THE IMPACT OF PROJECT "LET'S GET TO KNOW OUR BEAUTIFUL LANGUAGE" ON ARAB KINDERGARTEN CHILDREN IN PROMOTING WRITING

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Summary: *This article discusses the contribution of launching the project "Let's get to know our beautiful language" to promote the level of writing among Arab kindergarten children. There is less research literature about projects to promote emergent writing in the Arab kindergartens. We developed and activated a project as a tool for the creative potential. An intervention program was triggered to test the effectiveness of (Project) as a tool for promoting the achievement of writing. The project included an intervention program in which six units' study of six literacy subjects: visual distinction of the written language; phonological awareness; understanding sounds and letter names; reading literacy stories used by puppet theater; manual writing training. Achievements in the field of literacy have been tested by exams in 5 literacy subjects.*

In the study participated 20 students during their study for a bachelor's degree in college. In the study were included 310 children from 12 standard Arab kindergartens in Israel, divided in two groups - experimental group and a control group. The prevalence of the use of mediated learning strategies was reviewed by observation of mediation interaction. The project as a participant in the field of writing is tested with a model Hierarchical Linear Modeling. The intervention program and Mediated learning strategies and achievement - tested with analysis model ANOVA.

The main conclusions that rise from the findings are that the use of the project is a powerful mediation tool that is suitable for developmental needs and for the purpose of young Arab children. Using a project in teaching interaction is an effective strategy for contacting Arab children to work in cognitive, social and emotional fields and raise writing achievements.

Keywords: *Writing, emergent literacy, mediation learning strategy, project methodology teaching*

Introduction

Over the years, the colleges have been used to train teachers in a central stage for transmitting messages and knowledge; this knowledge is transmitted through training focused on the guidance of the educational approach that corresponds to every child in the fields of development – as a point as the quality of interaction between the person and his environment, and is a conscious and unique process that occurs, when an intermediary has the intention to focus the child's attention, to organize the stimuli to which the child is exposed. The learning mediated is the "pillar" of the structural cognitive theory "of modifiability". There is a belief that a person can change his thinking structure. The change means a purchase of abilities and skills that never existed before. The starting point for this assumption is that the brain is a flexible and dynamic organ that is influenced by the experiences and experiences of the person with his surroundings, and a major role in the process that allows the construction of new neural pathways (Feuerstein & Co., 2014). Hence, the person at any age can learn, evolve, change thought structures, and benefit from learning. The idea that the person can change his thinking structure through mediation was mentioned in the Vygotsky, 1978) in Kozelen and Elam, 2003).

The teaching training process is based on understanding that learning is a process of "mentoring in thinking" and is a process that the learner and his environment participate in. Learning is a two-sided, contextual, and interactive process, which gives child learner mental assets, which are the products of the encounter between the child learner and his environment. In this process, the discourse is the form of discussion, dialogue, and self-experimentation in a learning environment (White, & Matusov, Rogoff. 1998,). This concept emphasizes teaching and learning as a practical reflective experience and as a training process during experience, which is from practice to theory and back,

over time (Silberstein, 1997; Margolin, Ezer and Carton, 2002; Moore, 2004; Stigler, & Gallimore, Hiebert, 2002) .The concept is based on the emphasis on the importance of experience as a central part of the teachers' training and an emphasis on building training approaches that emphasize cultivating thinking and active participation of teaching students (Tal 2012; Nemser-Feiman 2001A).

The training in the college leads to the students' built-up knowledge to become active knowledge that is manifested in its actions and will not remain as declarative knowledge alone (Hamo & Tzabar Ben Yehoshua 2000). It also indicates that the training emphasizes cultivating thinking and attending to teaching students. And a selection of skill and approaches in all areas of education that can encourage growth among the children they work with. (Feiman-Nemser. 2001).

Studies demonstrate that the first few years are critical, the environment that the child experiences, the interaction of the boy with his surroundings, the way the brain is similar to the sculpture of a statue (Oberklaid F, Baird G, Blair M, Melhuish B, Hall D. (2013) The values of culture, heritage and the environment that the children purchase at the dawn of their childhood are those who shape them, their character and recognition , and they are also those who shape later, in adulthood, the world they live in (Anders, 2010).

Many studies conducted in Israel and abroad on the topic of preschoolers indicate that the quality of their experiences and the daily experience of children from the moment of birth affects their cognitive, emotional, and social development in childhood and their achievements later in school and in life as a whole. There is agreement among various factors involved in the field of preschoolers, for the quality of treatment, the education and grooming of children in the early years of their first life and social and economic importance (The White House, 2015).

Many studies that have been conducted over the past decades attest to the importance of early childhood education and its contribution in diverse aspects – a contribution to the welfare of the child and the achievements of the academic as a basis for education throughout life; Contribution to equality and reduction of gaps, increasing social mobility and contribution to economics and society. Further studies show the importance of the early educational intervention that relies on the evaluation of the situation of children in the pre-school education system and treats it properly, and in early childhood, their long-term significance, and financial contributions. It is found that they are promoting their development along the way and helps improve the results of the learning and social achievements, improve family relations and nurture the children's abilities, and their emotional and social development in the age of childhood and adulthood.

Preschoolers' education is important in preventing the school from dropping, reduces the number of children who are treated in special education, helps develop life skills and skills required to adapt children in different circles of life and contribute to their becoming an independent adult who belong to the compan. (Reid; 2005, Reid & Stratton-Webster, Beauchaine, 2006, Arnds & Gardner, Supplee, Dishion, Shaw; 2003, Hammond & Stratton-Webster 2004, Hammond & Reid, Staratton-Webster; 2006, 2003). Reid & Stratton-Webster define a project that includes an organized economic human intervention program that leads to achieving an array of goals at a given time. The three most important steps in the life cycle of a program are planning, implementation and evaluation. The Intervention Program is an educational tool for language reinforcement and literacy in children's kindergartens in the field of spoken and written language, encouragement abstract thinking processes and exposure to children's literature, a comprehensive and intensive multi-disciplinary intervention program for children. Because of the ability to integrate through it by professional accompaniment and

support an expressive, communication, learning, training (Chambers Cheung & Slavin, 2006, in Israel, Ministry of Education 2005). Through the project, the intervention program can affect children and people who are hard to reach in common ways.

Mediation approach

The mediation system: mediation is a global tool; it can be used in every culture, society, and language. Mediation refers mainly to being done by an educator or another adult with a higher capacity in order to bring learning to the learner. The purpose of the action is to upgrade the study's thinking through interactions with an educator with a higher ability to interact with the physical environment. Mediation is a deliberate action that has been enacted, mediated between the child and the world that aims to bring meaningful learning. The mediation refers to quality of relationship and not the content. The content varies from culture to culture, from age to age, from person to person.

Psychological models developed by Brunner and others (Bruner, 1996) and contextual models like Bronfenbrenner's model, see the individual development within the social and cultural context (Bronfenbrenner, 1979). Bronfenbrenner described person's development as taking place in the system of social relationships, one inside the other (Bronfenbrenner, 1979). Inside the widest outer circle is the general culture of that society, inside of it there is an internal circle, which is community or neighborhood, and inside this circle, there is a family. Within the family circle, there is a circle, closest to the child's relationship with his closest adults, often those are his parents.

The mediation of adult to a child is a primary and decisive motive in the cognitive development of the child. To understand the child's cognitive development, it is necessary to examine specific patterns of social interaction that the child participates as joint interactions with parents. Social interactions are

taking place within the "development zone". This zone lies between the actual development level of the child and its potential developmental level (Zone of Proximal Development). The actual developmental level determined by way the child solves a problem by himself, and the second level determined by how the child solves the problem with the help of another man, more skilled adult, or another partner with higher qualifications (Vygotsky, 1978). Interactions that occur between adults and children, and especially between parents and their children regarded are having an impact on the general knowledge of the child, including literacy development (McDonnell, Friel-Patti & Rosentahal-Rollins, 2003; Meisels, 1998) and developing in children the ability to see certain symptoms in different situations (Korat, Klein, & Segal-Drori, 2007; Teale & Sulzby, 2003; Heath, 1983; Vygotsky, 1978; Tzuriel 1998).

Methods of mediation: we have already mentioned that mediation is not limited to only verbal modes, although this mode is especially important in a school situation. There are many other forms of expression, which often combine in one mediation activity a several modes of mediation, such as the integration of voice, look and touch, when mother mediates the child. A wise choice of modes of mediation can enhance the absorption of intermediary message. Sometimes choosing the mediation mode is crucial, while the child is unable to absorb the mediation in other modes.

Another distinction between mediated interactions is by type of intermediary message: There are messages designed to create and preserve the connection between the intermediary and the recipient, to regulate recipient's behavior and to stimulate his motivation (This type of criteria specifically relates to intent and intermediation of meaning). However, there is a kind that gives it a specific content, such as providing feedback to the child's behavior and actions (particularly related to brokering a sense of efficacy). Also, there is a kind of

message with a specific content, such as providing feedback to the child's behavior and actions (particularly related to an intermediation of sense of competence). A wide range of mediated interactions deals with granting certain and defined content to the recipient of mediation. We can arrange mediated interactions through a sequence according to their symbolization and conceptualization associated with them. At one end of the sequence, there are demonstration and imitation.

This is the basic, primary form, of the mediation. The directed demonstration is usually done by slowing down, increasing the specific components, and highlighting the main stages of the action, with a use of repetition. (Mediator's imitation exists also when the intermediary does not mean that, but that is not intermediation, due to lack of intention, transcendence, and significance criteria).

Mediation by demonstration and imitation does not require a conceptualization or symbolization, not from an intermediary nor from recipient. Both use the same modes. At the other end of this sequence, there is providing instruction or training by the intermediary and implementation by the recipient of mediation. It is necessary to process the message and to encrypt it depending on an absorptive capacity of the recipient, who needs to decrypt the message, process it and to execute it an appropriate way. There are individual and cross-cultural differences in a level of use the intermediation this way. It is especially common in many teaching situations, when both the message and execution are in verbal mode. This way of mediation, it is not always allow determining whether the decoding and processing processes are occurred within the pupil, or, perhaps, the answer is merely an imitation of the question.

Creation of mediation situations: by designing environmental stimulations, the intermediary creates a situation that has a mediated effect on the recipient. In

this way, an activity can occur, which is intermediary valuable, even in the absence of a mediator. It is a form of "indirect mediation." Here, the mediator is "hiding" behind stimuli, while in a direct mediation, whether by demonstration or by instruction, a mediator stands between stimuli and the recipient of intermediation.

Another way of mediated interaction is when the recipient of mediation clears mediator's figure and acts as an intermediary for himself. This is the highest stage, in which the recipient of intermediation releases from the need to get an external mediator (Feuerstein, and Egozy, 1987).

The purposes of the use of the Project (intervention program "Let's get to know our beautiful language" - it is a means of expression the child in educational and social content. And it is used for creating communication and interpersonal interaction. Working with the project, the intervention program is adapted to the developmental aspects of early childhood children. Horticulture can integrate part of the program in academic meetings mainly to learning and developing language, and in social interactions to address social and emotional issues and to have a discussion through parts of the program. Part of the program can be integrated into both group interactions and work in front of individual children, for example, in some of the books stories that have a combination of puppet theater and puppets in kindergarten, there is an invigorating learning through play. Young children like to pretend and combine dolls. In educational and social interactions gives them the opportunity to use this behavior (Synovitz, 1999)Today there is a great use of various interventions in the early childhood, despite the many and varied uses of intervention programs, a small research work was done to test the degree of impact the intervention program "Let's get to know our beautiful language" in Arab kindergartens in Israel in the field of education, evaluation in this field is necessary to know if the goals that were actually achieved And in

order to improve processes in working with the project, the intervention program "Let's get to know our beautiful language" and to identify processes working with the program and improve performance

In the current study, the impact of mediation on project of intervention program "Let's get to know our beautiful language" was examined on the frequency of use of mediation Learning Strategies among the mediators. And the effect of mediation on project was tested on the use of mediated learning strategies has been learn in the college, and its effect has been tested on the field of writing children in kindergartens in Arab society in Israel. We have chosen to include in this study a group of children from Arab preschools to the great importance that we see in addressing the Arab society's population in the study that examines the effectiveness of the Teaching methodology. This importance stems from the stated responsibility and commitment of the education system to promote pupils in Arab education. The education system is required to build educational and program-involvement processes and develop educational programs and movements that provide a response to Arab pupils (the Ministry of Education, 2005).

