

An Action Research on Strengthening the Communication Skills of Foreign Children in the Context of Culturally Sensitive Education

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ABSTRACT

This study aims to strengthen the communication skills of foreign children within the scope of multicultural education, improve their language skills with the support of their peers, and support the adaptation process to school. In an independent kindergarten affiliated with the Ministry of National Education in Gaziantep, the study involved 22 Turkish, two foreign-born children, and the parents of those children. One of the qualitative research techniques used in the study was action research. The research's data collection methods included the sociometry scale, observation notes, home visits, family interviews, checklists, and document reviews. The process was cycled through until the achievements and indicators determined in the checklist were attained after the two-week observation period. Then the researchers developed an action plan. Achieving target achievements and indicators was completed by implementing a five-week action plan. At the end of the process, while the importance of a positive classroom climate, teacher support, and home visits were revealed, it was concluded that peer support significantly affected communication and language skills. In addition, the reflections of working in cooperation with the family were seen.

KEYWORDS

Culturally sensitive education; communication; action research; preschool education.

INTRODUCTION

Communication is the process of transferring information from a sender to a receiver in an environment where the information to be transmitted is understood by both the sender and the receiver. Two systems are required to ensure communication. Communication with the shortest definition "is the process of producing, transferring and making sense of information." (Dökmen, 2005). On the other hand, Cüceloğlu (2017, p.45) says, "Communication starts from the moment two people realize each other." Although there are different definitions of communication, there is a transfer, whether verbal or nonverbal, as a result. "Verbal communication has an important function in the transfer of thoughts and nonverbal communication more in the transfer of emotions." (Özdemir, 2022). Communication in the preschool period is of great importance for the development of children. Due to the importance of social development in the early years, children need to learn and practice social skills. Children learn social skills first due to interactions with family and then with friends (Lynch & Simpson, 2010). This is only possible with communication. The fact that foreign children are in a different environment and culture than their own country brings with it the problem of adaptation (Akalın, 2016). According to the results of Memduhoğlu's (2020) research, it was concluded that foreign children experience problems such as alienation, loneliness, exclusion, and failure in classes; It has also been concluded that the school contributes to children such as socializing, making new friends, getting to know a new culture and helping to solve psychological problems.

Communication is one of the most critical problems we encounter in integrating foreign national children into education, which is one of the primary school problems today. When the studies conducted in this context are examined, many field studies conducted with teachers and children have shown that language problems are the most important communication problems in education (Dolapcioğlu & Bolat, 2019; Özmen, 2020; Taşkın & Erdemli, 2018). Including intervention programs that include peer support to overcome communication problems in classroom practices is an excellent opportunity to enrich the bilingual educational environment of children (Karem & Hobek, 2022). Unfortunately, the language barriers that refugee children face are not easy to fix with the limited human capacity of the host country's education system (Çelik, et al., 2021). Although many studies and reports have focused on behavioral and emotional problems (IEP) among Syrian refugee children, little attention has been paid to the existence of communication problems (Salam, McIntire, & Pilling, 2019).

The number of Syrians under temporary protection status registered in Turkey is 3 million 622 thousand 486 as of October 20, 2022. 540,670 of this number are 0-4, and 541,897 are children between the ages of 5-9 (Refugees Association, 2022). Considering the numerical data, half a million children have been educated in kindergarten and primary schools in the Turkish education system. With the 2019-2020 academic year, the Ministry of National Education has started an application called "adaptation" classes, the definition of the class in which foreign

children at primary and secondary education levels with insufficient Turkish language skills will be enrolled (Bozan & Çelik, 2021). This highlights the importance of inclusive education. Inclusive education has a socially unifying function. Inclusive education is essential in improving children's academic performance. It is expected that all children will show positive progress in their learning since schools that try to provide quality education to children with cultural richness will have to use different teaching methods to meet individual needs. This is shown as the educational justification for inclusive education (Şimşek et al., 2019)—language, religion, belief, ethnic identity, etc., in the Turkish Education System. There are many different cultural values; children have differences, such as the number of siblings and socioeconomic level. Inclusive alternative education has a much more important place in Turkey due to reasons such as Turkey's cultural richness, multicultural structure, and diversity in the education system (disabled and refugee students, socioeconomic inequality, and migrations) (Kotluk & Kocakaya, 2018). Inclusive education acts as a bridge to solving the problems that foreign children and their families face in the countries where they are refugees. In social cohesion, schools form the basis of this bridge regarding multilingual tools and materials (Karsli & Kilinc, 2021). It is known that the materials used at school, emotional climate, peer support, and ethnicity are among the other factors in the classroom environment (Sanders, Molgaard, & Shigemasa, 2019).

