

The Role of Educational Games in Developing Social Interaction Skills among Kindergarten – Children from the Point of View of Nannies in the Jerusalem Governorate

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Received: 27th Dec. 2023, Accepted: 20th Jun. 2024, Published: 1st Feb. 2025. DOI: 10.35552/0247.39.2.2324

Abstract: Objective: This study aimed to identify the role of educational games in developing social interaction skills among kindergarten children from the point of view of educators in the Jerusalem Governorate. **Methodology:** The researchers used the descriptive analytical method in its quantitative and qualitative styles. **Results:** All fields and the total score obtained a high score, where the field of the role of educational games in developing the creativity skill obtained first place, while the field of the role of educational games in developing the group communication skill obtained second place, and the field of the role of educational games in developing the adaptation skill obtained third place. The results also showed differences in the age variable in favor of (30–39 years) and the variable of years of experience in favor of (less than 5 years). The results did not show differences in the educational qualification variable on the total score. As for the focus group, its most important results showed the existence of other roles for educational games, the importance of planning educational games, and the scarcity of electronic games in kindergartens. **Conclusions:** Revealing the pivotal role of educational games in enhancing social interaction among children, taking into account children with special cases and children with talent and high intelligence. **Recommendations:** Kindergarten curriculum developers should focus on different games for their importance in changing their behavior and developing their social interaction abilities, and developing the abilities of kindergarten teachers to use regular and electronic educational games, as well as identifying children's social interaction skills and the mechanism for developing them. **Keywords:** Educational games, social interaction, teachers.

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دور الألعاب التربوية في تنمية مهارات التفاعل الاجتماعي لدى أطفال الروضة من وجهة نظر المربيات في محافظة القدس

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تاريخ التسليم: (2023/12/27)، تاريخ القبول: (2024/6/20)، تاريخ النشر: (2025/2/1)

المخلص: الهدف: هدفت هذه الدراسة إلى التعرف على دور الألعاب التربوية في تنمية مهارات التفاعل الاجتماعي لدى أطفال الروضة من وجهة نظر المربيات في محافظة القدس. **المنهج:** استخدم الباحثان المنهج الوصفي التحليلي بأسلوبه الكمي والنوعي. **النتائج:** جميع المجالات والدرجة الكلية حصلت على درجة مرتفعة، حيث حصل مجال دور الألعاب التربوية في تنمية مهارة الإبداع على المرتبة الأولى، أما مجال دور الألعاب التربوية في تنمية مهارة الاتصال الجماعي حصل على المرتبة الثانية وحصل مجال دور الألعاب التربوية في تنمية مهارة التكيف على المرتبة الثالثة. وأظهرت النتائج كذلك وجود فروق لمتغير العمر لصالح (30–39 سنة) وبتغير سنوات الخبرة لصالح (أقل من 5 سنوات) ولم تظهر النتائج وجود فروق على متغير المؤهل العلمي على الدرجة الكلية، أما المجموعة البؤرية أظهرت أهم نتائجها وجود أدوار أخرى للألعاب التربوية، وأهمية التخطيط للألعاب التربوية، وقلة الألعاب الإلكترونية في رياض الأطفال. **الاستنتاجات:** الكشف عن الدور المحوري للألعاب التربوية في تعزيز التفاعل الاجتماعي بين الأطفال، مع الأخذ بعين الاعتبار الأطفال ذوي الحالات الخاصة والأطفال ذوي الموهبة والذكاء العالي. **التوصيات:** مراعاة وأصعي مناهج رياض الأطفال بالتركيز على الألعاب المختلفة لأهميتها في تغيير سلوكياتهم وتطوير قدراتهم على التفاعل الاجتماعي، وتطوير قدرات المربيات في رياض الأطفال في استخدام الألعاب التربوية العادية والإلكترونية وكذلك التعرف على مهارات التفاعل الاجتماعي لدى الأطفال وآلية تطويرها.

الكلمات المفتاحية: الألعاب التربوية، التفاعل الاجتماعي، المربيات.

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INTRODUCTION

Childhood is one of the important stages in human life, as it is considered the main pillar on which the future of the individual is built, and the hated experiences that were provided to the child in childhood are considered the basis for the possibility of predicting, refining and shaping the characteristics of his future personality, as childhood is the cornerstone in the structure of the individual's personality and emotional stability, as well as his social relationship that is affected by the environment, and the education patterns on which he grows up until he becomes an individual with his potential in society. (Ben Wassif, 2018).

Kindergartens are one of the educational institutions that raise children as the environment that many of them move to immediately after home, begins to affect their habits, behavior, and various activities, including physical, psychological, social, and congenital, so we should pay attention to this important age stage so that physical education takes its role to contribute to the process of learning and motor, psychological and social development, and to be subject to methodology at the theoretical and applied levels, and to achieve this it was necessary to organize codified scientific programs that include a set of guided games Which works to satisfy the needs and tendencies of the child at this age, as the games have become very diverse and the enthusiasm of children is unparalleled (Hamed, 2009).

Studies that dealt with child rearing have unanimously agreed that the development and development of skills in the child should be through the use of educational games, but at the same time, it needs to be well planned and gradual in various activities and selected accurately, and follow up the child well, so decision-makers in the educational process must be established in accordance with the educational philosophy and developmental characteristics of children and also be aware of its role when using play with children, and must realize the basic and essential role To play in the life of the child and in his growth and learning. (Khafaji, 2013, p.30).

Many research-based studies have shown that the kindergarten child compared to older children has a great degree of acceptance and inclination to research and scouts and that when the child joins school, the degree of social relations of the child expands through the process of communication with others from adults and children of his peers who are in the same class and thus multiply his relationship and vary with the increase in the child's friction with adult groups and their standards and trends where he knows more standards, values and conscience that work on Achieving the social development of the child in his social life (Al-Bawareed, 2022, p.20).

The focus in childhood should be on the use of play as a means to build the child's personality and develop his abilities, as a large part of the child's life ends with play, and the child receives during his play his first lessons in training the senses and developing perceptions, and from this point of view, we find psychologists have been interested in the issue of play because of its consequences in child development (Ahmed, 2016).

Play is an effective strategy and a powerful means of influencing children's behavior, by providing them with new knowledge and skills and refining their abilities for the goals and contents it contains (Zubi, 2009, p.33).

From the above, it is clear the importance of the kindergarten stage and the child's ability at this stage to acquire information, as well as his ability to learn the necessary skills and knowledge, which increases the emphasis on making efforts to distinguish educational methods at this stage so that the child is benefited by the maximum degree to develop his abilities and empower

him in many social and life aspects that help him to develop rapidly in the later stages.

