökçay, G. (2014). Bebeklik ve erken çocukluk döneminde kitap okuma: Çocuk sağlığı izlemlerinde etkili bir gelişim önerisi. *Çocuk Dergisi, 14* (3), 89-94. doi: I0.5222/j.child.2014.089.

Tezel Şahin, F. & Özbey, S. (2007). Aile eğitim programlarına baba katılımının önemi. *Toplum ve Sosyal Hizmet Dergisi, 18* (1). 39-48.

Tür, G., & Turla, A. (2010). *Okul öncesinde çocuk, edebiyat ve kitap.* YaPa Publishing.

Uzmen, S. & Mağden D. (2002). Okulöncesi eğitim kurumlarına devam eden altı yaş çocuklarının prososyal davranışlarının resimli çocuk kitapları ile desteklenmesi. *M.Ü. Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi, 15,* 193-212.

Westwood, P. (1993). *Commonsense methods for children with special needs strategies for the regular classroom*, London.

Whitehurst, G. J., Arnold, D. S., Epstein, J. N., Angell, A.L., Smith, M. & Fischel, J. E. (1994). A picture book reading intervention in day care and home for children from low-income families. *Developmental Psychology*, 30, 679-689.

Yıldız Bıçakçı M., Er S., & Aral N. (2017). Annelerin çocuklarına etkileşimli kitap okuma sürecine ilişkin görüşleri. *Eğitim ve Bilim, 42* (191), 53-68. http://dx.doi.org/10.15390/EB.2017.7164

Yurtbakan, E. (2020). Etkileşimli okuma: bir içerik analizi. *Ana Dili Eğitimi Dergisi, 8* (1), 135-156. https://doi.org/10.16916/aded.642138

Yurtseven, L. (2011). *Annelerin çocuklarına hikaye okumasının çocukların sosyal beceri gelişimine etkisinin incelenmesi* [Unpublished Master's Thesis, İnönü University].