Culturally sensitive education models, which is one of the approaches to inclusive education, first emerged in America, and the active participation of individuals with cultural diversity in education was aimed (Gültekin, 2020; Polat & Kılıç, 2013). In multicultural education, reaching the goals of education is possible with teachers who understand and adopt the philosophy of multicultural education (Polat & Kılıç, 2013). Villegas and Lucas (2002) identified six characteristics that culturally sensitive teachers should have:

- Socio-Cultural Awareness
- An Approving Attitude Towards Students from Culturally Diverse Backgrounds
- Ability to Commit and Act as a Change Agent
- Constructivist Learning Views
- Learning About Students
- Culturally Sensitive Teaching Practices

Considering these features, as a result of the integration of foreign children into Turkish schools, many inclusive pieces of training have been given to teachers. However, it was observed that some of the teachers confuse inclusive education with inclusive education in the teachers' opinions after inclusive education. As a result of the research, it was concluded that the in-service training given to the teachers did not reach its purpose, and most teachers needed to do something about inclusive education (Kahriman Pamuk & Bal, 2019).

In the context of inclusive education, the earlier the communication problem of international students is intervened, the further growth of the problem will be prevented. Regarding inclusive education, research has generally been conducted from the perspectives of school

administrators, teachers, and prospective teachers (Akbulut & Yavuz, 2021; Kazu & Deniz, 2019; Polat, 2020). Generally, studies with students at primary, secondary, and high school levels are dominant. "The process of adaptation to school with peer support of Syrian students: an action research" on communication is one of the studies conducted at the secondary school level (Aslan, 2020). There are few action studies at the preschool level. One of them is the acquisition and communication of Turkish in the unstructured classroom environment of 60-month-old refugee children, which corresponds to the six-year-old level, and the linguistic data obtained as a result of observing three Syrian children studying in two different kindergartens every day for eighteen weeks were classified and analyzed according to the determined model. It is a thesis study on the use of skills (Alkan, 2020). Another study is an action research in which the cultures of children are introduced by their families in the classroom environment (Souto-Manning & Mitchell, 2009). Another study is action research conducted in Sweden with children aged one to three years old with different languages and with the participation of families (Ljunggren, 2015).

Action research is systematic and continuous research to improve the practices of educators and inform them (Calhoun, 2002 cited in Aksoy N., 2003). It is seen that the basis of action research is the events that people can change or affect (Başarır, Durmaz, & Sarıtaş, 2019). Therefore, action research is an effective method for finding solutions to the problems encountered in inclusive education. Action research provides practical benefits such as following teachers' practices closely, generating ideas for solving problems during the implementation process, and improving teaching activities. In addition, it has an important place in improving curricula (Başarır, 2019).

The present research represents the preschool age group of 56-72 months. Therefore, there needs to be more action research in this area. Unlike other studies, the study will use simultaneous sociometry tests, observation notes, family interviews, home visits, document reviews, and checklists. In this context, this study aims to determine the communication skills of foreign children in a preschool education class with a culturally sensitive education approach and to develop a supportive action plan for these skills. In this context, in order to find solutions to the communication problems experienced by foreign children in the classroom, answers to the following questions will be sought in this research:

- How is the in-class communication of Syrian immigrant children?
- How can the in-class communication of foreign children be supported?
- How important is peer support in communication in the context of Inclusive Education?