Among the goals that educational games seek to achieve, Al-Huwaidi, (2012, 60) argues that:

- Educational games are a learning tool: in which the child learns about the weight, size, shape, rules, and systems of the game, as well as the facts, characteristics, and qualities of things and people who have to do with that game.
- Development of cognitive aspects: that is, the game contributes to the development of the cognitive aspect of the individual through its rules and regulations, where the child uses the rules of the game his abilities to analyze, synthesize, and innovate in order to play them successfully.
- Development of social aspects: some games require cooperation with members of the group, and the child gets used to communicating with others, so the educational games develop the skill of teamwork and the skill of communication with others, as well as develop the emotional aspect and keep it away from intense emotion, such as accepting failure or loss, lack of emotion and quarrel.
- The development of creative thinking: This is in urging the mind to find new in those games, as this may be in the development of methods of dealing with tools or in what the tools do from the impact on the individual's thinking, or in what is happening from new uses of old topics, all of these can be new innovations.

It is clear from the above that educational games have multiple goals, as they are an important tool for education and the development of new knowledge and information in the child, as well as the expansion of social relations and learning the mechanism of dealing with the group and the rules governing relations, as well as developing innovation and creativity in the child and working to increase his ability to solve problems.

Social Skills

The importance of social skills is due to their ability to help the child form social relationships with others around him from peers (children of his age) and adults, and introduce him to the environment around him, social skills help to represent, integrate, and agree with social life so that the child can go towards the other and sympathize with them. (Sawafia, 2015)

One of the characteristics of social skills is that they are acquired through learning, and include verbal and non-verbal components, which are interactive in nature and require effective and appropriate responses, social skills are affected by the characteristics of individuals in the social situation such as age, gender, social status of the individual, which affects the social performance of the individual.

Social skills increase social reinforcement (Mowafaq, 2017).

PREVIOUS STUDIES

Many previous studies have been addressed whose variables are related to the variables of the current study, including:

Jayyousi (2020) which aimed to identify the impact of educational games on the development of creative thinking among children enrolled in kindergartens in the city of Tulkarm, and the experimental approach was used, and the study sample consisted of (24) male and female children, and study reached the following results: There are statistically significant differences at the significance level ($\leq 0.05\alpha$) Between the averages of the scores of the children of the experimental group (which learns using the style of play), and the children of the control group (which learns in the usual way) in the total degree of the creative

thinking test and the results were in favor of the experimental group, which learns using the style of play and the study came out with the most important recommendations, which is to include kindergarten curricula on educational games that provoke creative thinking in children, and supported by a special brochure explaining how to prepare and implement these games.

Zarouni & Duraid (2019) aimed to identify the role of educational games in developing social interaction skills among kindergarten children from the point of view of nannies the descriptive approach was used, and the sample consisted of (60) nannies from kindergarten nannies in the city of Tebessa and the sample was selected in an intentional way, and the most important findings of the study are that educational games have a large and effective role in developing social interaction skills among kindergarten children.

Ben Wassif (2018) aimed to investigate the role played by educational games in the development of some language skills of kindergarten children from the point of view of nannies, this study has been applied to a sample of (60) nannies from kindergarten nannies in each of the municipalities of Tahir and Jalil and were randomly selected, has been using the descriptive analytical approach, and the questionnaire was used as a tool for the study, and the most important results of the study that educational games have a role in the development of listening and speaking skill and readiness to read to a high degree.

Younis (2015) aimed to identify the impact of educational games on the development of some thinking skills in mathematics, and the tendency toward them among students in the third grade, and the experimental curriculum was used, and the study consisted of (60) male and female students, who were used in a random way, and the results showed that there are statistically significant differences between the average scores of the students of the experimental group, and the students of the control group in the dimensional application on a scale for testing thinking in mathematics and a scale of tendencies towards mathematics in favor of Experimental group.

Kroeker (2017) aimed to compare the internal and external play of children in preschool programs in terms of teacher interaction, peer interaction, and task guidance, where children's behaviors in playing inside and outside buildings were compared using the experimental approach, and based on the individual assessment grading system for classrooms (IN CLASS), on a sample consisting of (30) Children from four different locations in Florida in America, the first group includes (19) children in two locations, while the second group includes (11) children from two other sites are Head Start programs, and the indoor environments differed greatly in terms of size, available materials and organization; Through both measures, the indoor play environment was higher than the external environment, but in terms of teacher and peer participation, the results revealed that there were no statistically significant differences between the indoor and outdoor environment.

Hannah & Barbora's (2017) aimed to address the phenomenon of play in a preschool environment in an attempt to find out how teachers perceive play and how they deal with games in kindergarten. The qualitative approach was used to answer the questions of the study, and the study sample was distributed over four kindergarten institutions in the Zlin region in the Czech Republic, and the interview was used with (12 teachers) and interviews and video recordings were conducted with (77 children) from the age of (2-6 years) and one of the most important results of the study is that there is great importance for children to play and they are interested in the method of choosing the game with the importance of developing

possible modifications to the games provided to children, The impact of play on the development of children's social, emotional and educational skills can be monitored, and it is important to support the educational thinking of play for kindergarten teachers.

Haynes (2016) aimed to identify the role of using educational computer games in the classroom, teacher experiences, perceptions and fears, and support needs, among middle and high school science teachers in the state of Georgia in the United States of America, and the study sample consisted of (111) teachers, and the study came out with the following results: Middle school teachers were more confident and reported a higher level of benefits compared to High schools, and participants who used games were more positive towards games than those who did not use them as well as in terms of interaction with others, and the study came out with the most important recommendations: that the game should be effective and easy to use in the classroom and be free, fun and compatible with the standards of the region.

Marklund & Taylor (2016) on educational games in practice: the challenges involved in the application of game-based curricula, and the sample consisted of fifth and seventh-grade students and the researchers used the experimental method, and the study came out with the following results: Teachers noticed a conflict between students practicing the game as they used to at home and how it was supposed to be practiced through classrooms, and integrating games into formal educational environments is difficult without external support, and the study came out with the most important recommendations: the need to modify the learning hours system to provide appropriate time for games in the classroom, providing training effects for teachers to train them to use games efficiently and effectively, reviewing the educational environment and providing educational devices and curricula based on the game.