The effectiveness of the project of intervention program "Let's get to know our beautiful language" as part of the principles of expertise in testing and enhancing educational aspects. Was tested in the field of emergent literacy and an emphasis on writing words. This field was chosen due to its meaning to purchase the reading and writing in the school and as a condition for its improvement in the society (Ministry of Education, 2006). To receive quantitative information about the degree of use of frequency mediation learning strategies, and the degree of frequency mediation learning strategies was learning in the college, and for achievements in the field of emergent literacy with an emphasis on writing words. We used methods from the field of quantitative research. For a thorough

examination of the use of mediation learning strategies, we used methods of qualitative research. In addition, we have included in the film analysis research of each of the students, who was filmed while in mediation with the project "Let's get to know our beautiful language". The combined use of methods that customers from the two areas of research that are listed have provided a broad picture of the project "Let's get to know our beautiful language" as a methodology for mediation at kindergarten.

In the following sections, I will address extensively in the field of project "Let's get to know our beautiful language" which is used as a central basis for the intervention program that has been activated, and will present topics that had a direct touch to the current research; the theory of learning mediation on which the intervention plan is to be expanded; children literacy in kindergarten with an emphasis on writing

This study was based on findings in literature describing the role of the learning process. Learning is a constant change in behavior because of experience (Kimble, 1961). Learning is a process whose purpose is to acquire or improve knowledge, behavior, skills, values, and perceptions of the world (Illeris, 2002 in Catania, 2007). According to Catania, learning has social characteristics. This approach has been based on surviving organisms that survive better through social learning, and this occurs when behaviors that allow a single organism to survive learned by other organisms. A learning process can be accomplished through moderation and independently. Independent learning is a process of creating stimuli that lead to independent behaviors (Mace, Belfiore, & Shea, 1989).

1. The purposes are to examine if learning and training in the college mediation approach bring students to use mediation integrated in their work in the kindergarten. By the intervention program project "Let's get to know our beautiful language" to see how much use of mediation by an intervention program (project

"Let's get to know our beautiful language") in the mediation process affects to the prevalence (frequency) of the use of mediated learning strategies among students, and if this use is more affecting the frequency of the use of mediated learning strategies according to the principles of theorists of prominent subjects such as Vygotsky, (1978) Feuerstein (1998), Klein, (1993, 1991, 1997) These are the principles learned in the college. They are compared to the incidence of the use of mediated learning strategies according to the principles that were not learned, similar or different and there affects the process of mediation for writing.

This method of mediation principles is a continuing learning method. (Zellermayer. 2004; Til, 1984; Lavi, 1991; Hall, 1989; Piaget 1970a, 1970a)

2. To check the contribution of using mediation by the project intervention program "Let's get to know our beautiful language" on the process of mediation of the indices of achievements in literacy field and the level writing. In the study of literature, studies are found to indicate the use of these principles and their contribution for the activity and development of literacy, (Bruner 1983; Til, 1984; Levin, 1995; Vygotsky, 1978; Feuerstein, 1998; Klein 1998 ;Whole Arie 2002; Tuval Hava, ,2002; Korat, Ofra 1991).

3. To what extent mediation learning strategies predict mediation and achievements in the field of literacy, and mediation for writing and the writing word level of kindergarten children.

Literacy: emergent literacy in kindergarten

Literacy – the basic meaning is the ability to read and write. Literacy is defined as the ability to identify, understand, interpret, and create written texts that possess conventional, graphic, alphabetic, and/or talk systems that call for writing in a variety of visual ties (Tolchinsky & Stavans, 2010). According to Clay (1966) emergent literacy is "The initial steps made by young children in the understanding of the written world, prior to the beginning of an orderly formal

study of read and write." This concept is defined as a process of growth which is a function of the development of the discovered and supportive environment.

Writing is action like to write a name: a sign on a surface such as a page, PC, and more letters, digits, or characters (Aben Shoshan, 1998). Writing is the act of posting meaningful graphic symbols such as letters, numbers, words and sentences, signs, symbols, and characters on a platform or anywhere: page paper, pasteboard pottery, fabric etc. Writing is done by using writing tools and in the age of technology it can be done using a computer or typewriter, by typing on a keyboard and projected onto screen (Literacy dictionary, Harris & Odges, 1995).

Writing is one of the most complex human activities. The writing includes cognitive, perception and motor aspects. For a child to control properly the writing tools, at preschool age and school age, he must acquire many experiences in the younger age. The development begins in a motorcycle's way at a very young age and then becomes a scribbling and a drawing for accuracy in writing within a notebook.

Development of writing: child's ability to write complexes from constant growth of types of scripts - from the expression of an idea by drawing using alphabetic code (Olson, 1995). Studies conducted in recent decades indicate that children who speak narrative language alphabetically undergo similar stages of development in the beginning of the acquire process of writing (Levine, Amsterdamr and Korat, 1997, Sandbank, Walden and Zeiler, 1995: 1993 Clay, 1975; Temple et al; 1993; Weaver, 1994). Depending on these studies, it is possible to identify processes and stages that appear in many cases as regular pattern in the development of writing: the process of development of capability of boxing with a page, the process of development of spelling, the process of development of capability to a written discourse, to express the idea in writing, clearly and interesting.

Clay (1975; 1991) indicates that it is possible to see some steps, which characterize the development of writing: Ability to recognize the letters of alphabet; Ability to recognize words; Ability to recognize meaningful units; Ability to recognize sentences; Ability to recognize grains of narrative structure (two-tree sentences); Ability to recognize narrative structure (two or more paragraphs), Ability to recognize punctuation.

According to constructivist approach, the writing as a totality of human knowledge complex, built with the help of a link between the old knowledge to new knowledge, in the context of social interaction during meaningful experiences. The children's knowledge about writing forms during the interaction with the social environment. The children surrounded by writing are encouraged to write and produce their own products of written-writing experience, to reflect about the conventions that guide it, and to test these assumptions according to environmental feedback. The process of exposure and experience begins at home and kindergarten, and naturally continues during studies period at school. Temple and his colleagues (Temple Nathan & Burris.1993) assume that basis for the development of the ability to write lies in a development of the child's ability to use the spoken language and insights developed by the conventions of written language. Bereiter and Scardamalia (1996) argue that the young writer, writing in budding stage, have previous knowledge about how the spoken language works, and it can be expressed in different forms as needed. He implements and perfecting this knowledge already at his first steps as a writer.

Children who are in their genesis steps in written language must undergo from spontaneous spoken discourse, which is understandable with assistance of context and the direct contact between the speaker and the listener, to creating a whole, coherent, and connected text. Children must learn a new language and

create a new relationship with wider and different environment. This new style of encounter of a child with his knowledge (Peled, 1996)

Writing attempts of kindergarten early school children reflects their recognition and understanding of the writing system and indeed it was found that the child's level of writing in the kindergarten predicts his ability in first classes of words reading, words writing and reading comprehension. Development of writing is progressing in definite steps. This development has been described in studies with children from different countries. Moreover, it has been pointed to the universal characteristics beyond language. Following the research among kindergarten children in Israel, the researchers (Korat and Amsterdamr) have offered five-level model relating for writing words at the pre-school age. The model presents a sequence that begins with understanding the difference between a painting and writing, continues to recognition of written text characteristics (linear, directional), going through the ability to design letters in writing and developing the understanding of representativeness of writing, namely the connection between letters and sounds.

During the development of emergent literacy in early childhood, Levin, and others (1997) notice five levels:

Non-representative doodling - doodle that does not represent the graphic characteristics of the writing system and appears in children's attempts to leave a mark on the paper without the ability to create a shape that reminiscent writing.

Similarity to writing – similarity to writing and similarity to text. The intention is to arbitrary symbols, which are like letters, but not conventional letters. They include a series of simple shapes such as dotted lines circles or rising and falling waves. Further development includes symbols, which are more complex and reminiscent of the Arabic letters.

Random letters – writing, which was built from Hebrew conventional letters (sometimes slightly garbled), but their choice is not made according to alphabetical principle, i.e., there is no match between the letter to sound in the written word. When a child at this phase is trying to write the same word on two different occasions, he will write it with different letters, because the selection of letters is random (Shabiv, 1985). At this phase, as well as in the previous phase, children often seek a way to write a word in a way that represents the meaning. For example, a child required to write two words - "elephant" and "ant", sometimes he would write the word "elephant" with more letters in the word the word "ant". He can explain that he wrote more letters or more symbols of an elephant because the elephant is bigger. For the same reason, if we will show the child a pair of written words – "elephant" and "ant" and ask him where we wrote an "elephant" and where we wrote "ant", he will choose the longest written word as the one that says "elephant". This approach reflects the intention of the child to express his writing, the meaning of the words that he wrote, even before he will become familiar with the alphabetical code of the script. This developmental phenomenon reflects as active and creative stand from the side of the child in building his knowledge of the written language. This phenomenon called the referent writing, namely writing that relates to the characteristics of the referent.

Phonetic writing – written signs that built from conventional Hebrew letters that some or all of them were chosen according to alphabetical principal, namely an attempt to represent the sounds of written word. At this phase, children do not know how to choose between pairs of letters that represent the same sounds (homophone letters). Therefore, they will replace the K/C, V/W, S/C, and so on. For example, a child can write "Kat" instead of "cat". The children often omit the vowels in the writing, or they write letters in inappropriate places in the word. For example, "mother" instead of "mothr", or they will write the word "flower" as

"flouwer". They also tend to write it regular letters instead of finalizing letters. Also, at this phase, a child will often write in referent writing. For example, a child can write "elphanttttt" instead of "elephant" and explain that he wrote many letters because the elephant is big.

Orthographic writing – the writing that is built from conventional letters and with right spelling. The kindergarten children will usually write at this level only the words in which they are awfully familiar with the shape of their writing, such as their first name or the word "mother".

The transition between phases is gradual. Most of the children are writing different words at different levels. For example, a child, who usually writes letters like letters, can succeed in writing certain letters at their agreed shape. The child, who writes letters randomly, can succeed in writing certain words phonetically. Moreover, the child, who usually writes in phonetic writing, can succeed in writing certain words and numbers in orthographic writing. This phenomenon is because the children gradually learn the shape of different letters, as well as the link between the shapes of the letters to the sounds they represent.

In the kindergarten, most children will doodle, draw, or write the symbols like writing. One year before preschool, children will randomly write letters or written symbols. In the preschool, they will write random letters or use phonetic writing and orthographic writing for few words. All these forms of writing are normal developmental effects for their time, and the kindergarten teacher will encourage the children to progress from level to level in accordance with the development of each one of them – hence the importance of the teacher-pupil intermediation for writing.

The writing also naturally includes letters design. In this area also, there has been a gradual development from design symbols like letters and correct design of the procedurally. The ability to write letters connected to the ability to

identify them by name. Quality of performance of letters writing and text writing depends on the perception of the graphic characteristics of each letter, the memory of letter's shapes and the graphomotor ability. Even the way of holding a pencil, conditioned with motor skills, affects the design of letters.

Most of the student's work in the kindergarten is dealing with alphabetical skills (letter recognition and phonological awareness) and understanding the alphabetical principle. Children who do not have a graphomotor problem will master the design during their occupation in writing. However, if during the practice the kindergarten teacher intern will notice unreadable symbol shaping, such as writing V instead of Y, or confusion between G and C, she can guide the child on how to improve the design of the letter, so it would be recognizable. It is important to note, that the pleasant design of the letters does not guarantee understanding of alphabetical principle, that is, the understanding of the connection between letters and sounds that they represent. Whereas understanding of alphabetical principle does not guarantee pleasant handwriting. (Levine, Amsterdamr and Korat, 1997).

The endowment of the kindergarten in the development of literacy in kindergartens: writing and reading should be done as a developmental action, therefore an environment that ensures the child's need for reading and writing should be organized, in this way the written language will be acquired naturally and not formally (Til, 1984). The design of the kindergarten environment, therefore, is essential for the naturally development of literacy.

Other activities in the kindergarten, such as reading and listening to stories develop in the child narrative ability, which has great importance in the development of emergent literacies. This capability also has an especially important influence of an adult on the child. At the beginning, someone reads to the child, then someone reads with the child, and finally the child will begin to

discover the emergent literacies while he will turn the page at the right time. The reading becomes to be natural, and it is better that the child initiates it. However, it will germinate by itself with the collaboration of the adult (Smith 1984) who may help the child to feel writing and reading before he is able to do so. Children's knowledge of writing is being built in interaction with linguistic social environment (Vygotsky 1978). Children make hypotheses and test them considering early assumptions following received feedback from the environment. Children are naturally curious in reading and writing activities of others and they experience in these activities. Thus, they benefit from writing and reading (Levine and colleagues, 1997). These capabilities along with listening and speaking develop in parallel, and by aspiration to other symbolization activities such as drawing and playing. Moreover, it is important to remember that the development of reading and writing within children occurs during their experience and based on prevailing attitudes toward literacy in social groups with which they come in contact (Goodman, 1994). A child learns due to sociocultural relations with their surroundings.