METHOD

Model of the Research

This research was designed in the form of action research. Action research is solution-oriented research conducted by a group or individual (Beverly, 1993). In line with this purpose, it is a method of finding a solution that includes systematic data collection and analysis for any

problem, in which experts in the field of action research carry out studies such as training, research, development, and implementation. The information obtained as a result of the research will guide other people with similar problems (Büyüköztürk, et al. 2022). The reason for using action research in this study is that the researcher teacher interacts with the children one-on-one and can make observations.

Participants

Twenty-four children in a public kindergarten affiliated with the Ministry of National Education in Gaziantep participated in the study in the first term of the 2022-2023 academic year. Of the children participating in the study, 13 were boys, and 11 were girls. Therefore, 22 of the children are Turkish and two foreign nationals. In addition, parents of foreign children also participated in the study. Foreign national children were coded as C1 and C2.

One of the researchers in the study is the practitioner of the adaptation activities and action plan, which will be implemented in this study with both the researcher and peer support. The researcher is also the teacher of the class.

Table 1*Demographic information of the participants*

Participants	Gender	Age(monthly)	Mother's educational status	Father's educational status	Mother's profession	Father's profession	Number of siblings
C1	Boy	70	university graduate	university graduate	Teacher	Lawyer	2
C2	Girl	66	university graduate	doctorate	Computer engineer	Computer engineer(Software)	3
C3	Boy	66	university graduate	university graduate	Teacher	Bank worker	1
C4	Boy	62	university graduate	High school graduate	Housewife	Artisan	1
C5	Boy	66	high school graduate	university graduate	Housewife	Artisan	1
C6	Boy	63	university graduate	university graduate	Nurse	Civil Engineer	1
C7	Boy	67	high school graduate	university graduate	Accountant	Financial advisor	1
C8	Girl	68	university graduate	university graduate	Civil Engineer	Architect	0
C9	Girl	70	university graduate	university graduate	Teacher	Export	0
C10	Boy	65	university graduate	university graduate	Housewife	Police	1
C11	Boy	71	high school graduate	high school graduate	Hairdresser	Hairdresser	0
C12	Girl	64	university graduate	university graduate	Teacher	Teacher	1
C13	Girl	66	university graduate	university graduate	Teacher	Teacher	2
C14	Boy	66	university graduate	university graduate	Teacher	Teacher	2
C15	Boy	72	university graduate	university graduate	Housewife	Artisan	2
C16	Boy	67	primary school graduate	university graduate	Housewife	Accountant	1
C17	Girl	63	high school graduate	secondary school graduate	Housewife	Security guard	2
C18	Girl	63	university graduate	secondary school graduate	Teacher	Chauffeur	1
C19	Boy	56	university graduate	university graduate	Teacher	self-employment	1
C20	Girl	62	high school graduate	high school graduate	Housewife	Planning officer	1
C21	Girl	69	primary school graduate	primary school graduate	Housewife	Natural gas	0
C22	Girl	63	high school graduate	university graduate	Housewife	Textile	2
C23	Girl	60	high school graduate	high school graduate	Housewife	Designer	1
C24	Boy	69	university graduate	university graduate	Housewife	agricultural engineer	2

Action Plan Implementation Process

Data Collection Tools

Sociometry Test: Sociometry is the science that measures human relations in action while they are happening (Şatiroğlu, 1999). The researcher structured sociometry questions according to the interests and developmental characteristics of the children. The sociometry test was applied twice at the beginning and end of the study. A total of 4 questions were included in the sociometry test. In each question, the children were allowed to think. The test administration took an average of 6 minutes for each child.

Observation Notes: An unstructured observation form developed by the researchers was used. Observations were made during the free play time, during the activity, and during the garden activities at an average of twenty minutes per day.

Family Interviews: Semi-structured interview forms developed by the researchers were used. 2 field experts examined the form. A voice recorder was used in family interviews. Family interviews were conducted between 19.00 and 21.00, when all family members were at home. Voice recordings were taken from the families of foreign children. Each recording is around 10 minutes on average.

Checklists: A checklist developed by the researchers was used in line with the information obtained as a result of the observations made by the researchers. The checklist was formed from the achievements and indicators in the Ministry of National Education Preschool Education Program. There were a total of 26 items, 17 of which were in the field of language development and 9 in the field of social-emotional development.