Kacsak (2012) aimed to find out the impact of play therapy on kindergarten children's social skills by using a model of play therapy and taking advantage of the system of classification of social skills The sample of the study was randomly selected children (26) experimental sample and (23) control sample Enter the children of the experimental sample in classrooms to receive (10) Sessions of the play therapy program twice a week over a period of (5) weeks After analyzing the results, it turned out that there was no significant improvement in the social skills of children according to the evaluation of teachers and parents using the classification system used, so the father concluded that there is no clear evidence of a significant impact of play therapy on the development of social skills, and the study highlighted that there is a need for effective programs to assess social skills in all children, not just those who they suffer from various problems.

Al-Khatib (2009) aimed to reveal the role of some educational activities used in kindergartens in achieving proper growth, linguistically, socially, and cognitively among preschool children, and the test was used as a tool for the study, and the study sample consisted of (20) children and girls, (12) females and (8) males, from the children of Bethlehem Governmental Kindergarten, and the most important results of the study were the existence of statistically significant differences between the role of educational activities used in the development of some manifestations of cognitive development The results were in favor of educational activities, and the results showed that there were no statistically significant differences in the role of educational activities used in kindergartens in achieving proper growth linguistically, socially and cognitively in a pre-school child attributed to gender and the number of days of absence of the student.

From the above, we note that the current study agreed with previous studies in addressing an important stage, which is the kindergarten stage, as well as addressing an important topic, which is the role of educational games in developing social skills and differed with previous studies, that it dealt with this topic through the use of the descriptive survey approach and the application of the study tool to kindergarten teachers, unlike most studies that dealt with the subject through the experimental approach. The most important thing that distinguishes the current study from previous studies is that it seeks to identify the role of educational games in the development of social skills as well as to identify the obstacles faced by educational games and limit their role in the development of social skills.

RESEARCH PROBLEM

The first five years of a child's life are considered one of the most important stages of life and the most influential in his future, and it has a great impact on building his personality and developing his abilities and talents in the various developmental areas of his life, and all the experiences and interactions he is exposed to at an early stage will have an impact on the demands of the developmental stages.

Play is of great importance in the formation of the child's personality at this stage, as well as it is one of the main vocabularies in the child's world as it is one of the tools for learning and gaining experience, so play in the perspective of psychologists and education is a very important card in the childhood file, so play is an essential input for children's growth in the mental, physical, social, ethical, cognitive, emotional and linguistic aspects. In addition, play is the child's symbolic language of self-expression, through his dealing with play can understand a lot about himself, he reveals his feelings for himself and for the important people in his life and the events that he went through so that we can say that play is the child's talk, and that play is his words. As a result of the two researchers' work as lecturers in the kindergarten specialty and their teaching to many female students who complete their bachelor's degrees and work as nannies in kindergartens, they all agreed that there is a lack of interest in the role of educational games in developing children's social interaction skills in terms of providing sufficiently diverse games as well as taking into account the development of the social aspect. The child is taken into consideration when planning these games.

This is why the two researchers saw the importance of highlighting the role of educational games in developing social interaction skills among kindergarten children, and this is what was confirmed by the Ben Wassif 2018 study in its recommendations.

The problem of the study revolves around answering the following main question: What is the role of educational games in developing social interaction skills among kindergarten children from the point of view of nannies in the Jerusalem Governorate?

RESEARCH QUESTIONS

1. What is the role of educational games in developing social interaction skills among kindergarten children from the point of view of nannies in the Jerusalem Governorate?
2. Are there differences in the degree of the role of educational games in developing social interaction skills among kindergarten children, due to the variables: age, academic qualification, and years of experience?
3. What are the other roles of educational games in developing social interaction skills among kindergarten children?

4. Does planning educational games support their role in developing social interaction skills among kindergarten children?
5. Does the kindergarten provide regular and electronic educational games suitable for children?
6. How can electronic educational games play a role in developing social interaction among kindergarten children?
7. What are the obstacles that could hinder the role of educational games in developing social interaction among kindergarten children?

Research hypotheses

1. There were no statistically significant differences at the level of significance ($\alpha = 0.05$) for the role of educational games in developing social interaction skills among kindergarten children from the point of view of nannies in Jerusalem governorate due to the age variable.
2. There are no statistically significant differences at the level of significance ($\alpha = 0.05$) for the role of educational games in developing social interaction skills among kindergarten children from the point of view of nannies in Jerusalem Governorate due to the variable of scientific qualification.
3. There are no statistically significant differences at the level of significance ($\alpha = 0.05$) for the role of educational games in developing social interaction skills among kindergarten children from the point of view of nannies in Jerusalem governorate due to the variable of years of experience.

Research Objective

1. Identifying the role of educational games in developing social interaction skills among kindergarten children from the point of view of nannies in the Jerusalem Governorate.
2. Identifying if there are differences between the levels of the variables: age, educational qualification, and years of experience in the role of educational games in developing social interaction skills among kindergarten children.

Importance of research

1. The theoretical aspect: enriching the library and researchers with theoretical foundations related to kindergartens, and combining two important axes related to educational games and social interaction skills.
2. The applied aspect: working to provide benefits to those interested in the kindergarten stage and the supervising authority of the Ministry of Education and the Ministry of Social Development, as well as the project to develop the reality of early childhood funded by the European Erasmus projects, which participate in this project Al-Ummah University College, to which the researchers belong, and a number of Palestinian universities and colleges.

Research Limitations

The current study is determined by the following:

- Human limit: kindergarten nannies.
- Spatial limit: Jerusalem Governorate (suburbs of Jerusalem).
- Time limit: Second semester of the academic year 2022/2023.

Research terms

Social interaction skills: a set of verbal and non-verbal behaviors that are purposeful and capable of developing through training and associated with cooperation, emotional control, and social communication (Haji, 2020).

The researchers define the skills of social interaction **procedurally:** it is the process that links the members of one

group and members of other groups mentally or motivated, and this bond may be through the exchange of needs and desires and the achievement of gratifications and the like.

Play: It is an internal activity that may or may not be directed, in the form of movements or social activity and may be practiced individually or collectively, and play is also an effective educational activity, as it contributes to their physical, mental, social, linguistic and emotional development (Momani, 2017).

Educational games: a collective activity in which the child is involved with others to accomplish some general goals, stressing the importance of using competitive games in the classroom environment, in order to achieve the educational tasks of increasing interaction with academic and professional materials, provoking the child's motivation towards learning and increasing his ability to achieve, urging him to use learning methods according to the characteristics and qualities of the educational situation, and increasing his awareness and awareness of the aspects of achievement and achievement (Qandil & Badawi, 2007).