Children learn because others talk to them and around them, because they look and observe. However, what they take in and assimilate are the things that interest them. Therefore, we must fill their environment with conscious wealth, hoping that the different children will find an interesting stimulation for every one of them. (Levin, 1995), thus, they will be able to experiment and create whatever their hearts desires. "There is no learning without experience and if a child needs the experience to learn, we should provide him with stimuli and free conditions of experience, accompanied by the encouragement" (Walden.1995).

Organization of environmental is vital for literacy development. Because the sociodramatic game has a key role in acquiring literacy experiences, it is

important to bring to the game area objects, which are suitable for the development of literacy and understanding of the function it fulfills.

Walden (1991) argues that once a child has a need to write he will learn the rules of the written language and try to use them.

Children wrote during the game because they had the need to write and understood the purpose of writing. As claimed Bruner (1983), the child learns not only the structure of language but also the functions that language fulfills. During the game, the child learns about interactions and their management through language. Speaking language have communicational role, i.e. reading and writing must have a purpose, and it must be meaningful to life (Walden, 1994; Bruner 1983; Til 1984). Therefore, we can say that the child has learned a written language rather than just writing letters. As Vygotsky (1978) suggests, writing should be done as a developmental activity, just as the speech develops naturally.

The process of acquisition of the language of the child is a process of interaction and it develops during social interactions (Vygotsky, 1978; Garton and Pratt, 1989), the functional writing was naturally attached for all above as a continuation of the gaming process and other activities in which friends learned from friends.

According to Sandbak (1995), written language is a part of human culture, and plays different roles in the life of society and the individual life. The knowledge of the written language is varied and complex and it includes knowledge of the functions of written language. Children discovered these functions during the literacy activities because they have been actively experienced due to involvement of an adult in shaping suitable environment for and his intermediation to learning processes.

As claimed Bieber (in Levine, 1988): "learning takes place by concrete and conceptual action and by interaction with objects, people and ideas from the

environment". This is what points on the importance of social interaction and the use of learning objects.

In summary, cognitive skills, an environment that exposes to literacy, the educator who may organize educational environment that allows each one to express himself and reveals a mixed participation (Levin 1988, 1995). When all above connected, they allow each one of the kindergarten children to discover their talent, creativity, inner world and the depths of their soul, which can raise the child from his level of development to potential developmental level, as Vygotsky (1978) defined it.

There is a major role of kindergarten teacher intern in developing discourse towards children's language abilities and promoting discourse. The kindergarten teacher challenges the children linguistically and cognitively, encourages the discussion about issues far from here and now, helps the children to acquire vocabulary in various fields, promotes language skills and discourse of children and thus assist in purchasing of literacy. Studies examined the effect of the patterns of communication between kindergarten teacher and children on the development of language skills and discourse of children over time. The findings were as follows: in the kindergartens in which the teacher spoke with the children during the day with the use of rare vocabulary and took advantage of opportunities to expand the discourse of the children, the children were able to success later in missions of emergent literacy (letter recognition, concepts of print and book, sounds identification, concepts of writing, etc.) and understanding the story. (Blum Kulka 2006).

Research

The question is what can be done to improve the learning situation among the Arab students. The Arabic students are both a college student and the children in kindergarten. The assumption is that if students are good at college, they can

and will bring their abilities to the children to be more literate and more write well.

The question does learn and training in the college of mediation approach brings students to use mediation in their own education?

The other question is how to bring children to acquire literacy and succeed in writing at the age of kindergarten? Studies show that literacy activities and writing in the kindergarten demonstrate the relationship with achievements in elementary school, (Shananhan & Login 2010, Chaney. 1994; Cunningham & Stanovich, 1998;1997 Martlew & Sorsby, 1995).

The question is how do we help the children try and write, what can be done? We thought about a project intervention program to improve the degree of literacy and writing. Our assumption is that our students will be able to realize what they have learned at the College of Mediation principles and to apply to the kindergartens with the children. Use the mediation by the project intervention program - "Let's get to know our beautiful language" will lead student to use of mediation learning strategies that learned in the College and raise the level of achievements in the literacy and the level of writing among children in kindergarten.

Based on the practical questions we can formulate research question No. 1: Will there be an impact of the mediation approach (through the mediation) that is learned in the early childhood track at college on student work in the intervention program? Will there be a contribution of this learning on the use of the mediation approach by students with the kindergarten children in mediation activities (the project intervention program)? Will there be a contribution of this learning on the use of the mediation approach (through the mediation) of the students work with the kindergarten children in writing activities especially (mediation for writing)? Will there be a contribution of this learning about the mediation writing

(mediation for writing) among students, whether the mediation by project intervention program contributes to the mediation writing (mediation for writing)? Will there be a contribution of the student's mediation for writing to early childhood to the writing level of the kindergarten?

The research question No.2: Does the type of mediation use of mediation learning strategies the mediation in the literacy activities which students done contribute to the level of writing of children in the kindergarten? What is the effectiveness of the project intervention program? Does the integration of the intervention program "Let's get to know our beautiful language", contributed to achievements in the field of literacy? Is the type of mediation of students in integration activities (the project intervention program) contributed to the level of writing of kindergarten students? Does it affect boys and girls the same way?

These questions will be translated into measurements in the following text.

The purpose of the study in the field of emergent literacy are:

1. To check the contribution of using mediation by the project intervention program "Let's get to know our beautiful language" on the process of mediation of the indices of achievements in literacy field and the level writing. In the study of literature, studies are found to indicate the use of these principles and their contribution for the activity and development of literacy, (Bruner 1983; Til, 1984; Levin, 1995; Vygotsky, 1978; Feuerstein, 1998; Klein,1998 ;Whole Arie 2002; Tuval Hava, ,2002; Korat, Ofra 1991).

3. To what extent mediation learning strategies predict mediation and achievements in the field of literacy, and mediation for writing and the writing word level of kindergarten children.

1.Hypothesis about the influence on word writing:

A.   The high-level mediation for writing by the students will bring high level of writing word among the children in the kindergarten. This

hypothesis is based on the study of Lavi, Smith (Lavi, 1991), (Smith, 1982) and is supported in other studies (Vygotsky, 1978; Klein 1991, 1993, 1997; Feuerstein 1998, Levin 1995, Bruner 1983, Til 1984). Showing the importance of teacher's involvement and mediation for writing (Zimmerman, 1995) to make this bond very important, and involved in the training and involvement of the student teacher and is very attached to the success of the child in writing tasks.

B.   Hypothesis about influences of mediation learned according to the principles of the Vygotsky; Feuerstein; Klein on the children's writing word level: the influence of the use of mediation learning strategies according to Vygotsky ; Feuerstein; Klein will be bring high level on the writing word level among the children in the kindergarten.

2. Hypothesis about the prediction of children's achievements according to the learning strategies that are mediation in each group of the children and in each of the methods of mediation. We were based on literacy studies, which research the central role of the kindergarten teacher mediator as highly meaningful to the development of the skills in literacy of kindergarten children (Blum-Kulka , 2008 A; Rum and others, 2003; Dickinson & Tabors, 2001; Dickinson et al, 2004). In addition, we have relied this hypothesis on the findings of studies which show a significant role for the teacher kindergarten in cognitive development and academic success (Tzuriel, 1981, 1993, 1998; Deci & Ryan, 1991; Lepper et al., 2005; Tzuriel, 1991). Children who received mediation according to the project intervention program through the mediation and according to mediation learning strategies according to the principles of the Vygotsky; Feuerstein; Klein mediation, their achievements in the component's literacy will be higher than children who have not received mediation according to project an intervention program.

A.   Hypothesis about the prediction of children's achievements in the field of literacy according to the influence of the project intervention program that the students have done. The degree of prediction will be higher in the group of children who received mediation than in the group of children who not received mediation. In this hypothesis we were based on the approach of cognitive variability, according to this approach intelligent mediation given by a significant adult in children's life, combined motivational and emotional factors, creates approaches and cognitive variabilities, and that appropriate experiences can change the thinking of the child (Feuerstein and Feuerstein 1992; Tzuriel, 1991, 1993, 1998; Klein 1985, 2008) Feuerstein et al.,1979, 1980; Klein, 1991).

B.   Hypothesis: the achievement of the children who received mediation through the project intervention program of mediation learning strategies according to the principles of the Vygotsky; Feuerstein; Klein their achievement in word writing after the program will be different and higher than their achievement before the intervention program.

3. Hypothesis about the prediction the writing word level of children

Hypothesis: our assumption is that achievements in writing words of children who have an intervention program will be better than of children who have not had a project intervention program.

Hypothesis is about the influence of the learning topic of the principles of the mediation according to Vygotsky Feuerstein and Klein on the level writing word. The impact of success at components literacy on writing word level: according to Success in the component's literacy will bring about a success in writing words. This hypothesis is based on the research of many authors (Whall Aria, 2002; Tuval Hava 2002 ;Koret Ofra, 1991; Levin 1995; Hall 1989; Piaget 1970 A, 1970 B; Whitehurst & Lonigan 1998). This shows a connection between components literacy and writing. The influence of the project intervention

program on the level of writing word - the children who received mediation by the project intervention program ("Let's get to know our beautiful language") will see achievements higher than those who have not received mediation. Children who have been through the project intervention program will see high achievements in the level of writing words from children who did not pass the program

Characteristics of the participants

In the study two groups were examined: The following children and students were imported from each of the groups' properties. Students' mediators - they are learned in early childhood track in the college. The mediator research participants are students in the College of teacher training in the early childhood track (N= 20). Each of the students has been training work in Arab kindergarten in regular education in the central region of the country Israel. During their studies in the kindergarten, they were accompanied by a practical training course subject.

The sample of the children from the kindergarten was randomly made from all kindergarten children, whose parents expressed their permission to participate in the study.

In table 1, there are several references to parents and the number of approvals to participate in the study.

Table 1.

Number of referrals to parents and the number of parents ' permits to participate in the study

	N	%
Number of references	370	100
Number of parental certificates	320	86

Characteristics of the children and their parents

The children in the study attended in the regular Arab early childhood centers from the central part of Israel.

Demographic characteristics of the sample: distribution of children participating

in research by age and gender

Variable	Research Group			Control group			
		M	SD		M	SD	T
Gender							
- Male	73			52			
- Female	82			103			
N	155	1.53	0.501	155	1.66	0.474	-2.447
Age							
- Age 5-6	96			76			
- Age 6-7	59			82			
N	155	1.39	0.489	158	1.53	0.501	-2.5845

The socioeconomic characteristics of the research group and the control

group (in percentages) and comparing the groups

Variable and values	Research Group	Control Group	Df	X2	Variable and values	Research Group	Control Group	Df	X2
	154	158				154	158		
Father Education			9	21.152a	Mother education			8	31.01
Without education	18.06	18.35		α	Without education	21.42	28.38		
Elementary	12.2	8.86			Elementary	11.03	11.61		
Middle school	23.87	25.31			Middle school	20.77	14.19		
Secondary	12.25	7.59			Secondary	9.09	4.51		
High School	14.19	36.7			High School	22.72	30.32		
B.A	10.32	3.1			B.A	5.19	3.87		
M.A.	6.45	0			M.A.	6.49	1.93		
PhD	1.9	0			PhD	2.59	5.16		
More	0.6	0			More	0.64			
Variable and values	Research Group	Control Group	Df	X2	Variable and values	Research Group	Control Group	Df	X2
	154	158	9	29.275		154	158	8	22.925
Employment father				α	Employment mother				
Non-professional workers	11.6	30.37			Non-professional workers	29.87	6.96		

Professional workers in industry and construction	14.19	10.12			Professional workers in industry and construction	11.03	25.05	
Professional workers in agriculture	21.29	0			Professional workers in agriculture	7.79	14.55	
Sales workers and services	12.9	10.12			Sales workers and services	9.09	10.12	
General officials and office employees	5.16	2.53			General officials and office employees	5.84	0	
Practical technicians and agents	10.32	0			Practical technicians and agents	5.84	10.75	
Holders of an academic hand	11.61	3.16			Holders of an academic hand	3.89	15.82	
Board	7.74	40.5			Board	23.37	13.92	
High-tech employees	5.16	3.1			High-tech employees	3.25	3.79	

Tools (instruments) for the mediator students

1. Observation of mediation learning strategies. This tool works for the purpose of the present research to mediation observation and type of mediation and has been divided into five types of observations according to theoretical forms. It includes observation of the mediation learning strategies according to Vygotsky; observation of the mediation learning strategies according to Feuerstein; observation of mediation learning strategies according to Klein; observation of mediation learning strategies according to Gallimore and Tharp; observation of mediation learning strategies according to Diana Wolf; observation of mediation learning strategies.