Document review: At the beginning of the academic year, the child recognition forms requested from the families were examined. The forms belonging to all the children in the class were examined.

Family Visits: The researcher visited all children in the classroom at their homes. Visits were made sometimes in the afternoon and sometimes in the evening. Visits were made once and lasted an average of one hour.

Data collection

At the beginning of the study, the ethics committee's permission, the Ministry of National Education's application permission, and the permission of the families to participate in the research voluntarily were obtained. After completing the permission process, the sociometry test was first applied to the children in the study. The researcher made observations throughout the process, and observation notes were taken. In addition, family interviews were conducted during the observation period. Based on child recognition forms, researcher observation notes, and family interviews, a 26-item checklist of gains and indicators determined from the Social-Emotional and Language development areas in the Ministry of National Education Preschool Education Program book was created. Three-week observations were made with the developed checklists. As a result of the data obtained from these observations, a teacher action plan was created with a culturally sensitive education approach. After the action plan was implemented,

the achievements that reached the target were checked in the checklist every week. In this process, home visits were made for foreign children. The application continued until the children achieved all the achievements on the checklist. Then, the sociometry test was applied again at the end of the action plan to measure the change in peer relations in the classroom. All data were collected simultaneously throughout the process.

Action plan

While creating the action plan, child recognition forms, observation notes, the first sociometry test, and family interviews were considered. The information obtained from this data was used to plan activities that will attract the attention of children's interests, development, and needs.

Individual Studies

The individual activity aims for the child to learn by doing and experiencing by himself. These activities are planned to support children's potential development by considering their individual interests, needs, abilities, and developmental characteristics (MEB, 2013). Planning individual activities according to children's characteristics, interests, and wishes positively affects children's performance (Ryan & Deci, 2015). This research was completed by showing the status cards, basic concept cards, and emotion cards for daily communication skills and needs individually in 10 minutes of free time every day and saying the equivalent in Turkish. In addition, the activities done in the classroom were reported to the parents to be repeated at home. During the process, the basic concept cards sent by the European Union within the scope of the Educational Integration Project of Foreign Nationals were also used. With the cards given, they were asked to work at home again.

Small Group Studies

Small group activities are activities in which children are divided into groups according to their age, developmental characteristics, interests, and abilities (MEB, 2013). Akyüz (2006) mentioned that small-group activity studies affect success positively. In this study, children were directed to puzzle activities in pairs during leisure time. Each day, they were allowed to do puzzles with their different friends. Then, in the book reading center, they were allowed to say the names of the visuals on the books to each other and then to do the narration activities. Different activities were provided at the centers during free time every day.

Large Group Studies

Large group activities; are activities that aim to achieve the same gains, using the same methods, techniques, and materials, with all the children in the classroom (MEB, 2013). The basis of large group activity is the collaborative approach. Group members feel responsible for each other's learning. There are shared leadership experiences in group activities. (Doymuş, Şimşek, & Şimşek, 2005). In this study, one of the researchers (teacher) told the children three days a week; language skills such as songs, nursery rhymes, riddles, and stories were applied. The activities of using word-of-mouth, praise circle, silent cinema, and educational cartoons were applied. Playing by word of mouth was also given as homework, thus ensuring the participation of the family in the process. One day when T1 and T2 were not in the classroom, the teacher

talked to all the children in the class about the strengths and cultural riches of T1 and T2 and discussed with the children how to find a solution to the problem. Competitions were organized in the class by dividing them into small groups. At first, attention was paid to the fact that foreign children were included in the same group, but they were directed to different groups over time. The groups were constantly changed at each event. Particular attention was paid to including students with high social skills in each group.