The researchers define educational games **procedurally:** as an important activity practiced by the child, and contributes to the formation of his personality, which is an important **Table (1):** Characteristics of the study sample.

| Variable | Variable Level | Iteration | Percentage |
|---------------------|--------------------|-----------|------------|
| Lifetime | 20-29 years | 32 | 40 |
| | 30-39 years | 29 | 36.3 |
| | 40 - 49 years | 10 | 12.5 |
| | 50 years and above | 9 | 11.3 |
| | Total | 80 | 100% |
| Qualification | Diploma of less | 6 | 7.5 |
| | Bachelor and above | 74 | 92.5 |
| | Total | 80 | 100% |
| Years of Experience | Less than 5 years | 52 | 65 |
| | 5 - 15 years | 16 | 20 |
| | More than 15 years | 12 | 15 |
| | Total | | |

RESEARCH TOOLS

Questionnaire: The researchers developed the study tool (questionnaire), by referring to the educational literature, and previous studies related to the subject of the study, especially the study of Zaroni & Duraid (2019). In its final form, the tool consisted of two parts: The first part included preliminary data on the respondents related to: age, academic qualification, and years of experience. The second part consisted of three areas, namely the role of educational games in developing the adaptation skill of kindergarten children, the role of educational games in developing the skill of group communication among kindergarten children, and the role of educational games in developing the creativity skill of kindergarten children. The number of paragraphs of the questionnaire (30) paragraph.

Focus Group: The focus group is an information-gathering tool that adopts a special type of interview in terms of purpose, design and procedures, and it is a planned discussion between (7-12) people with common interests, and it aims to obtain information related to a specific topic in a comfortable and safe atmosphere (Akkari, 2012).

Table (2): Internal consistency coefficient according to Cronbach alpha equation for the role of educational games in developing social interaction skills among kindergarten children.

| Figure | Domains | Number of paragraphs | Cronbach alpha coefficient |
|---------------------------------------|--|----------------------|----------------------------|
| 1 | The role of educational games in developing the adaptation skill of kindergarten children | 10 | 0.78 |
| 2 | The role of educational games in developing the skill of group communication among kindergarten children | 10 | 0.86 |
| 3 | The role of educational games in developing the creativity skill kindergarten children | 10 | 0.86 |
| The total stability of the resolution | | 30 | 0.9 |

educational medium that works on his education and growth and satisfies his needs, and educational games provide a fertile environment that helps in the growth of the child and provokes his motivation and urges him to interact actively with others.

METHOD AND PROCEDURE

Research Methodology: This study is one of the descriptive and analytical studies, in its quantitative and qualitative styles, where the questionnaire was used as a tool of the quantitative method as well as the focus group as a tool of the qualitative method, in order to achieve the goal of the study to identify the role of educational games in developing social interaction skills among kindergarten children from the point of view of nannies in Jerusalem Governorate.

Research sample: The research sample consisted of (80) kindergarten nannies in the suburbs of Jerusalem, i.e. (4-0%) of the study population, numbered (200) nannies in the second semester of the academic year 2022/2023. The sample was selected by the method of regular random sample where the questionnaire was applied to them. The focus group consisted of (9) kindergarten nannies and Table (1) shows the characteristics of the study sample members.

The focus group questions consisted of five questions.

The researchers verified the sincerity of the content, by presenting it to five arbitrators with competence, experience, and competence, from the faculty members in the faculties of educational sciences in Palestinian universities, where the arbitrators confirmed that the questionnaire is true, after some paragraphs were deleted, and others were modified. The questionnaire in its initial form consisted of (35) paragraphs, and in its final form of (30) items, where five were deleted, Paragraphs based on the agreement of more than (80%) of the arbitrators on the appropriateness of the paragraphs of the questionnaire. As well as for the focal group questions, where they had notes on the questions and their formulation and deleting a question, where the number of questions became (5) after one question was deleted, as for stability, the researchers verified the stability of the resolution by calculating the internal consistency coefficient according to the Cronbach alpha equation.

It is clear from Table (2) that the Cronbach alpha coefficient for the resolution fields ranged between (0.78 - 0.86), and the total stability ratio of the resolution was (0.90) and these values were considered high indicating the stability of the instrument.

Study Procedures: The researchers designed the study tool, and then limited the study sample. After that, the researchers applied the study in the second semester of the academic year (2022/2023), and after analyzing the study tool, the results were reached, and then the recommendations for the study.

Statistical processing: Arithmetic averages, percentages, and frequencies were used, and T-test, single variance analysis (ANOVA), and LSD test were performed for dimensional comparisons.

KEY FINDINGS

Findings related to the quantitative method and qualitative

Results related to the answer to the first question

Which reads **What is the role of educational games in developing social interaction skills among kindergarten children from the point of view of nannies in Jerusalem Governorate?** To answer this question, the arithmetic averages and percentages for each paragraph, for each domain, and the total score of the resolution were calculated, where the results of Tables 3,4,5, and 6 show this. In order to interpret the results, the following pieces of arithmetic averages were adopted as follows:

- Low (1- 2.33).
- Medium (2.34-3.67).
- High (above 3.67) English translation.

Table (3): Arithmetic averages, percentages, and deviations of the role of educational games in developing social interaction skills among kindergarten children.

| Number | Domain | Domain | A.Mean | STD | Percentage | Grade |
|--------|--------|--|--------|------|------------|-------|
| 1 | 3 | Educational games & developing the creativity skills | 4.34 | 0.37 | 86.8 | High |
| 2 | 2 | Educational games & developing the skill of group Commun | 4.17 | 0.43 | 83 | High |
| 3 | 1 | Educational games developing the adaptation skills | 4.1 | 0.4 | 82 | High |

It is clear from Table (3) that the degree of the role of educational games in developing social interaction skills was the degree of "high" on the total degree as well as the fields in order. The first field is the role of educational games in developing the creativity skill of kindergarten children, the second area is the

role of educational games in developing the skill of group communication among kindergarten children, and the third area is the role of educational games in developing the adaptation skill of kindergarten children, where their arithmetic averages ranged between (4.3 4-4.20).