The observation was held in all the meetings in which the student was asked to teach the group every activity, such as a story. As part of the observation, the interaction between the student and the Children group was examined. The observation center was the students.

The behavior of this observation was not examined by the children's policy – which was not relevant to the current study. Observation page on the use of mediation learning strategies during activity.

The following are the details of mediation learning strategies (mediation strategies) that were observed between the children and the mediator students.

A. Observation of mediated learning strategies according to Vygotsky

For this purpose, was developed by the researchers (Boris Minchev &Hag Ihia, 2017) a tool for observing the learning strategies of the students who are working with the children, the observation tools based on the principles of the Vygotsky (Vygotsky, 1978). The mediation is developed by Vygotsky and aims to help the child reach a level that cannot reached without the help of something, the principles of Vygotsky mediation.

A.1 The type of interaction between students - mediators and children such as: mediation of the type of interaction is defined as an activity that is made in order to communicate with the child, for example, using a conversation, or another relationship like a smile, hand gestures such as putting a hand on the shoulder, of the child, applause, nod. Or participation that means that the student participates in the activity, and, as such, this index included the behavior of a non-verbal connection.

A. 2 Use of mental and artistic tools - this mediation has been defined as the activity of the mediator in the use of Symbolic intermediaries tools : Language use, student mediator mediated explanation and interpretation of words; using a different order, such as the student account, the mediator uses quantity numbers; Using A drawing, the student who is a mediator uses the painting or asks the children to draw something; Using Works of Art, the student who is a mediator uses pictures, videos, tablets, stories; Using Diagram charts, or graphic charts; The mediator uses maps in the activity. The mediator uses writing or asks to write in the form of air or points or with pastels.

Psychological tools - this mediation has been defined as the activity of the mediator in mental tools such as: the use of the student's signals the uses mediator

certain signals in the activity. Use certain hints on a task; Using the mediated student presents ideas and asks the children to bring ideas; Art, she present s art and interprets it with children. Oral discussion she discusses the trust and gives them the right to speak, technological tools from a projector, etc.

A. 3. Social interactions as a mediation for the development learners thinking - this mediation was defined the activity by the student mediator as the work of mediator in the use of intermedia teaching styles. The student who is the mediator is trying to make connections between the past activities and their concepts in which the current activity has been. Beginning of response and feedback, the student mediator gives the children an opportunity to express their familiarity with activity in their private terms. She discusses with the children in the structure of the activity and from process; she discusses with the children in the words of the terms of the subject of study. Negotiations and dialogue the student mediator talk with the children in the style of negotiation and dialogue. She is using open questions, the student listening to the children's reference and answering their discussion.

A. 4 Support and scaffolding - This mediation has been defined as the activity of the mediator in use by scaffolding; scaffold is a type of help offered by the student mediator to support the learning; the student helping the child to complete the task; The student mediator helps the child to understand an idea that he could not understand independently; The student mediator divides the task into simple parts; The student mediator cooperative learning with the children. The student mediator gives the children the opportunity to experiment with the task. The student mediator presents models. The student mediator presents advice and procedures; the student mediator is conducting an open discussion with the children.

Educational Accessories: This mediation has been defined as the activity of the mediator in the use of monitoring training Student, mediator directs the child to a certain function in the activity; analyzing The student mediator analysis trying to analyze with the child the difference between his functioning in the activity and the intended function in activity.; Help assisting The student helps a child in the use of means of learning or learning styles to come from the level of functioning that he has to the intended level of functioning. The student mediator raises self-confidence in the children begins with tasks that need less help. The student mediator provides help to children to complete the task quickly and successfully. The student mediator leaves the children to help themselves. The student mediator is not trying to teach the children a certain skill. The student mediator thinks how to dismantle the accessories gradually and then whole.

A. 5 Connection between everyday concepts and scientific concepts -This mediation has been defined as the mediator activity in the use of a connection between close concepts and scientific concepts, that the mediator teaches at first the automatic concepts and connects with the intended term. The student mediator is trying to choose close concepts everyday than the intended term as a beginning to understand. The student mediator is trying to use means and accessories to design scientific concepts of science in the absence of everyday concepts.

Specification: Each of the interactions between the mediator and the children's group during the teaching activity (we had 10 activities in 10 meeting of literacy activities for children) was filmed and consecrated. Any behavior of the mediator was classified according to the appropriate mediation category and received one point. Specification each of these ways is done separately. Once the observations have been analyzed, each mediated specification is determined in each of the mediation categories. The grades express the amount of mediation during the mediation.

Reliability and validity: Reliability – to analyze the observations, the researcher editor trained the process conducted by a counselor with extensive experience in encoding of the observations of a mediation interaction, and whose research work has also been carried out in this field. The analysis of the student-child interaction took about five hours average for each interaction. To check the reliability of the judges in the current research, two observations of the 200 were randomly selected. The observations were analyzed by the research editor and the guide independently. The range of adapters received was r .98 up to r .99, It mean, the credibility between the judges was extremely high.

Validity - the observations have been made through judicial analysis and factor analysis, and the internal reliability was tested by Cronbach's alpha to the overall index of the Vygotsky alpha Cronbach's was 0.838.

B. Observation of mediation learning strategies according to Feuerstein

For this purpose was developed by the researchers (Boris Minchev & Hagihia Himat, 2017) a tool for observing the study strategies of the students who are working with the children, the observation tool is based on the principles of the strategy of the Feuerstein, which were observed.

The observation is designed to evaluate the learning strategies for the mediator according to the first five categories of Feuerstein principles. The observation was held at the meeting in which the mediator was asked to teach the group activities. As part of the observation, the interaction between the mediator and the group of children was examined. The focus of the observation was examined is the mediators and the use of mediated learning strategies according to the principles of Feuerstein. The behavior of this observation was not examined by the children's policy – which was not relevant to the current study. The following are the details of mediation learning strategies (mediation strategies) observed in interaction between children and each of the mediation.

B.1 Intent and reciprocity – This mediation is defined as a student's attempt to focus the child's attention. The student mediator takes steps like a deliberate choice of stimuli and omission of others, meant organizing them in an order and directs the child's response. As for the learner child, the mediator is directing his attention and regulates his state of alertness. The significance of this principle is that the students act in reciprocity by adapting to the needs of the child and the ability that he expresses. It is impossible to relate to the intention without considering the principle of reciprocity, that the intention to mediate without the child's response to the middle efforts is ineffective.

B.2. The significance meaning mediation - this mediation was defined as a process that the student passes to the child his emotions, his enthusiasm, and the meaning that he attaches to things. Excitement experiences constitute a basis for creating the need to look for meaning in the experiences that the child experiences in his everyday life. The everyday behaviors can be part of the excitement process.

B.3. Extension (= transfer) - this mediation has been defined as the mediation process for the transcend include different behaviors as explanations, specifying relationships between objects or processes, displaying analogies or sequences, and presenting causal relationships and other relationships. This is beyond the immediate and concrete need for the situation.

B.4 The provision competence – this mediation is defined as behaviors by which the students try to give the child the feeling that his activity is successful. She does this with encouragement and approval. The right to a feeling of ability relates not only to the success experiences of the child that results from the fact that the action is performed, but also to the work of the same action with the given permission from the student. The student, who is witness to success, identifies it for the child and relates to the components of the behavior that have resulted in

success. The existence of these two conditions, the ability to feel and vote on the change, enables the child to gain a sense of control over the world around him and the belief in his ability to succeed.

B. 5. The intermediary for regulating behavior- this mediation was defined as those of the student mediator transferring the message to the child that it is necessary to stop and think before any action. By means of regulating behavior, the child learns to be aware of the need to adapt his behavior and level of intellectual activity to the level of accuracy required from him when performing a role or action. The child learns, among other things, to take measures that will result in optimal balance between speed and efficiency and accuracy, according to the task's difficulty.

Specification - each of the interactions between the mediator and the children's group during the teaching of the activity (we had 10 activities in 10 meeting of literacy activities for children) was filmed and consecrated. Any behavior of the mediator was classified according to the appropriate mediation category and received one point. Specification each of these ways is done separately. Once the observations have been analyzed, each mediated specification is determined by each of the mediation categories. The grades pronounce the amount of mediation during the mediation interaction.

Reliability and validity: Reliability – to analyze the observations, the researcher editor trained the process conducted by a counselor with extensive experience in encoding of the observations of a mediation interaction, and whose research work has also been carried out in this field.

The analysis of the student-child interaction took about five hours average for each interaction. To check the reliability of the judges in the current research, two observations of the 200 were randomly selected. The observations were analyzed by the research editor and the guide independently. The range of

adapters received was r .98 up to r .99. It means, the credibility between the judges was extremely high.

Validity - the observations have been made through judicial analysis and factor analysis, and the internal reliability was tested by Cronbach's alpha to the overall index of the the Feuerstein alpha Cronbach's was 0.956.

C. The strategies for experimenting with learning mediated according to Klein's principles

For this purpose, we used a visual instrument for the learning strategies of OMI Interaction mediation of observation, developed by Klein and her colleagues (Klein, 1988, 1996; Klein et al., 1987). Based on the study theory of Feuerstein and his colleagues (Feuerstein. 1979, Klein et al. 1987).

The observation is intended to evaluate the learning mediation strategies of the mediator in according to the first five categories of Klein principles: focusing, mediation of meaning, competence, extension mediation, and mediation for regulation of behavior. The observation was held at the meeting in which the mediator was asked to teach the group activities. As part of the observation, the interaction between the student and the group of children was examined. The focus of the observation was examined. The following are the details of intermediary learning strategies (strategies mediation) observed in interaction between children and each of the intermediate

C. 1 The focusing – this mediation is defined as the actions of the mediator to focus the children's attention on the topic of learning, and to achieve a change in clarity of their perception so that they can understand better, For example, justice, intonation changes, illustration, demo. This index included verbal behavior, non-verbal behavior, and a combination of verbal and verbal behavior.

C. 2 Meaning – mediation of meaning was defined as giving meaning or explanation for events, people, Actions, objects, and emotions, emphasizing their

importance or value. This index included the behavior of an expression of nonverbal emotion, an action of naming and an integrated action of the naming and an expression of non-verbal emotion.

C. 3 The transcendence (= transfer) extension – this mediation is defined as the actions of the mediation to create generalizations and repopulation in the inclusion of principles that are beyond the specific context of the subject. This index included explanation, process clearing, comparison, addition of knowledge, link to experiences and personal knowledge beyond the topic learned.

C. 4 The competence – mediation of the feeling of ability has been defined as expressing the verbal satisfaction of the mediator from the children's behavior in relation to the subject of learn, and the definition of the specific components that contributed to their success. This index included a verbal reinforcement and a non-verbal reinforcement in an explanation of the reinforcement.

C. 5 Regulation of behavior – mediation for the regulation of behavior is defined as an intermediary behavior, which aims to help the children develop behavior strategies that will help the better understanding of the subject being taught. Regulation of behavior is manifested in organizing the behavior, stopping an impulsive response, and filtering irrelevant stimuli. This index included a demonstration, verbal explanation, or combination of both.

Specification - As described above.

Reliability and validity: Reliability – The reliability analysis between two judges held in the research of Klein and her colleagues (Klein. et al, 1987) for mediation categories, the following adapters were received: intent and reciprocity between 0.76 and .085 Expansion bio 0.62 to 0.83, meaning between 0.65 and 0.80. A sense of ability is between 0.74 and 0.92 and regulating behavior between 0.68 and 0.81. Other studies conducted on children aged 5-8 years received

similar coordinators between two judges (Hay, 1999; Tzuriel & Eran, 1990; Tzuriel & Ernst, 1990; Tzuriel & Weitz, 1998)

Validity - in the research conducted by Klein and her colleagues (Klein et, al 1987) for infants 4, 8, 12, 24, and 36 months of age, a ten-minute observation of a mother-child interaction during feeding, bathing, and acting predicts the child's cognitive ability at four years of age. Positive adapters between each of the mediation categories observed indicated a period of stability over the five mediation indices. In the length study of Klein and Aloni (1993) a causal link between the mediation indices of the mother, as they are manifested in the observation of a mother-child interaction, and the child's cognitive achievements at the age of four. From studies that were made with older children and other mediators, such as a teacher mediator and peer mediators, the causal relationship of the mediation indices in relation to the ability to modify cognitive variability and the cognitive performance of children (Shamir & Tzuriel, 2004; Tzuriel, 1999; Tzuriel & Ernst, 1990; Tzuriel, Kaniel, Zeliger, Friedman, & Haywood, 1998; Tzuriel & Shamir, 2007; Tzuriel & Weitz, 1998).