Analysis of Data

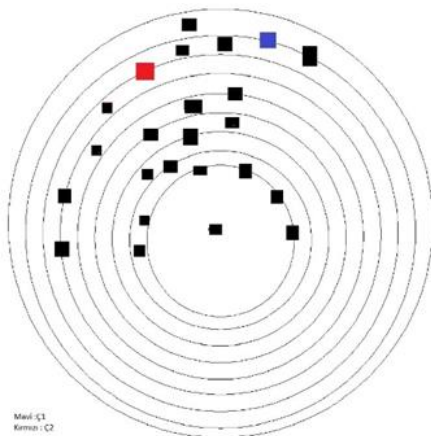
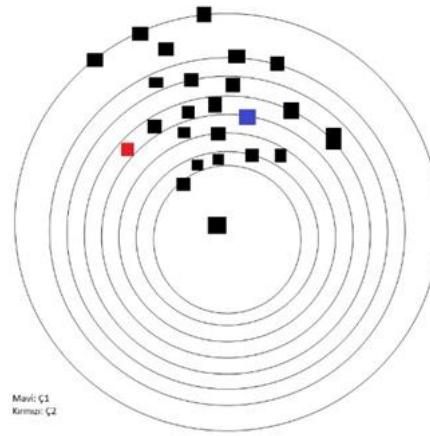
The data were analyzed by content analysis method. First, the researchers independently coded the qualitative data and divided it into themes. Then, the researchers came together and compared the codes and themes, and the meeting continued until a consensus was reached. In line with the observations, sociometry tests, home visits, parent interviews, and applied activities, the data obtained regarding the problem were supported by direct quotations.

Several methods are preferred in research to increase credibility. One is prolonged involvement, and the other is peer debriefing (Holloway & Wheeler, 1996). In this study, one of the researchers is the current teacher of the class; s/he spent enough time with children to get to know and evaluate children during the research process; It enabled him to control his prejudices and understand the group's culture, language, or views. In addition, in this research, getting support from people who have general knowledge about the subject of the research and who specialize in qualitative research methods; supported the study's credibility. In the dependability dimension of the study, Data-sourced triangulation was done. In the study, triangulation was carried out by using various data sources such as sociometry, interview, and observation. In addition; the starting point of the research, the data collection process, the decisions taken, the applications, and the analysis process are included in the research in a comprehensive, careful, and detailed manner; reflecting the confirmability dimension of the study. It was crucial to keep the raw data recorded (voice recorder data, field notes, researcher diaries, etc.) within the scope of the study. Finally, for the transferability dimension of the study, the researchers; detailed explanations, detailed descriptions, how the sample selection was made, and the characteristics and environment of the participants (Sharts-Hopko, 2002) were explained in detail. Regarding the study's trustworthiness, it was also emphasized that frequent use of quotations was important.

FINDINGS

1. How is the in-class communication of foreign children?

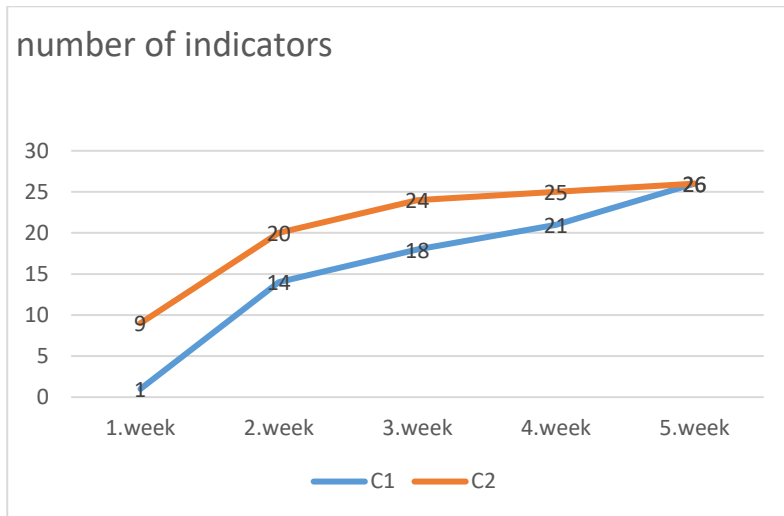
The findings obtained in the action research conducted to strengthen the communication skills of foreign children in the context of culturally sensitive education; the first applied sociometry test is shown in Figure 1, the last applied sociometry test in Figure 2, and the weekly graph of the gains created as a result of the checklists in figure 3 below.