The field of the role of educational games in developing the adaptation skills of kindergarten children:

Table (4): Arithmetic averages, percentages, standard deviations, and the total degree of the paragraphs of the field of the role of educational games in developing the adaptation skill of kindergarten children.

| Number | Domain | Domain | A.Mean | STD | Percentage | Grade |
|--------|--------|---|--------|------|------------|--------|
| 1 | 5 | Group games help the child get used to accepting others and integrating with them | 4.63 | 0.48 | 92.75 | High |
| 2 | 6 | Group sports contribute to making the child interact with his peers within groups. | 4.55 | 0.57 | 91.00 | High |
| 3 | 4 | Pretend games help the child integrate with his peers. | 4.50 | 0.55 | 90.00 | High |
| 4 | 8 | Pretend games help the child to create and develop his broad imagination and take on roles. | 4.47 | 0.55 | 89.50 | High |
| 5 | 7 | Individual games such as racing help create the child's spirit of competition and integration | 4.18 | 0.85 | 83.75 | High |
| 6 | 10 | Cooperative play forces the child to share his toys with his classmates. | 4.02 | 0.72 | 80.50 | High |
| 7 | 1 | Duning group play, the child does not mind sharing his personal toys with his peers. | 3.88 | 0.98 | 77.75 | High |
| 8 | 2 | When a child engages in a group game, he does not get stressed once he makes a mistake. | 3.68 | 0.93 | 73.75 | High |
| 9 | 9 | During group play, the child protects his property and the property of others. | 3.60 | 0.92 | 72.00 | Medium |
| 10 | 3 | The child does not assault his colleagues by hitting him during group sports games. | 3.45 | 0.97 | 69.00 | medium |
| Total | | | 4.10 | 0.40 | 82.00 | High |

It is clear from the results of Table (4) that the total score of the field of the role of educational games in developing the adaptation skill of kindergarten children has come with an arithmetic average of (4.10), standard deviation (0.40), which is a degree high.

Paragraph (5), which reads: "Group games help the child to accustom him to accept others and integrate with them," has obtained the highest average of (4.63) which is a high score, while paragraph (3), which reads: "The child shall not assault his classmates by beating during sexual intercourse" has the lowest average of (3).45) It is an average grade.

The field of the role of educational games in developing the skill of group communication among kindergarten children

Table (5): Arithmetic averages, percentages, standard deviations, and the total degree of paragraphs of the field of the role of educational games in developing the skill of group communication among kindergarten children.

| Number | Domain | Domain | A.Mean | STD | Percentage | Grade |
|--------|--------|--|--------|------|------------|-------|
| 1 | 29 | Group games enable the child to form new friendships. | 4.52 | 0.57 | 90.50 | High |
| 2 | 24 | Group games help in developing the child to become social | 4.48 | 0.50 | 89.75 | High |
| 3 | 22 | Simulation games help increase a child's linguistic development by learning new vocabulary | 4.43 | 0.57 | 88.75 | High |
| 4 | 26 | Acting games contribute to developing the child's motor abilities. | 4.33 | 0.52 | 86.75 | High |
| 5 | 21 | While playing with his classmates, the child feels happy. | 4.27 | 0.76 | 85.50 | High |
| 6 | 25 | During cooperative play, the child learns to speak courageously with adults. | 4.25 | 0.58 | 85.00 | High |
| 7 | 30 | The child learns the appropriate reaction method while playing group games. | 4.07 | 0.52 | 81.50 | High |

| Number | Domain | Domain | A.Mean | STD | Percentage | Grade |
|--------|--------|---|--------|------|------------|--------|
| 8 | 28 | Group games help the child solve the problems of his classmates. | 4.03 | 0.64 | 80.75 | High |
| 9 | 23 | Greeting the child used to playing group sports contributes to reducing his involvement in quar | 3.98 | 0.68 | 79.75 | High |
| 10 | 27 | Removing a child's toys from his hands helps him learn to defend himself | 3.37 | 1.04 | 67.50 | Medium |
| Total | | | 4.17 | 0.43 | 83.00 | High |

It is clear from the results of Table (5) that the total degree of the field of the role of educational games in developing the skill of group communication among kindergarten children has come with an arithmetic average of (4.17), standard deviation (0.41), which is a degree of m high. Paragraph (12), which reads:

"Sexual intercourse games enable a child to make very good friends" has the highest average of (4.52) It is a high degree, while paragraph No. (18), which reads: (Removing the child's toys from his hand contributes to learning to defend himself) has the lowest average of (3.37) It is an average degree.

The field of the role of educational games in developing the creativity skills of kindergarten children:

Table (6): Arithmetic averages, percentages, standard deviations, and the total degree of the paragraphs of the field of educational games in developing the creativity skill of kindergarten children.

| Number | Domain | Domain | A.Mean | STD | Percentage | Grade |
|--------|--------|---|--------|------|------------|-------|
| 1 | 29 | Mental games play a role in initiating new ideas | 4.41 | 0.49 | 88.25 | High |
| 2 | 24 | Pretend games help the child develop imagination and guessing abilities. | 4.40 | 0.66 | 88.00 | High |
| 3 | 22 | Art toys help the child distinguish between sounds, shapes, and colors. | 4.38 | 0.49 | 87.75 | High |
| 4 | 26 | Cultural games help the child to develop his horizons and intellectual abilities | 4.37 | 0.48 | 87.50 | High |
| 5 | 21 | Exploratory games encourage the child to innovate and differentiate between things. | 4.37 | 0.53 | 87.50 | High |
| 6 | 25 | Thumb games help the child develop thinking skills | 4.32 | 0.59 | 86.50 | High |
| 7 | 30 | Intellectual games contribute to developing the child's quick memorization skill. | 4.31 | 0.62 | 86.25 | High |
| 8 | 28 | Art games are considered the beginning of innovation and creating designs. | 4.31 | 0.51 | 86.25 | High |
| 9 | 23 | Construction games help increase the child's intellectual development | 4.31 | 0.60 | 86.25 | High |
| 10 | 27 | Intellectual games help the child find a solution to his problems | 4.26 | 0.49 | 86.25 | High |
| Total | | | 4.34 | 0.37 | 86.80 | High |

It is clear from the results of Table (6) that the total score of the field of the role of educational games in developing the creativity skill of kindergarten children has come with an arithmetic mean of (4.34), and a standard deviation of (0.37), which is a high score.

Paragraph (29), which reads: (Mental games have a role in initiating new ideas), received the highest average of (4.41), which is a high score, while paragraph (27), which reads: (Intellectual games contribute to helping the child find a solution

to his problems), won the lowest average of (4.26), which is a high score.

Results related to the answer to the second question

Which reads Are their differences in the degree of the role of educational games in developing social interaction skills among kindergarten children, due to the variables: age, educational qualification, and years of experience? Age variable: In order to examine the hypothesis, the ANOVA test was used, and the results of Table (7) (8) show this.