The observations were made through judicial analysis and the factor analysis, and the internal incidence of the indices was examined by the alpha of Cronbach's. The total metric of the Klein Alpha Cronbach's was 0.956

F. Observation of the mediation strategies for writing

An observation developed by the researcher and Prof. Boris Minchev based on Aram's research (Aram 1998, 2005) on the mediation observation center is designed to evaluate the mediation strategies for writing. The observation was held at the meeting in which the mediator was asked to write with the child words. As part of the observation, the interaction between the mediator and the group of children was examined. The focus of the observation was examined. The use of the mediation strategies for writing according to Aram's model. The behavior of

this observation was not examined by the children's policy – which was not relevant to the current study.

The quality of the literacy mediation:

F.1. Teaching strategies - the student mediator relates to the given letter; The student describes the word to write it; The student mediator analyzes the word for sounds and phonemes; The student mediator is trying to connect the letters to her names. The student mediator is trying to connect letters sounds and shapes. (grapho phoneme).

Student mediator refers to the language. The student mediator relates to the final letters in the word. The student mediator relates to the letter score.

F.2. Extent of participatory independence the degree of collaborative student independence relates to the sharing and, is a independence tasks of helping of a child in writing.

F.3. Ownership task - The student mediator regards the assignment as a shared task as collaborative task between her and the child; The student mediator regards the task as a separate task for a child in every pair of words, the student's being evaluated to the task, whether she sees it as a joint task or as a separate task (her or the children.

E.4. The degree of independence in writing - mediator gives the child independence for the child during the Writing Act; The student mediator gives the child a chance to experiment alone. How much she lets him act on his own and how much she shares with herself, repairs herself, lets him try, etc.

F.5. Mapping of names - the student mediator gives the child the right to map a letter for instance. The student mediator lets the child identify what is in the picture, identify the object and take it down. After the naming she has to let a child on the child write the words or the letter.

Specification: Each of the interactions between the mediator and the children's group during the instruction of the activity (we had five activities in five meetings of writing activities with the children) and was filmed and consecrated. Any behavior of the mediator was classified according to the appropriate mediation category and received one point. Grades each of these ways is done separately. Once the observations have been analyzed, each mediated specification is determined in each of the mediation categories. The grades express the amount of mediation during the mediation.

Reliability and validity: Reliability - to analyze the observations of the pillar, this research is conducted by a counselor with extensive experience in encoding of the observations of a mediation interaction, and whose research work has also been carried out in this field. The analysis of the student-child interaction took about five hours average for each interaction. To check the reliability of the judges in the current study, two observations of the 200 were randomly selected. The observations were analyzed by the research editor and the guide independently. The range of adapters received was r. 98 up to r.99 that is , the reliability between the judges was extremely high.

Validity: The observations have been made through judicial analysis and elements analysis, and the internal incidence of indices was tested by the alpha of to the Cronbach's total index of the Cronbach's alpha was less low but the mapping index of names was Cronbach's Alpha 0.95.

Children's (instruments) tools:

1. Test phonological awareness open sound

2. Test phonological awareness closing sound.

3. Vocabulary test

4. A signal-contact test. Relationship between letters signal and sound.

5. Test Spoken Language Processing vocabulary words

6. Writing letters test.

7. Writing words test.

<u>A. Spoken language processing test</u>

Spoken language processing test (Rum, Morag, and Peleg, 2007) is a test for testing spoken linguistic ability in children aged 11-5 years. The test was chosen to evaluate the language achievement of the children participating in the study before intervention. The test includes two pre-exams: "Naming " and "Verbs" and five sub-tests: "Categories", "Imagination", "Difference", "Meaning" and "Descriptions" (Rum and others, 2007.) To test the achievements of the language prior to intervention, this study is used in sub-trials: "Categories", "Imagination" and "linguistic". The tests were passed and painted in accordance with the standard procedures appearing in the Quiz Manual (exhibit 3 shows the sub-tests used in this study). The following is a description of the passing tests process and the Specification.

Sub-test categories: In this test, the child was asked to specify three items belonging to its specific category. For each item, the tester student has asked the child to say three names of items from a specific category. For example, the tester says: "Tell me three names of flowers."

Specification: Score 2 is given when the child said three nouns corresponding to the requested group category. Score 1 is provided when the child has given a partial answer, for example, only two items that belong to a category or three specific semantic-level items, or one true item and two specific semantic-level items or using a phonological error in one word of the items. Score 0 is provided when the child has said only one correct answer, or if it has not specified any object names that belong to the category.

A sub-test of similarity and sub-test difference - two sub-tests include two types of tasks and require two different types of reactions from the child. In the

similarity test, the child is asked to present similar aspects of the two nouns, while a different test is asked to present the contrast between them. For example, the tester student says: "Car and bus, tell me what they are like?" After his reaction and writing his answer, the testers add and asks, "Now tell me what they are different?"

Specification: Score 2 is given when the child is using a proper sentence and indicates a significant similarity or difference between the two names, or when it indicates a full sentence to their super category, or a common and typical action for both. Score 1 is given when the child indicates an intrinsic similarity to the top category of the two items, but he uses a sentence in which words are not correctly used. Another option for partial marking is when the child indicates an imaginary or non-central or generic difference. Score 0 is given when there is no correct answer, or when the answer is spoken in an unclear language, or the imagination is completely non-essential.

B. Sub-test of similarity and sub-test difference are given to a child at the same time.

Validity and reliability: The reliability test between items in each of the five sub-tests was conducted by the test authors through the Cronbach's Alpha. The results of the operation are regarding the giving of tests included in the study: category 0.69; similarity 0.79; differently 0.68. All grades that were received are over 60, evidence of reasonable credibility of each sub-test. A correlation examination between the five sub-tests made by the test authors was found that the coordinators ($p < 0.1$) also found a definite correlation between all five sub-sections and the results of the general test. The adapters between all the tests were found clearly ($p < 0.1$). Also found a definite correlation between the five sub-tests and the results of the general test. In the current study, the internal consistency of the three sub-tests that used was tested for r internal consistency

has received high 0.816 internal consistency; similarity 0.885; and difference 0.893. Pearson correlations made to test the relationship between these three tests found relatively high correlations .268** 1.00**. In view of this, a general score of the three tests was built in the internal consistency test of the overall index consistency was obtained 0.659. The whole sample before the project intervention program the category 0.834 after the intervention 0.79; similarity before 0.42 after 0.897; differently 0.686 after 0.916. Modified before 0.686 after 0.916.

B. Achievement tests in the field of literacy, phonological awareness open and closing sound; relationship between sound signal and letters; write letters; writing words.

The achievement tests are designed to evaluate the unique contribution of the use of literacy activities with the children, to measure literacy in the children participating in current study research before and after mediation by the project Let us get to know our beautiful language intervention program.

A -Emergent literacy-monitoring the process of literacy components is done by measuring 5 tests that test to the literacy level of the children.

The first of the project intervention program procedure in the study was 10 sessions of literacy activities that student teach the children' (7-children), the second procedure was five sessions personal with each child separately where the student tests their tests literacy, theses test s literacy were selected because they are indicative of children`s acquired ability in adult support (7children per Student). (Ferreiro, 1986; Ferreiro & Teberosky, 1979; Garton and Pratt, 1989; Til 1984; Klein 1993, 1991: Olson, 1984; Fereriro & Teberosky, 1982, Levin & Tolchinsky, Lansman, 1989; Vygotsky. 1978).

B.1. Sub-test-knowledge of letters and relationships between sound and signal letters

This test was measured the ability to identify the letters and their names, to know the relationships between the letters and sound and signal letters; the punctuation; the proud. The students introduced 10 letters to the child the correct answer received a score, 1, the wrong answer received a 0 score. The test was developed by the researcher's team (Korat Ofra, Dorit Aram, Safieh Hassunha-Arafat, Elinor -Haddad himat hag-Yehiya .2013). The variable knowledge of letters and relationships between sound signal letters is measured by the total" as the correct number of answers in the test. The maximum score in this test is 10 points. This test has been passed on both before and after the project Let us get to know our beautiful language intervention program.

Validity and reliability: Reliability Examining the internal consistency of a test of knowledge letters and relationships between sound signal letters was Cronbach's Alpha before 0.932 after 0.946.

B.2. The phonologic awareness - a closing sound

The test is about the child's ability to recognize the little closing sound of the word. The student introduced 16 words to the child. The correct answer received 1 score; the wrong answer received 0 score. The test was developed by the researcher's team (Korat Ofra, Dorit Aram, Safieh Hassunha-Arafat, Elinor -Haddad and Himat hag-Yehiya .2013). The phonological awareness of a closing sound is measured according to the total amount of correct answers in the maximum score test in this test is 16 points. This test was passed both before and after the project Let us get to know our beautiful language intervention program.

Validity and reliability - testing the internal consistency of the test and the closing sound letters was Cronbach's Alpha the whole sample0.821 before 0.905 after 0.947.

B.3. Sub-Test - Phonologic Sound opening

This test measured the child's ability to identify the smallest opening sound of the word. The student introduced 16 words to the child the correct answer received a 1 score, the wrong answer received 0 score. The test was developed by the researcher's team (Korat Ofra, Dorit Aram, Hassunha-Arafat, Elinor Haddad and Himat Hag-Yehiya, 2013). The phonological awareness Test opening sound is measured according to the total amount of correct answers in the test. The maximum score in this test is 16 points. This test was passed both before and after the project Let us get to know our beautiful language the intervention program.

Validity and reliability - in testing the internal consistency of a test and a sound-type opening was the whole sample Cronbach's Alpha 0.799 before 0.958 after 0.964.

B.4. Sub-test- vocabulary-knowledge about the Spoken language

This test is measured the child's ability to recognize words and their opposite. The student introduced 20 words to the child, the correct answer received 1score; the wrong answer received 0 score. The maximum score in this test is 20 points of test that has been passed both before and after the project Let us get to know our beautiful language intervention program. The test was developed by the researcher's team (Korat Ofra, Dorit Aram, Safieh Hassunha-Arafat, Elinor Haddad and Himat hag-Yehiya .2013). Vocabulary variable - knowledge of the spoken language is measured by total amount of correct answers in the test.

Validity and reliability - examining the internal consistency of a test words was Cronbach's Alpha the whole sample 0.819 before 0.935 after 0.972.

B.5. Sub test-writing letters

This test measured the child's ability to write letters in Arabic and were randomly selected in 10 letters. The student asked to write 10 letters and the correct answer received 1 score and the wrong answer received 0 score.

The test was developed by the researcher's team (Korat Ofra, Dorit Aram, Safieh Hassunha-Arafat, Elinor Haddad and Himat hag-Yehiya .2013).

A test of writing a letter is measured by total "as the number of correct answers in the maximum test score in this test is 10 points. This test has been passed on both before and after the project Let us get to know our beautiful language intervention program. Sub test writing letters in this test measured the child's ability to write letters in Arabic and the answers were selected from 0-1

Validity and reliability - the internal consistency test of achievement tests was found in internal consistency 0.94 the whole sample before 0.965 after 0.976.

B.6. Sub test writing words

The independent variable the level writing words of children in the kindergarten Sub test writing words-the test-writing a task test, selected 4 pairs of words for the current study developed by the researcher's team (Korat Ofra, Dorit Aram, Hassunha-Arafat, Elinor Safieh-Haddad and Himat hag-Yehiya .2013) test that included four pairs of images (elephant- Turtle, سلحفاة-فيل. / Bear- butterfly, فراشة -دب / زرافة -ثور bull -giraffe, / Orange – Strawberry, توت – برتقال). These words are known to a child of everyday life and represent many letters from the Arabic language. This test checks the level writing of the 8 words among kindergarten children that was held with the help of or mediator by the student, we will examine the through written mediation for writing and see how this mediation affects the level of writing word.

Validity and reliability: in testing the internal consistency of a writing test the words was Cronbach's Alpha 0.925 before 0.646 after 0.964

Validity - the achievement tests have been tested by coordinators between the "spoken language" test (Rum and others), and the test of achievements passed before the project Let us get to know our beautiful language intervention program.