Figure 1*First applied sociometry test***Figure 2***Second applied sociometry test*

The first sociometry test in Figure 1 shows an inside-out arrangement according to the children's high scores. The most social child, C11: 61 points, C1: six points, and C2: 10 points. According to the figure, it is seen here that they have problems with social skills and communication in the classroom. In the second sociometry test, the most social child again scored C11: 54 points, C1: 24 points, and C2: 21 points. Considering the observer notes, considering the initial characteristics of T1 and C2, "C1 does not communicate with anyone in the class in peer relations.", "C2 has limited communication with very few children in the class in peer relations." In her grades and parent interviews, "C1 ask about a friend from kindergarten from last year, you want. He answers right away. Yes, but it doesn't mention this year's class." Their answers support them being in last place in the first applied sociometry test. O.N. 3 "C1 didn't respond even though I said "Goodbye" as I left every day this week. He answers in accordance with his mother or father. No matter how much I try to direct, he plays alone in his free time event and in the garden.", O.N. 4 "C1 attends events. He understands when he shows it. It does it flawlessly. However, he still does not communicate with me and his friends. Five other children are sitting at the same table. I bought C2 so they could communicate with him at the same table. Still not communicating." O.N. 16 "C2 does not communicate with the teacher except for simple greetings or needs. He tries to explain his needs by showing them. He is not playing with anyone. He only watches his friends play. He does not communicate with his friends at the same table or with C1 of the same nationality. He does the activities correctly." O.N.17 "C2 The teacher answers when he says, "Good morning." He says "Goodbye" as he leaves. He still has no contact with his friends. Her mother came to the class for the English activity and gave her answers in English." O.N. 18 "C2 has now started to play in the dramatic game center with C22. Communication is still limited. He understands the teacher but cannot express himself yet. He tries to express it in words he knows." It is one of the notes supporting the first applied sociometry test.

2. How can the in-class communication of foreign children be supported?

When the data after the implementation of the action plan is examined;

Figure 3*Gain-Indicator Chart*

In the weekly checklist chart, the gains and indicator numbers in the vertical direction are indicated. It is seen that the most critical break is between the first week and the second week, then the slope of the graph increases during the other weeks. Considering that the home visit was made between the first and the second week, the size of the effect of the home visit can be seen. Observer Note 11 "C1 heard from his mother that I was going to visit the house, and he came to class today very happy and enthusiastic." O.N. 12 "C1 started playing with his friends at the dramatic play center for the first time after his home visit. He tried to explain excitedly by showing his friends' games in the garden to the teacher. Before the teacher goes to him, he comes to his own teacher and tries to explain something. He counted from 1 to 10 to show that he knows how to count." supports this result. The differences between the two children at the beginning are included in the chart. Considering the initial characteristics, "C2" is a child who has no difficulties in understanding Turkish but needs support in language skills. He has limited communication with very few children in the class in peer relations. "C1" is a child who needs intensive support in language skills in terms of understanding and speaking Turkish. He does not communicate with anyone from the class in peer relations." The reasons for these differences can be seen in the notes. At the end of the five weeks, it is seen that they have achieved the targeted gains for both children. A different rate of development was observed between the two children. The reason for this is that "C1 actually likes to socialize with his friends and tries to get used to new things like this, for example." , "C2 does not like to talk." , in the home visit observation notes, "C1 It was observed that the child was closer to the teacher at home, unlike at school, and was impatient to show his room and toys." and "C2 was observed to be closer than he was in the classroom, impatient to show his teacher his room, toys and bed." , in the child recognition forms parents gave, "C1, intelligent, a little angry, social, kind, very active." , " C2 sensitive, kind, cheerful, angry, shy", O.N. 25 "C2 is still very shy in expressing herself in front of the whole class. He is fine answering the teacher individually. In the interview

with the mother, it was stated by the mother that she was shy." It is seen that children have different personality traits.