Table (7): Arithmetic averages of the degree of the role of educational games in developing social interaction skills attributed to the age variable.

| Domain | 20-29N=32 | 39-30 N= 29 | 49-40 N=10 | More Than N = 9 50 |
|--|-----------|----------------|---------------|--------------------|
| The role of educational games in developing adaptation skills among kindergarten children | 4 | 4.26 | 3.97 | 4.06 |
| The role of educational games in developing group communication skills among kindergarten children | 4.13 | 4.38 | 3.92 | 2.96 |
| The role of educational games in developing creativity skills among kindergarten children | 4.25 | 4.56 | 4.22 | 4.13 |

Table (8): Results of analysis of variance to the degree of the role of educational games in the development of social interaction skills attributed to the variable of age.

| Educational games and developing adaptation skills among kindergarten | Between groups | 1.293 | 3 | 0.43 | 2.77 | 0/04 |
|--|----------------|-------|----|------|------|------|
| | Within groups | 11.82 | 76 | 0.15 | | |
| The total | 13.12 | 79 | | | | |
| Educational games and developing group communication skills among kindergarten | Between groups | 2.34 | 3 | 0.78 | 4.6 | 0 |
| | Within groups | 12.89 | 76 | 0.17 | | |
| | The total | 15.23 | 79 | | | |
| Educational games and developing creativity skills among kindergarten | Between groups | 2.196 | 3 | 0.73 | 6.4 | 0 |
| | Within groups | 8.68 | 76 | 0.11 | | |
| | The total | 10.87 | 79 | | | |
| Total marks | Between groups | 1.8 | 3 | 0.6 | 6.31 | 0 |
| | Within groups | 7.26 | 76 | 0.09 | | |
| | The total | 9.071 | 79 | | | |

Table (8) shows that there are statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the average degree of the role of educational games in developing social interaction skills due to the age variable, where the value of the

significance level for the total degree and its fields was less than (0.05). To detect the trend of these differences and in favor of any age variable category, LSD was used to detect statistical differences between age variable groups as in Table (9).

Table (9): LSD test results for dimensional comparisons between the average responses of child educators in Jerusalem Governorate on their perception of the role of educational games in developing social interaction skills.

| The field of the role of educational games in developing adaptation skills | 20-29 YO | 30-39 YO | 40-49 YO | 50YO and more | The role of educational games in developing group communications skills | 20-29 YO | 30-39 YO | 40-49 YO | 50YO and more |
|--|----------|----------|----------|---------------|---|----------|----------|----------|---------------|
| 20-29YO | | 0.26* | 0.3- | 0.06 | 20-29YO | | 0.24-* | 0.21 | 0.16 |
| 30-39YO | | | 0.26-* | 0.19- | 30-39YO | | | 0.46* | 0.41* |
| 40-49YO | | | | 0.09 | 40-49YO | | | | 0.04- |
| 50YO and more | | | | | 50YO and more | | | | |
| The field of the role of educational games in developing creativity skills | 20-29YO | 30-39YO | 40-49YO | 50YO and more | Total | 20-29YO | 30-39YO | 40-49YO | 50YO and more |
| 20-29YO | | 0.30-* | 0.03 | 0.11 | 20-29YO | | 0.27-* | 0.09 | 0.07 |
| 30-39YO | | | 0.34* | 0.42* | 30-39YO | | | 0.36* | 0.34* |
| 40-49YO | | | | 0.08 | 40-49YO | | | | 0.01 |
| 50YO and more | | | | | 50YO and more | | | | |

**Statistically significant at (0.05 ≥ α)

It is clear from Table (9) that the results were on the first area (the role of educational games in developing the skill of adaptation) between (20-29) and (30-39) in favor of (30-39) and between (30-39) and (40-49) in favor of (30-39). The second field (the role of educational games in developing the skill of group communication) and the third field (the role of educational games in the development of creativity skill) and the total degree were as follows: between (20-29) and (30-39) in favor of (30-39) and between (30-39) and (40-49) in favor of (30-39) and between (30-39) and (50 years and over) in favor of (30-39).

Qualification variable

In order to examine the hypothesis, the (T) test of independent samples was used to detect whether there were statistically significant differences at the significance level ($\alpha \leq 0.05$) for the role of educational games in developing social interaction skills among kindergarten children, according to the scientific qualification variable. Table (10) shows the results of the (T) test.

Table (10): Results of test (T) for independent samples of the role of educational games in developing social interaction skills attributed to the variable: academic qualification.

| Fields | Academic Qualifications | # | Arithmetic Mean | STD | D. Freedom | Value (T) | Significance |
|---|-----------------------------|---|-----------------|------|------------|-----------|--------------|
| The role of educational games in developing adaptation skills among kindergarten children | Diploma or less | | 4.11 | 0 | 78 | 0 | 0 |
| | Bachelor's degree and above | | 4.1 | 0.42 | | | |
| The role of educational games in developing group communications skills among kindergarten children | Diploma or less | | 4.3 | 0.43 | 78 | 0.7 | 0.7 |
| | Bachelor's degree and above | | 4.16 | 0.44 | | | |
| The role of educational games in developing creativity skills among kindergarten children | Diploma or less | | 4.35 | 0.05 | 78 | 0.01 | 0 |
| | Bachelor's degree and above | | 4.34 | 0.38 | | | |
| Total marks | Bachelor's degree and above | | 4.25 | 0.12 | 78 | 0.3 | 0.09 |
| | Diploma or less | | 4.2 | 0.35 | | | |

It is clear from Table (10) that there was no statistically significant differences at the level of significance ($\alpha \leq 0.05$) for the role of educational games in developing social rearing skills among kindergarten children, where the level of significance for the total degree and the field of the role of educational games in developing the skill of group communication among kindergarten children respectively (0.09, 0.70). The results showed that there were statistically significant differences in the field of (the role of educational games in developing the adaptation skill of

kindergarten children) and the field of (the role of educational games in developing the creativity skill of kindergarten children) where the level of their significance respectively (0.00, 0.00) which is less than the level of significance ($\alpha \leq 0.05$).

Years of experience variable

In order to examine the hypothesis, the ANOVA test was used and the results of Table (11) (12) show this.