The following correlation are found and a high correlation test between the two questionnaires is found in adapter P > .001 r =. 785[*]

<u>The data collection process</u>

The data collection process took place during one academic year and included the following steps:

A. Training for literacy activities that promote emergent literacy in kindergarten.

B. Introductory meeting between the students and the group of children participating in the study.

C. Tests before the mediation by the project "Let us get to know our beautiful language" intervention program – pre-test for the group of children participating in the study.

D. The intervention program "Let us get to know our beautiful language" - any student asked to teach the groups.

D. 1. Through a fun activity or game training in phonological awareness opening and a closing sound.

D. 2. Teaching the four literacy texts used by the puppet theater. Each meeting was devoted to learning one text. The student as a mediator was asked to read to children every one of the texts at least twice, and to focus on three subjects: new words marked with text, synonyms, and opposites. We do not tell the students how they should mediate these issues.

D. 3. Teach the group through enjoyable activity training sound and letter names used kharza Meghna.

D. 4. Teach the group through enjoyable activity direction of text and writing in Arabic; distinguish between letter and word and phrase.

D. 5. Teaching the group through a fun activity to try to read written words in the kindergarten, such as their names on the drawers, or names of objects in the kindergarten or names on food enclosures and so on.

D.6. To teach the group a training program in handwriting

E. Tests after the project intervention program for the group of children participating in the study.

E. A photographic interaction between the student and the children in the experimental group during the activity.

F. Tests following the "post-test" interaction for the children of the experimental group and the children of control group for each of the learned elements after the project intervention program,

Stage A – training workshop for students in the project intervention, see the paragraph - intervention program for student training workshop.

Stage B – introductory meeting the students and the Group of children participating in the study. In the second stage of the study, the student's mediators were asked to hold an introducing meeting with the children participating in the study. It was impossible to start collecting data and the project intervention program by students that the children did not know. The purpose of the meeting was to introduce the children to students. At the introducing meeting, the teacher kindergarten presented the student mediator for children. After she was presented, the student mediator told a story in a demonstration for children. The meeting took about 20 minutes.

Stage C – tests before the intervention program pre-tests of the children's group participating in the study. In the third stage of the study, all the children of the study examined the writing of words. In tests from the opening sound test, closing sound, spoken language processing, the Kaufman vocabulary test, writing letters, identifying letters, writing words.

Each child is individually examined during a single session. Each session lasted about 15 minutes on average with children of ordinary education. All the tests were passed by the students who received prior training. The data gathered at this stage was used to assess the level of initial achievements in the language field before the intervention program. It should be noted that the test is specification done by the research editor.

The results received in this test were used to compare the results received in the tests after the intervention program for each of the texts learned. Also, the specification of this test is done by the research editor.

Stage D – The project "Let us get to know our beautiful language" intervention program: activating 15 activities that include all steps from A to F.

In the fourth stage of the study the project "Let us get to know our beautiful language" intervention program was triggered for the children of the kindergarten who participated in the study N =154. The project "Let us get to know our beautiful language" program was passed for 5 months on average in each of the kindergarten and consisted of 15 teaching sessions 20 minutes on average for each activity). The learning trigged by the mediator's students. The encounters were held to the experimental group, when the experimental group was integrated with a theatrical puppet in the mediation process.

Stage E – photography of interactions between the mediator and the children in the experimental group when activating the activities of interaction between the mediator and the children's group was filmed in the kindergarten in a special room allocated for this purpose. Each interaction lasted approximately 20 minutes on average but the analysis of the behavioral behavior in each interaction is held only for 20 minutes. They were filmed when they teach both the experimental group. The choice for example in the story was made based on the field of literacy that shows the story as aliteracy" text, which represents a great

deal of importance to encourage emergent literacy in children both in the aspect the language and the cognitive aspect (Aram and Biron, 2003; Ministry of Education 2006; Cozaminsky, 2002; Rum and others, 2003; Kaderavek &, Justice, 2002, Raikes et al., 2006).

It is not said to the student that they are examined in relation to the mediation interaction. The operation was later done by the OMI index developed by Klein (Klein et al., 1987) in addition we use tools that developed by Prof. Boris and the researcher for evaluating the mediation strategies of the mediation according to Vygotsky, Feuerstein Klein, Gallimore and Tharp and Diana Wolf.

Stage F – tests after (post-test) the interaction mediation of the experimental group and the Children of the control group for each of the components learned immediately at the end of each one of the interactions, we tested each of the children who have participated in individual interactions in the test of achievements according to the study. The past of the tests after the intervention program allowed to evaluate the effect of the intervention program for children's achievement in each of the components learned, both in the experimental group. The tests were individually tested to each child during five sessions each of which lasted between 10 and 15 minutes in the regular children's education.

Hypotheses about the influence on word writing:

Hypothesis A: The high-level mediation for writing by the students will bring high level of writing word among the children in the kindergarten. This hypothesis is based on the study of Lavi, Smith (Lavi, 1991, Smith, 1982) and is supported in other studies (Vygotsky, 1978; Klein 1991, 1993, 1997; Feuerstein 1998, Levin 1995, Bruner 1983, Til 1984). Showing the importance of teacher's involvement and mediation for writing (Zimmerman, 1995) to make this bond

very important, and involved in the training and involvement of the student teacher and is very attached to the success of the child in writing tasks.

Table4.

Averages, a standard of mediation strategies for writing for experimental and control groups of children

Mediation for Writing		experimental g	control group	F	Eta² η²
		n=155	n=157		
Teaching Strategies					
	M	4.47	1.6	258.33	0.443
	SD	0.848	2.105		
Student language and Tongue reference					
	M	1.45	0.57	128.45	0.292
	SD	0.571	0.784		
Extent of participatory independence					
	M	2.39	0.99	159.81	0.339
	SD	0.598	1.253		
Student Task Ownership					
	M	2.97	1.13	291.13	0.483
	SD	0.159	1.339		
The degree of independence in writing					
	M	2.66	1.08	177.28	0.362
	SD	0.639	1.339		
Name Mapping					
	M	13.94	5.36	257.38	0.442
	SD	1.748	6.571		

Observing table 4 shows that there is difference between the use of mediation strategies for writing between the children which are in experimental group and the children in the control group. And the degree of use is higher in the experimental group. The hypothesis has been recovered.

Table5.

The average standard deviation and F analysis of the test scores between the experimental group and the control group before and after the intervention program on word writing

indices	With intervention program		No intervention program			
	experimental group n=155		control group n=157			
variable						
		Before	After	Before	After	F(1.310)	Eta² η²
writing word	M	0.006	5.843	0.006	0.057	952.008	0.756
	SD	0.057	2..354	0.006	0.057		

Fig.1 Grades of achievement in emergent literacy - writing word before the intervention program and after according to the group's type

Here, too, the source of the differences between the two groups was examined and different analyses were made in which a comparison was made between measuring before intervention program measured after each group separately regarding the two writing letters. These operations found a significance difference between the measurements among the children in the experimental

group Eta= 0.000, F (1.310) =000. In addition to these analyses were made after the program found a sentence distinction in children's performance in the achievement of the literacy of the vocabulary similar for the experimental group Eta=0.756,), p < .001 F (1.310) =952.008. As you can see from the size of the effect, the difference between the two groups in the high-level measurement is applied to an improvement in the grades writing words scores among the children in the experimental group M=5.843 SD =2.3547 in front of a control group M = 0.006 SD =.0573 .
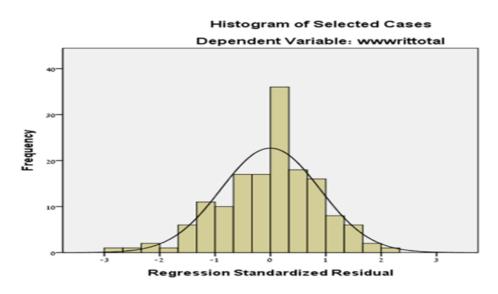

Fig.2: Histogram of selected cases of the word writing

We learn that there is a normal distribution of word writing by children of the experimental group and that the average level of writing word was

Hypothesis 2.B is about the influence of the use of mediation learning strategies according to Vygotsky; Feuerstein; Klein on the writing word level.

Table 6.

Writing words: achievements before the intervention program / achievements after the intervention program

writing words: Achievements before the intervention program:					Achievements after the intervention program											
Vygotsky before				after					**Feuerst** before			after				
mediation indices	R	η², Eta2	F		R	η², Eta2	F		mediation	R	η², Eta2	F	R	η², Eta2	F	N
Type of In M	0.006	0.006	0.006	F (3,306)=	M 5.843	0.345	0.362	F (3,306)=57.816	Intent and	0	0.062	F ((9,300)	0.45	0.506		155
SD	0.057			0.662	SD 2.355			57.816				2.209			34.084	
Mental ins M	0.006	0.007	0.071	F(15,294)	M 5.843	0.439	0.481	F(15.194)= 18.179	Extension	0	0.056	F ((7,302)	0.37	0.431		155
SD	0.057			1.491	SD 2.355			18.17				2.566			32.711	
Interaction M	0.006	0.007	0.008	F(5.304)=	M 2.355	0.415	0.433	F(5.304)=46.409	Meaning	0.01	0.014	2.56 no sig	0.488	0.528		155
SD	0.057			No sig	SD 5.843			46.409				F ((7,302)=0.621			48.351	
Scalding a M	0.006	0.005		0.491	M 5.843	0.401	0.437	F(14.295)=16.351	competenc	0	0.022	2.56 no sig	0.5	0.597		155
SD	0.057		0.01	F (13,296)	SD 2.355			16.35				F (7,302)=0.964			63.804	
Mutuality M	0.006	0		No sig	M 5.843	0.001	0.35	F(13,296)=12.279	Regulating	0	0.029	no sig	0.391	0.444		155
SD	0.057				SD 2.355			12.275				0.458			40.302	

Observing table 6, there is a difference in the writing words for the group who received intervention program after intervention program the average of the writing words increased from 0.006 to 5.843 among the group who received an intervention program. There is a significance difference between before and after. The explanation of this variance according to the ANOVA test, the effect of the indices of intermediate learning strategies the mediation of Vygotsky has shown that 4 indices of mediation principles have explained more than 0.50 of the difference the intervention program explain. The indices that explains the difference between the group before and after the intervention Program of this research strategies according to the principles of Vygotsky was the indices is Mental instruments R= 0.663F(15.294) = 18.179 ** P<0.01. The second indices explaining the difference between the group before and after that is Interactions R= 0.644F (5.304) = 46.409 **. P<0.01. The third indices explaining the difference between the group before and after is Scaffolding and support R=0.633F (14.295) = 16.351 ** P<0.01. The fourth indices explaining the

difference between the group before and after is Type of Interaction R = 0.587F (3.306) = 57.816* P<0.01.

Observing table 6 according to the ANOVA test, the effect of the indices of intermediate learning strategies the mediation of Feuerstein has shown that 5 indices of mediation principles have explained more than 0.50 of the difference the intervention program explain. The indices that explains the difference between the group before and after the intervention Program of this research strategies according to the principles of Feuerstein was the indices is Competence R=0.597 F F(7,302)=63.804** P<0.01. The second indices explaining the difference between the group before and after that is Meaning R=0.528 F (7.302)= 48.351** P<0.01. The third indices explaining the difference between the group before and after is the Intent and Reciprocity R=0.506 F (9.300*=34.080 P<0.01. The fourth indices explaining the difference between the group before and after is Regulating behavior R=0.444 F (6,303=40.302 P<0.01. The fifth indices explaining the difference between the group before and after is Extension R=0.431 F (7,302) =32.711* P<0.01.

The examination of this hypothesis about Klein was conducted by ANOVA a for a relationship sound with letters single test scores before the intervention program. The independent variables were through the mediation, and the dependent variable was a relationship sound with letters single test scores. A significance difference between before and after found, but the level of explanation is less than 0.5.
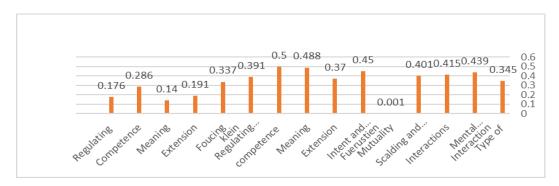
Fig.3 Explanation of variance according to ANOVA test, the effect of the indices of intermediate learning strategies the mediation for writing words

From figure 3 we see that the highest explanation of the use of the principle of competence and meaning and intent and according to Feuerstein and principles: interaction also according and the mental instruments principle according to Vygotsky.

Predictions of the children's achievements and intervention program on word writing are made in hypotheses 3 - Hypothesis 3.A is an assumption that children who have a project intervention program their achievements in writing words will be better than the children who have not had a project intervention program.