3. How important is peer support in communication in the context of Inclusive Education?

In implementing small group activities, first of all, making foreign students members of the same group, according to O.N. 21, "C2 communicated with C1 for the first time in the competition game by speaking Arabic and explaining the game." It shows the beginning of communication skills. O.N. 24 "C2 helps C1 whenever he needs help." Moreover, O.N.14 "C1 now knows the names of his eight friends and calls them by name. He started playing with his friends in the same centers for the first time today. He brought events as a gift for his teacher on his own." and O.N. 15 "C1 After getting sick and not coming to school for two days, he was greeted by his friends as a get well soon and received courteous attention and started to use his gestures and facial expressions in the classroom. He tries to establish a relationship with his friends, even if it is limited verbally. It was observed that the social skills of both children were within the class average in the sociometry test performed after the action plan was implemented. As a result of the sociometry test, the rapprochement in the relationships of all children is also observed.

DISCUSSION AND CONCLUSION

In this study, which was carried out to strengthen the communication skills of foreign children in the context of culturally sensitive education, more than one factor affecting communication skills emerged. These factors are; peer support, family cooperation, classroom application plans, material support, teacher attitudes, home visits and children's personality traits. After the home visits, there were positive changes in the communication skills of the children in the classroom. In addition, interviews with parents made children feel valued and showed confident behaviors in the classroom environment. Furthermore, turning the differences between children into opportunities as wealth by providing peer support through games increased the children's curiosity towards each other. In addition, it caused them to spend more time getting to know each other.

Schools and teachers have many responsibilities for foreign children studying in Turkey to continue their education easily and adapt to the cultural values of the society they live. Villegas and Lucas (2002) mention that teachers should be trained to be multiculturally sensitive, expressing a vision of teaching and learning clearly and using this vision to systematically guide the instillation of multicultural issues throughout the pre-service curriculum. While preparing the education plan to be presented to the children, arrangements should be made in the education programs by considering multiculturalism. While shyness and not knowing the language were effective in adapting to the classroom, it was stated that "they have the most difficulty in expressing themselves, initiating and maintaining friendships," according to Aslan (2020). It is seen that children can express themselves better in an environment where they feel safe. Schools are institutions that offer rich social environments for children in the name of multiculturalism. Memduhoğlu (2018) also stated that school is one

of the most critical factors in solving problems for children in terms of multiculturalism, gaining sociability, and supporting children. In our study, the importance of parental cooperation is revealed once again. Another pillar of education, parents coming to the classroom and participating in activities or working in cooperation with the teacher, increases the quality of education. According to Souto-Manning and Mitchell (2010), it is stated that the more parents attend the class, the more they all have different cultural practices to share. It is essential for children to talk about different cultures and to realize them. It should be taken into account that children's culture is also a factor that shapes the classroom environment. Multiculturalism in the classroom environment should be turned into an opportunity.

It has been observed in our study that peer support is one of the factors affecting language and social skills, and according to Aslan (2020), peer support is stated as one of the paramount factors in language skills and adaptation process. In the study of Karsli and Kilinc (2021), emphasizing peer support, cooperation and sharing for a common purpose is one of the results we reached similar to our study. In the meta-analysis study conducted by Khalfaoui, et al. (2021), positive classroom climate, peer and teacher support are among the prominent factors in multicultural child education. The fact that one of the most critical problems in the thesis study of Akalin (2016) is language supports our study. Language problems cause shyness in children due to the inability to express themselves. This is reflected in their games and results in inability to play and not getting along. According to Salam, McIntire, and Pilling, (2019), it was mentioned that foreign children exhibit introverted behaviors. The language problem can be successfully solved with the applications and peer support included in the education program. Implemented in a bilingual classroom environment, including peer support; The success achieved with the "invite-play-talk" intervention program highlights the importance of peer support (Karem & Hobek, 2022).

When the findings are examined, it is seen that language and communication in preschool education is one of the basic steps of the socialization of children. In addition, schools are environments where children socialize and solve many problems through play and peer support. In our study, the importance of peer support was revealed once again. In addition to peer support, it is seen how important home visits are for children; it strengthens the bond between the teacher and the child and prepares the environment for children to come to school more willingly. In addition, school-teacher-family cooperation is one of the other pillars of education. The support of the family increases the desire of the teachers even more.

Limitations of the Study: It was assumed that the parents responded sincerely. Home observation is limited to the period during which the home visit is made. An interpreter was used in the interviews.

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