Table (11): Arithmetic averages of the degree of the role of educational games in developing social interaction skills attributed to the variable of years of experience.

| | Less than 5 years N = 32 | Year 15 - 5 N = 29 | More Than Years 15 N = 10 |
|---|-----------------------------|-----------------------|------------------------------|
| The role of educational games in developing adaptation skills among kindergarten children | 4.19 | 3.8 | 4.1 |
| The role of educational games in developing group communications skills among kindergarten children | 4.27 | 4.15 | 3.77 |
| The role of educational games in developing creativity skills among kindergarten children | 4.36 | 4.44 | 4.12 |
| Total Marks | 4.28 | 4.13 | 4 |

Table (12): Results of the analysis of variance to the degree of the role of educational games in the development of social interaction skills attributed to the variable of years of experience.

| Domain | Source of variance | Sum of squares | D. Freedom | Mean Squares | F Value | Significance |
|---|--------------------|----------------|------------|--------------|---------|--------------|
| The role of educational games in developing adaptation skills among kindergarten children | Between groups | 1.88 | 2 | 0.94 | 6.45 | 0 |
| | Within groups | 11.23 | 77 | 0.14 | | |
| | The total | 13.12 | 79 | | | |
| The role of educational games in developing group communications skills among kindergarten children | Between groups | 2.48 | 2 | 1.24 | 7.5 | 0 |
| | Within groups | 12.74 | 77 | 0.16 | | |
| | The total | 15.23 | 79 | | | |

| Domain | Source of variance | Sum of squares | D. Freedom | Mean Squares | F Value | Significance |
|---|--------------------|----------------|------------|--------------|---------|--------------|
| The role of educational games in developing group creativity skills among kindergarten children | Between groups | 0.67 | 2 | 0.38 | 2.92 | 0.06 |
| | Within groups | 10.11 | 77 | 0.13 | | |
| | The total | 10.88 | 79 | | | |
| Total Marks | Between groups | 0.87 | 2 | 0.43 | 4.13 | 0.02 |
| | Within groups | 8.19 | 77 | 0.1 | | |
| | The total | 9.07 | 79 | | | |

Table (12) shows that there are statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the average degree of the role of educational games in developing social interaction skills due to the variable of years of experience, except for the field of (the role of educational games in developing the creativity skill of kindergarten children), where the level of significance reached (0.06), where the value of the

Table (13): LSD test results for dimensional comparisons between the average responses of kindergarten educators in Jerusalem Governorate on their perception of the role of educational games in developing social interaction skills.

| The field of the role of educational games in developing adaptation skills | Less than 5 years | Between 5 and 15 Years | More Than 15 Years | The field of the role of educational games in developing group communication skills | Less than 5 years | Between 5 and 15 Years | More Than 15 Years | Total marks | Less than 5 years | Between 5 and 15 Years | More Than 15 Years |
|--|-------------------|------------------------|--------------------|---|-------------------|------------------------|--------------------|-------------|-------------------|------------------------|--------------------|
| Less than 5 years | | 0.39* | 0.09 | | | 0.12 | 0.50 | | | 0.14 | 0.28* |
| Between 5 and 15 years | | | 0.30-* | | | | 0.30* | | | | 0.13 |
| More than 15 years | | | | | | | | | | | |

**Statistically significant at ($0.05 \geq \alpha$)

It is clear from Table (13) that the results were on the first area (the role of educational games in developing the skill of adaptation) between (5 years and less) and (5-15 years) in favor of (5 years or less) and between (5-15 years) and (more than 15 years) in favor of (more than 15 years). As for the third area (the role of educational games in developing the skill of group communication), the differences were as follows: Between (5 years and less) and (more than 15 years) in favor of (more than 5 years) and between (5-15 years) and (more than 15 years) in favor of (5-15 years). As for the degree, the differences were between (less than 5 years) and (more than 15 years) in favor of (less than 5 years).

The results related to the third question

Which reads: What are the other roles of educational games in developing social interaction skills among kindergarten children? The nannies of the study sample agreed that there are other roles for educational games in developing social interaction skills among kindergarten children, and it is possible to summarize opinions according to the following sub-considerations:

- Educational games work to develop the motor aspect in children through the development of fine muscles, which helps to increase self-confidence in children and this develops their social interaction.
- Educational games teach the child the correct behavior of the wrong behavior, as well as modify behavior and express feelings.
- Educational games work to adopt leadership skills and decision-making.
- Educational games improve the verbal improvement, speaking and listening of children and the acquisition of knowledge from multiple cultures and environments, which helps children to interact with each other in an easier way.

The results related to the fourth question

Which reads: Does planning educational games support their role in developing social interaction skills among kindergarten children? The educators of the study sample agreed that unplanned educational games are counterproductive if these

significance level for the total degree and its fields was less than (0.05).

To detect the trend of these differences and in favor of any age variable category, LSD was used to detect statistical differences between age variable groups as in Table (13).

games do not suit the age group and their objectives are unclear as they have a negative role in the social interaction of students.

They also agreed that educational games should be planned to contain knowledge, goal and outputs, and that the educational games plan should be adjustable to match the expected outputs.

The results related to the fifth question

Which reads: Does the kindergarten provide regular and electronic educational games suitable for children? The nannies agreed that there are ordinary educational games such as jumping, ball, balance, and matching colors and letters with words, where they are provided, but electronic games are not available in most private and government kindergartens, and were limited only to intelligence and match games.

The results related to the sixth question

Which reads: How can electronic educational games have a role in the development of social interaction among kindergarten children? The nannies agreed that electronic games are positive because they give fun and entertainment to the child using visual, auditory and motor synergy and work interaction between students in order to exchange roles, and also work to develop abilities through interaction with children, and electronic games help to compete and focus in answering, which creates a kind of positive competition, and electronic games take into account individual differences.

The results related to the seventh question

Which reads: What obstacles can hinder the role of educational games in the development of social interaction among kindergarten children? The nannies of the study sample agreed that there are obstacles that can hinder the role of educational games in developing social interaction skills among kindergarten children, and it is possible to summarize opinions according to the following sub-considerations:

- Lack of experience among nannies in dealing with electronic games and regular games.
- Most kindergartens lack electronic games.
- There are many children with problems such as hyperactivity, autism, people with special needs, and

aggression that can hinder the achievement of goals in social interaction as they are not taken into account and as special cases when planning the game.

- Sometimes the games are not enough for all children or are not compatible with their age stage.
- There are no games for smart and creative people.
- The spaces in many kindergartens are not equipped to play well enough.

FINDINGS' DISCUSSION

According to the first question of the study the educational games had a big role in developing the social interaction skills of kindergarten children such as creativity, group communication, and adaptation among the sample members. The researchers attributed these findings to the emphasis placed during the kindergarten stage to analyze the set of skills and their impact on introducing foundational concepts through play, and recognizing cognitive abilities at this developmental phase. These results align with Zarouni & Duraid's (2019) study, which highlighted the significant and beneficial role of educational games in fostering social interaction skills in kindergarten children. nevertheless, these findings contradict Kascsak's (2012) study, which emphasized that there was insufficient evidence to support the notion that play therapy significantly contributes to the development of social skills.