Hypothesis is about the influence of the learning topic of the principles of the mediation according to Vygotsky Feuerstein and Klein on the level writing word. The impact of success at components literacy on writing word level: according to Success in the component's literacy will bring about a success in writing words. This hypothesis is based on the research of many authors (Whall Aria, 2002; Tuval Hava 2002; Koret Ofra, 1991; Levin 1995; Hall 1989; Piaget 1970 A, 1970 B; Whitehurst & Lonigan 1998). This shows a connection between components literacy and writing. The influence of the project intervention program on the level of writing word - the children who received mediation by the

project intervention program (Let's get to know our beautiful language) will see achievements higher than those who have not received mediation. Children who have been through the project intervention program will see high achievements in the level of writing words from children who did not pass the program.

Regression analysis: The following are the results of the regression analysis to examine the ability to predict each of the independent and interfering variables in relation to the dependent variables. A regression test was performed on the steps that one of the independent variables.

Table7.

Regression table: variables predicting the level of writing

	B	*SE B*	*B*	
variable experimental group	5.837419	0.189191	0.869228	
			R²	*0.755557*
			F	952.0078

from the above table, the main predictor of word writing seems to be the type of group - that is the experimental group**.**
the experimental group predicted 58.3 points **.**
R Square=0.756   = the percentage of variance explained

Table 8.

Hierarchical regression analysis of variables predicting writing level among children kindergarten

Variable	*B*	*SE B*	*B*
step 1			
group children	5.867	0.343	0.773**
step 2			

children group	3.782	0.522	0.498**
phonological awareness	0.201	0.04	0.350**
step 3			
children group	2.997	0.542	0.395**
phonological awareness	0.225	0.039	0.392**
principles mediation learned	0.061	0.015	0.178 **
step 4			
children group	2.998	0.536	0.395**
phonological awareness	0.231	0.038	0.403*
principles mediation learned	0.055	0.016	0.16*
writing strategies teaching	0.339-	0.145	0.097-
step 5			
children group	3.568	0.604	0.470 *
phonological awareness	0.295	0.05	0.514 *
principles mediation learned	0.05	0.016	0.146 *
writing strategies teaching	0.326-	0.144	0.093-
phonological awareness open sound	0.105-	0.053	0.191-

$P < 0.05$* $P < 0.01$**

Note R^2 to step 1=   0.5977803 R^2 to step 2=   0.6446976
             R^2 to step 3=   0.6705989 R^2 to step 4=   0.6796035
             R^2 to step 5=   0.6860465

The table summarizes the test if each model predicted a clearly dependent variable. You can see that each of the models was significant at the level of $P < .001$.

It is possible to see on the table that all the coefficients that appear in it are significant obvious (recall, we have chosen the stepwise method chosen to be included in the model only variables whose contribution will be obvious). In the model that contains the five independent variables, it is possible to be impressed by the standardized regression coefficients of the experimental group (which has

received intervention) a high weight in predicting β= 0.773 in comparison with phonological and open sound and the mediation of the principles that were taught (Vygotsky, Feuerstein, Klein) and mediation for the writing of the index's strategies teaching, which are included in the predictive equation. Also, we will clear the attention that the coefficient of the variable the independent varies because of the inclusion of additional independent variables in the equation. For example, while the coordinated coefficient of the experimental group that had been intervention was β= 0.773 when he was alone in the equation, he went down to β= 0.470.

As well as the phonological awareness of a close-up sound, an open-sound principles "mediation" that was learned about the Aram principles mediation for writing the indices strategies teaching.

Table 9.

Hierarchical regression analysis of variables predicting writing level among children kindergarten.

Variable	model 1 B	SE B	B	model 2 B	SE B	B	model 3 B	SE B	B	model 4 B	SE B	B	model 5 B	SE B	β
children group	5.867	0.343	0.773**	3.782	0.522	0.498**	2.9965	0.542	0.395**	2.998	0.536	0.395**	3.568	0.604	0.470*
phonological awareness				0.201	0.04	0.350**	0.2251	0.039	0.392**	0.231	0.038	0.403*	0.295	0.05	0.514**
principles mediation learned							0.0606	0.015	0.178**	0.055	0.016	0.16*	0.05	0.016	0.146*
writing strategies teaching										-0.339	0.145	-0.097	-0.326	0.144	-0.09
phonological awareness open sound													-0.105	0.053	-0.19
R²		0.598			0.645			0.671			0.68			0.686	
F change		292.8			25.88			15.33			5.452			3.961	

The table summarizes the steps in which the operation was made, as you can see, five steps, and the five models are displayed: the first one that contained only the experimental group contributed 59.8% to the different explanation. The second model that also contained the literacy component phonological awareness sound closing explained 64.1% of the variance (that is, the phonological

awareness of a closing sound was a unique contribution beyond the contribution of the experimental group of about 4.3%). The model which also included mediation principles indices learned in the College (Principles of Vygotsky, Feuerstein, Klein) explained 66.6% of the variance (i.e., the principles of the mediation learned in the college by the students and transferred in activities by the students was a unique contribution to the different explanation, beyond the contribution of the experimental group that received the intervention and the phonological awareness of the literacy component of 2.5%). The model which also included the mediation for writing according to Aram the strategies teaching indices explained 67.3% of the variance (i.e., the mediation of strategies teaching indices the was a unique contribution to the various explanations beyond the contribution of the experimental group and the Phonological awareness component of a closing sound and the principles of the mediation learned. And passed by the students working with the children in activities of 0.7%). The model that also contained a phonological awareness open sound explained 67.8 from the variance (that is, the phonology awareness the opening sound was a unique contribution beyond the contribution of the excremental group and the Phonological awareness component, and the principles of mediation learned and delivered by the students working with the children in activities, mediation for writing according to Aram the strategies teaching indices 0.5).
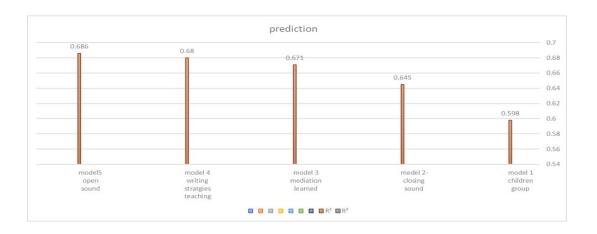
Fig.4: Hierarchical regression analysis of variables that leverage the writing level in the kindergarten children

Table10.

Regression model summary in the analysis in which all dependent variables were inserted as one group

df2	df1		
149	5	0.253	R^2
		10.077	F change

From the table you can see that the first step of the group's variables divided the group only into the experimental group intervention the model that included the phonological awareness variables and mediation principles that have taught mediation for writing strategies teaching strategies, and the activities explained 25.3% of the variance. That is, these variables contributed to the different explanation in the word-writing variable in25.3%

In this table the significance of the equations of the model that are examined by the equations are the significance of the equation containing (activities, the principles learned (Vygotsky Feuerstein, Klein) a strategic teaching according Aram , the phonological awareness closing sound and open sound $F(5,149=10.077$ ($P< 0.001$).

Table11.

Results of the regression model's analysis of the variance with all independent variables inserted as one group

$ANOVA^{a,b}$

Model	sum of squares	df	mean square	F	Sig
regression 1	215.77	5	43.155	10.077	0.000
Residual	638.11	149	4.283		
total	853.88	154			

a. dependent variable: word writing
b. selecting only cases for which group=2 (experimental group)
Predictors: (Constant), activation.
Principles learned.
Mediation for writing according to Aram strategies teaching.
Sound closing, opening.

This table has the significance of the equations of the model that are examined by the equations are the significance of the equation containing (activities, the principles learned (Vygotsky Feuerstein, Klein) a strategic index of the phonological and open sound $F(5,149 = 10.077$ $P< 0.001$

Table12.

Coefficients of the non-dependent variable of the regression equation when all the dependent variables are inserted as one group

$Coefficients^{a,b}$

standardized	Unstandardized

model	coefficients B	coefficients std. error	Beta	T	Sig
constant 1	-0.529	2.317		-0.228	0.82
sound closing	0.323	0.06	0.494	5.414	0
sound opening strategies teaching	-0.088	0.069	-0.117	-1.117	0.208
Aram	-0.532	0.2	-0.192	-0.192	0.009
principles learned	0.066	0.02	0.252	0.252	0.001
activation	0.009	0.12	0.005	0.005	0.941

a. dependent variable: word writing

b. selecting only cases for which group=2(experimental group)

It is possible to see on the table that the coefficients that appear on the table are significant a phonological awareness of a closing sound, mediation for writing strategies teaching, and the learned (principles of mediation). The model containing the five independent variables can be impressed by the standardized regression coefficients that awareness phonological closing sound has a high-weight in predicting β= 0.494, the variance of the dependent variable as words writing. Compared to the mediation principles learned that the students used them was the prediction β= 0.252. And compared to the principle of mediation for writing strategies teaching his predictive was β= -0.192.

Table13.

Regression model summary in the analysis in which all dependent variables were inserted as one group

df2	df1	R Square	
122	30	0.394	R^2
		2.639	F change

From the table you can see that the first step of the group's variables divided the group only into the test group intervention the model that included all 11variables of the Vygotsky type of interaction, vocabulary similar; relationship a sound and letter signal. Indices mediation for writing according to Aram-independence; Writing letters, The phonological awareness the sound closing; the principles of the learned mediation theoretic Vygotsky; Feuerstein; Klein; mediation for writing according to the Aram teaching strategies; , And the activities that were made; The principles of Vygotsky Psychology of tools; interactions; Explains the variance. That is, these variables contributed to the different explanation in a variable that depends on the word writing. %. 39.4

Table14.

Results of analyzing the regression model's variance as the independent variables were inserted as one group.

					ANOVA^{a,b}									
Model	sum of squares			Df			mean square		F		sig		
regression	322.202			30			10.74		2.639		0.000		
Residual	496.532			122			4.07						
total	818.734			152									
a. dependent variable: word writing													
b. selecting only cases for which group=2(experimental group)													
predictors: (Constant), activation. F Aram total					activation			Feuerstein total				Klein meaning	
vocabulary opposite total					relation between letter sound and signal								

This table has the significance of the equations of the model that are examined by the equations to be the significance of the equation that contains (activities,) the principles of the general Aram principle, the principles of the Feuerstein in general Klein's meaning and the element of vocabulary of opposites and linguistic knowledge F(30,122) = 10. 740. P< 0.001

Table15.

Table prediction of variables

model	standardized coefficient coefficients B	Coefficients [a],[b] unstandardized coefficients std. error	Beta	T	Sig
constant 1	1.41	5.6		0.252	0.802
sound closing	0.315	0.065	0.492	4.842	0

a. dependent variable: word writing
b. selecting only cases for which group is 2(experimental group)

From the table you see that only the phonological-awareness e closing sound is significant and the truth of his prediction = β 0.492

Demographic variables

Hypothesis 3B is about the demographic variables – they were measured by the Demographic Items questionnaire. These indicators have been tested: Gender, age, average income of parents and a few years of study of children's parents. The demographic variables were not found to be linked to the writing level only in the gender variable found in favor of the girls. The girls of their writing level were higher than the boys.

That means the hypothesis is that gender achievement of children, the hypothesis that girls will succeed in writing words recovered.

Table16.

Connection between the gender of the children and the writing of words by the children

Variable	Word writing
Sex	-0.122*

Discussion

In the first part, findings on the influence of the intervention program for the writing of mediation strategies are discussed.the fifth hypothesis research , we referred to the influence of the intervention program for the use of mediation for writing, the degree of the use of mediation for writing strategies by the students to the group of children of the experimental group who received an intervention program, would be higher than the degree of the children who don't received (control group).There will be a connection between an intervention program and an intermediary for writing.

Hypothesis A. will be found in the degree of use of the learning strategies mediation, according to the principles of the mediation of the Vygotsky; Feuerstein; Klein and the Mediation for writing. The use was higher by the student's mediators who received an intervention program. And found a connection between the intervention program and the mediation for writing strategies.

The findings show that the use of the Learning strategies mediation according to the principles of the mediation; Vygotsky; Feuerstein; Klein by the students' mediators the intervention program raises the use of the mediation for writing. These findings are in line with Elimelech's findings, (Elimelech, 2016; Ravid 2002 ;;Justice & Ezell, 2000;; Aram, Korat, Saiegh-Haddad, Hassunha Arafat, Khoury, & Hija, 2013; Aram & Levin, 2001; Aram, 2002; Bindman, Skibbe, Hindman, Aram, & Morrison, 2014; Levin, Aram, Tolchinsky, & McBride, 2013; Aram, 2002; Aram & Levin, 2001). They found that an intervention program promotes the mediation for writing.