As for the increase in the adaptation skills; The researchers attribute this to the fact that educational games stimulate participation, work, teamwork, and getting to know others of the same age group, which increases their ability to adapt and deal with their peers.

On the other hand, communication skill⁴ has also increased, the researchers attribute this to the fact that educational games, which are mostly group games, encourage communication, and teach them how to convey and receive ideas.

However, creativity skill has also increased ⁴The researchers attribute this to the fact that many educational games develop thinking and increase the child's ability to create, innovate, and propose new ideas that have a role in the development and exploration of games. The results of this study are in agreement with the study Jayyousi (2020) and the results were in favor of the experimental group, which learns using the style of play in the development of creative thinking.

The results of the study, based on the results of the second question, showed that there were differences in the age variable in all areas and based on the academic degree, and the differences were in favor of (30-39) years⁴ The researchers attribute the reason for this to the fact that middle-aged people are more able to play games and are convinced of their role in developing interaction. Among children, especially in recent times, games have been introduced in the kindergarten curricula, as they are those who have gained experience and kept pace with this event, unlike newly appointed or old ages and those who are close to retirement.

As for the academic degree, the results showed that there were no differences between the academic degree neither on the communication skill , but there were differences in the creativity skill in favor of a diploma degree or less⁴The researchers attribute this to the fact that all scientific qualifications at all levels receive training courses on educational games and their various roles, as they are considered an essential pillar of the kindergarten curriculum, and this works to strengthen their

convictions of the importance of this important aspect and its implementation on the ground.

The results of the study regarding the years of experience showed that there were differences in all fields and the total score except for the field of creativity, where the results showed that the differences were in favor of (less than 5 years) and (5-15) years for adaptation skill and in favor of (5-15) years and more than 15 for group communication skills and less than (5) years for the total degree⁴The researchers attribute the reason for this that the new experience is looking at the ways and means most influential in the child and that the changes that they have kept pace with recently, which is the reliance on play as a basis in Change for the better as well as dealing with the child that his most important interest at this stage is play, through which it can be an entry point to achieve the general goals of this stage.

The nannies of the study sample agreed on the third question that educational games have other roles, such as developing the motor side of children, teaching the child correct behavior, improving verbally, listening and speaking, and acquiring knowledge from different cultures and environments⁴The researchers attribute the reason for this to the multiplicity of games and their objectives, which makes their room to benefit from several aspects. The results of this study are consistent with the study of Bin Wassif (2018), which showed that educational games have a role in developing listening and speaking skills and preparing to read to a high degree.

The results of the study on the fourth question revealed that unplanned educational games lead to adverse results if these games are not appropriate for the age group, as their goals are unclear. They showed the importance of planning games so that they contain goals and knowledge and are adjustable to suit the expected outcomes⁴The researchers attribute the reason for this to the fact that educational games that have goals, knowledge, and processes can have outputs consistent with the goals, especially that these outputs work to develop children's abilities in social interaction and the ability to deal with others and solve the problems they face.

The results of the fifth question showed the availability of regular games and the lack of availability of electronic games, as they are limited to intelligence and matching the researchers attribute the reason for this to the fact that most kindergartens consider the purchase of electronic devices to be budget-intensive and expensive, so the focus is on regular games more than electronic games.

The results of the sixth question also showed that there is a consensus among the nannies in the study sample that electronic games are positive in various aspects;The researchers attribute the reason for this to the fact that organized electronic games create interaction with others, especially since most of them require the presence of everyone on several electronic devices. The results of this study were consistent with the Haynes study (2016) which showed that participants who used games on the computer were more positive towards games than those who did not use them as well as in terms of interaction with others.

The results of the seventh question also showed that there are obstacles such as the lack of experience of nannies, the lack of electronic games and intelligence games, the lack of regular games, behavioral problems faced by some students, and the lack of spaces equipped for gamethe researchers classify this as a lack of attention to electronic games and a lack of experience in handling them. In addition to that, they also state that games provided to kindergartens are usually constrained by

budget limitations; which means that they may not meet the specific needs of children.

CONCLUSION

The growing interest in educational games and their pivotal role in social interaction among kindergarten children has contributed to addressing this topic through current research. This aims to reveal the pivotal role of educational games in strengthening social interaction among children and addressing the topic quantitatively and qualitatively contributing to arriving at results that judge the quality. Moreover, this research emphasized the role of educational games in developing creativity, group communication, adaptation, correct social behaviors, verbal improvement, and acquiring knowledge. It also demonstrated the ability of games to provide basic rules for the effective use of educational games to have a role in developing social interaction, including good planning with its various components, so that we take into account Children with special cases who face behavioral problems, children with talent, creativity, and high intelligence, and the availability of appropriate infrastructure by providing sufficient spaces and games with diverse objectives. These are considered basic rules for interest in the subject of educational games and enhancing their role in social interaction among kindergarten children, which contributes to the development of an important sector of education in an individual's life.

DISCLOSURE STATEMENT

- Ethical approval and consent to participate: There is approval.
- Availability of data and materials: Available.
- Author contribution: Dr. Rabee oter: Prepared the introduction, the research problem, importance, objectives, hypotheses, methodology, theoretical framework, questionnaire design, statistical analysis of the research, discussion of the results and recommendations, and writing of the conclusions. As for Dr. Heba Barakat: she worked on providing additions to the theoretical framework and previous studies, writing the study terminology, conducting an interview for the focus group, extracting the results, following up on the distribution and receipt of the questionnaire, as well as translating the research.
- Conflict of interest: It does not conflict with any other research, whether by the authors or others, but is scientifically and statistically consistent with other research, and its results are consistent with the efforts of others.
- Funding: Personal from the authors and was not funded, either partially or fully.
- Acknowledgments: All thanks and appreciation to An-Najah National University Research Journal for its professionalism and the amendments it requests that raise the quality of the research.

RECOMMENDATIONS

1. Kindergarten curricula should emphasize focusing on different games for their importance in changing their behaviors and developing their abilities to interact socially.
2. Developing the capabilities of kindergartens' nannies' usage of regular and electronic educational games, as well as identifying children's social interaction skills and the mechanism for their development.
3. Paying attention to good planning for educational games within kindergartens until the goals are achieved.

4. Work to provide special budgets for educational games, especially electronic games, and provide them according to the needs of the kindergarten and to suit the number of children in it.
5. Take into consideration the level of creativity and intelligence of children to develop their abilities, which enhances these abilities in the later stages.
6. Teaching children the principles of sound social interaction based on understanding, tolerance, and rejection of discrimination, intolerance, and violence through group games for children.

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