The findings regarding the mediation strategies learning Predicting the achievement of children in relation to the mediation through. Predicting in the hypothesis 2 research was that children's achievement in the field of emergent

literacy, Predicting Will be in a positive manner by the mediation strategies, and that the degree of prediction shall be high in a group of children who receive an intervention program(experimental group) than the group's children of the control group. This hypothesis was tested through a model of learning strategies according to Vygotsky, Feuerstein, Klein, and according to the intervention program. When at first the independent learning strategies was through the Mediation (intervention Program/not program) group type the experimental group or control Group.

The indices of the principles of the mediation of Vygotsky explained the difference in favor of the project intervention program Let's get to know our beautiful language. In the findings of literacy Type of interaction; mental tools; Social interaction; support and scalding.

The indices of principles of Feuerstein mediation explained the difference in favor of the project intervention program Let's get to know our beautiful language. In the findings of literacy: Intent and reciprocity; Extension Meaning; competence; regulation of behavior

The indices of principles mediation Klein explained the difference in favor of the intervention program "Let's get to know our beautiful language". In the findings of literacy: Extension focus; meaning; competence; and regulating behavior. Everything was examined before and after intervention program and after intervention program.

The results of these research correspond to the results of the studies regarding the use of intervention of education that show the positive impact and the intervention for the advancement of Literacy on the acquisition of oral knowledge for children (Keogh & Naylor, 2009; Schmidt, 2002: Tzuriel 2013; Korat Segal Drori Landau 2007; Isman, Tzuriel, 2016).

In the third section, the findings will be discussed regarding the influence of the project intervention program for the achievements in the field of words writing.The findings showed that the intervention program had an effect on the achievements in the field of writing the words from these findings coordinators for the findings of Droit Aram, Adi Elimelech (2016) .

In the fourth part, the findings will be discussed on the variables that predicting children's achievements at the level of writing words.

You can see that there were five steps, and the five models were displayed: the first one that contained only the experimental group contributed 59.8% to the different explanation. The second model that also contained the literacy the phonological awareness element sound closing is explained 64.1% of the variance (that is, the phonological awareness a closing sound was a unique contribution beyond the contribution of the experimental group of about 4.3%). The model which also contained mediation indices learned in the College (Principles of Vygotsky, Feuerstein, Klein) explained 66.6% of the variance (that is, the mediation principles learned in the college by the students and being transferred in activities with the students was a unique contribution to the various explanations, beyond the contribution of the experimental group that received the intervention and the phonological Awareness closing sound 2.5%). The model which also included the mediation for writing Strategies explained 67.3% of the variance (i.e.., the mediation for writing strategic teaching was a unique contribution to the various explanation) beyond the contribution of the experimental group and the phonological Awareness component a closing sound and the principles of mediation learned and transferred by the students working with the children in activities of 0.7%). The model which also contained phonological Awareness Open Sound is explained 67.8 of the variances (that is, the phonological awareness of opening sound was a unique contribution beyond the contribution of

the experimental group and the phonological Awareness component of the closing sound and the principles of mediation learned and transferred by the students working with the children in activities, for the mediation of index writing Strategies of 0.5)

There is a positive connection between mediated learning processes and cognitive variability. In the studies in which the learning strategies were examined, they had to significantly explain the cognitive variability of children and their success in intelligence tests, found that a competence (Klein & Alnoy ,1993) and Regulating behavior (Tzuriel & Eran, 1990; Tzuriel & Weitz, 1998).

They are strategies that have a large contribution to predicting the conventional change capacity. These findings are consistent with the findings of the current research, but the findings these studies that the findings of these studies indicate a positive prediction of the children's achievement through the two-strategies, in the current research , the principles of Vygotsky were 4 strategies, and according to Feuerstein and Klein were 5 indices that predicted.

This research results in several central conclusions about the positive impact of the use of the mediation by project intervention program about the following topics as listed below.

A. Mediation with the use of project intervention program enhances the use of the mediation learning strategies – it was found that when using the activities of the intervention program arises, the frequency of the use of mediated learning strategies in all five mediation indices, according to the three theorists Vygotsky, Feuerstein, Klein. In a situation of mediation in the use of the intervention Program 4 the mediation indices of Vygotsky used, in situation of mediation in the use of the intervention Program 5 indices of Feuerstein and Klein.

B. Mediation with the use project intervention program improves achievements in the field of emergent literacy found that mediation with the intervention program has resulted higher achievements than without a program in all the indices of literacy elements for phonological awareness, vocabulary, contact letter, writing letters.

C. Mediation of the use of learning strategies studied in the college (Vygotsky; Feuerstein; Klein). It is found that using the project intervention program enhances the use of learning strategies studied in the college (Vygotsky; Feuerstein; Klein). It is found that when using the intervention plan activities, the incidence of the use of mediated learning strategies that are taught, are applied more often than strategies not learned. Activities the incidence of the use of mediated learning strategies is taught more than strategies not learned.

D. Mediation in the use of the project intervention program enhances the use of the learning strategies mediation of the Vygotsky; Feuerstein; Klein at the time of mediation for writing. It was found that when used mediation for writing; the frequency of the use of the learning strategies mediation according to Vygotsky, Feuerstein and Klein was increased.

E. Mediation in the use of the project intervention program enhances the use of emergent literacy at the time mediation for writing. It is found that when using the mediation for writing mediation increase the frequency of use emergent literacy.

F. Mediation in the use of the project intervention program improves achievements in the level of writing of the children. It is found that mediation with the project intervention program has resulted in higher achievements than without a program.

Mediation with the project "Let's get to know our beautiful language" intervention program predicts achievements in the field of literacy – in the

analysis in which the independent variable was through the mediation, found that in the group of children who had received the intervention, 4 indices of the mediated learning strategies of Vygotsky predicts the achievements in the field of literacy (type of interaction, social interactions, psychological tools, support and scaffolding).

While Feuerstein was found that the 5 indices of Feuerstein's mediated learning strategies were predicts the achievements in the field of literacy (intention and reciprocity; regulating behavior, competence; extension pending; meaning).

In addition, according to Klein, the 5 indices of Klein's mediated learning strategies predicted achievements in the field of literacy (focusing and regulating behavior, competence; extension; meaning).

G. Mediation with the Project Let's get to know our beautiful language intervention program predicts achievements in the field of writing level of children.

In a regression analysis that was made of five models, the first was the main contributor was the experimental group; the children of the experimental group who received the intervention program contributed almost 60% of the variance. The second model that contained a literacy and phonological awareness closing sound explain 64,1% variance. The third model was indices learning mediation strategies that were learned in the college explain 66,6% of the variance; the fourth model was a mediation for writing the indices of teaching strategies (mediation graphical phoneme) explain 67.3%. The fifth model was phonological awareness open sound explains 67.8%.

In other words, the phonological awareness of opening sound was a unique contribution beyond the contribution of the experimental group and the phonologic awareness component of a closing sound, and the principles of

mediation learned and transferred by the students in working with the children in activities, and for writing strategic indices.

Theoretically, the importance of the current research is in expanding the inclusion of the theory of mediation learning for the use of program intervention in the process mediation, and the repertory enrichment of the field, which has been tested in research regarding the effects of the use of mediated learning strategies on the cognitive transformation capacity.

The current research findings reinforce and add to research findings in the field of mediation learning theory, from them rise the central level of the quality of interaction between the child and the main responsible for the level of cognitive function. In the current research, it has been proven that mediation in combination with an intervention program has to raise the quality of the interaction mediation, thereby increasing the achievement of children in the field of emergent literacy.

In previous studies, in which there was a reference to emotional elements during the mediation interaction, the significant role of emotional factors was proven, as they set the effect of experience in the mediated learning of the development of the cognitive transformation ability. The current research findings are compatible with these findings and contribute to a unique contribution in presenting connections between the uses of an intervention program, which has a reference to the academic achievements of children. Mediation with an intervention program is found that increasing academic achievement, other aspects that reinforce the connection between the mediation and the intervention program and the theory of experience in mediated learning. Rise from the findings on the high frequency of the use of intent and reciprocal – according to Feuerstein; focusing according to Klein; support and the scaffolding according to Vygotsky, and mediation of meaning according Feuerstein and Klein, while in

mediation with intervention program, the high level of these strategies is at the center of the theory of experience in mediated learning.

Another connection that emerges from the high frequency of the use of strategies is in the context of the games. In the field of educational studies, mediation learning has found that in a situation of game, the frequency of mediation principle meaning and intent and reciprocity. Based on this, the teaching interaction is combined with the intervention program integrated an additional quality that emerge from the game context. The significance of these findings is that mediation with an intervention program has implications both for the existence of interaction mediation their and quality.

The current research findings have extensive practical implications in the field of education and teaching. The findings indicate that the use of program intervention as a mediation tool is a creative teaching strategy adapted to early childhood developmental aspects, and which has to raise cognitive achievements, such as the level of writing, integrating an intervention program in the teacher's work in the kindergarten can help in contacting children, encouraging the verbal statements, in reducing stress sensations tension and anxiety and creating a sense of pleasure and play, so it is advisable to integrate an intervention program in the framework of interactions learning, educational, and social interactions in the children's kindergarten

Because of the project "Let's get to know our beautiful language" intervention program mediation tool that increases interest for learning, there is an important implication for integration into specific cognitive and language.

An intervention program for its use is a unique contribution to the language development of children at the age of kindergarten. The integration of an intervention program in the mediation process provided stimulation which brought encouragement of the children's discourse and expand the group`s

discourse dialogue circles, so it is advisable to incorporate intervention programs as a mediation tool into intervention programs to foster verbal communication in kindergarten.

The findings of the research indicate that the use the Project "Let's get to know our beautiful language" intervention program in the mediation interaction raises the quality of the mediation, challenging, increases the motivation for teaching among the student's mediators and contributes to them. The intervention program serves as an additional mediator between the student mediator and the children in the teaching interaction, and therefore can serve as a "change agent" a communication between them. Therefore, it is important to encourage teachers and preschool teachers at preschoolers to use a program intervention Let's get to know our beautiful language is a mediation tool, thereby expanding, empowering, and improving their teaching styles. It is advisable to teach this style work through teacher training and kindergarten at college training teachers, and to provide skills in both the technical field of activating and including intervention Let's get to know our beautiful language, as well as in terms of possible ways and content for the conservation to integrated tool work with the intervention program as tool mediation as part of the "toolbox" of early childhood educators.

In the training of educators to work with the intervention program "Let's get to know our beautiful language" as a mediation tool, it is possible to use this research findings in the regarding the ways of the application of each of the mediated learning strategies by the intervention program. The degree that "exploited" the mediator in the time of mediation through the intervention program of this medium and used this medium at mediation principles various them as immigrants from this research indicate that there was a differential between the various mediation indices in this diagnosis of use versus non-use of the no intervention for mediation.

Research limitations and recommendations for continued studies

As far as we know, there were no empirical studies that are looking at the effect mediation of the material learned in the College at the mediation learning strategies and at the intervention program, and cognitive achievements in the field of emergent literacy. This can be seen in the current research, a pioneer study, a breakthrough, whose aims are beyond the specific questions of research, to develop ideas and hypotheses, and to identify variables affecting the subject of the interrogate and to recommend future studies as described below.

The findings of the study exceed the contribution of the mediation combined with the intervention program for achievements in the field of emergent literacy. It is necessary to continue continuing studies in which the effects of mediation will be examined with an intervention program "Let's get to know our beautiful language" also on other fields and the ideals for the integration of the intervention program for the purpose of developing skills program, qualifications, and knowledge. Through the expansion of the areas on which to be examined by the mediation, with the intervention program will be able to further prove the influence of this mediation on cognitive achievements, qualifications, and skills.

In the current research, an attempt was made to examine the influence of the mediation that is learn at the college for students and a degree of expertise in mediated learning strategies in their work with children through new observational tools, with which they have examined behavioral aspects that indicate the use of the principles of mediation that this tool may contribute to research on the mediation approaches In college, we have to examine its effectiveness and validity in other studies

To examining children's achievements following the intervention program, tests were built to examine the achievements. Each test included three areas from the curriculum in the literacy of Early Childhood (Education Ministry 2006):

Vocabulary, phonological awareness, a sound signal, writing letters, and words. For each subject, a test is constructed. The model on which these tests were built, may contribute to the construction of diagnostic tools, for examining achievements and knowledge in various areas of early childhood.

In the current research, the mediation program is given to children by student mediator, who visits them once a week in kindergarten under the practical work framework. It is advisable to conduct studies in the future where the influence of the mediation will be examined in combination with an intervention plan, when it is given to children by kindergarten teacher - a familiar and close figure.

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