The Reality of Classroom Teaching Practices and their Relationship to the Development of Critical Thinking in Kindergarten

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Abstract

The current study seeks to establish how teachers in the Jubail Governorate of Saudi Arabia promote critical thinking in their kindergarten students using specific classroom teaching tactics. This applies especially to the ongoing investigation. Although preschool is the developmental stage during which a child's personality emerges, little study has been conducted on the development of critical thinking skills in this age range. Current research seeks to address this issue. The study sample consisted of 78 educators from Jubail Kindergarten in Saudi Arabia, accounting for 85% of the original community. The study's descriptive technique was appropriate for reaching its objectives. The researchers employed a questionnaire to assess teaching approaches that encourage pupils to think critically .To accomplish these broadcasting goals, this study used an associated descriptive technique.

Keywords: Classroom Teaching Practices, Critical Thinking, Kindergarten Stage, Motivated Learning Environment, Thinking Skill, Skill Development.

1. Introduction

Creating a classroom environment that fosters greater education for students is one of the most important factors in determining the educational process's effectiveness in meeting its objectives. Teachers play an important part in this process. Teachers must manage and organize classroom conduct (Dilboh, 2002). Numerous educators and scholars of education, including Bruner (1990)

and Ausubel and Robinson (1969), have emphasized teachers' crucial role in the effectiveness of the classroom learning experience. This role is determined by the instructor's charm, determination, extensive topic knowledge, and ability to establish a proper learning atmosphere (Zeitun, 2007). (B. W. and Ying Wong, 2005). Good teaching practices consist of five considerations: conceptual, benefit, and value considerations that inform teachers about the factors to consider when designing and implementing the curriculum which are related to teaching and curriculum and their relationship. He also stressed the importance of a teacher's character in shaping ethical teaching methods, including traits such as humility, integrity, encouragement, open-mindedness, justice, and inventiveness. (Raid (1999)). shows that to effectively teach a class, a teacher must possess a thorough understanding of the curriculum, its philosophy, teaching strategies, students, how to handle them, a deep understanding of the subject matter, methods for evaluating the subject matter, consistency in the content, and learning environments that support students' needs (Reinhartz & Beach, 1997). and highlights this need (Rapti & Sapounidis, 2024).

The significance of a teacher's specific preparation for the first basic stage based on educational competence is determined by the teacher's attainment of the minimal capacity and effectiveness of their expected performance, as well as their ability to keep up with scientific and technological advancements, considering the continuous evaluation of the quality of these competencies to meet the stage's requirements. Information and technology are currently readily available to young students. Therefore, reading, writing, and math should not be the only three subjects covered in modern schools. Today, young people require critical thinking, effective communication, unceasing teamwork, and creativity through invention to fulfill the demands of the modern world and successfully navigate challenges in the workplace (Chumark & Puncreobutr, 2016). Handling challenges and triumphs in professional settings. According to the current study, children's social and cognitive development can be enhanced through critical thinking, communication, cooperation, and language innovation. To help with this, few there instruments (equipment and evaluation tools) are available. Thus, because of the prevalent teaching models that place strong emphasis on the instructor and the dearth of adequate teaching tools, experts suggest that teachers may find it challenging to modify their methods and attitudes to improve the four characteristics of their pupils (Rapti & Sapounidis, 2024).

The significance of critical thinking for kindergarteners lies in their ability to apply emotional intelligence to relate emotions logically, to grow autonomy through increased knowledge, self-awareness, and error-learning, and to learn how to listen to others with an open mind, even when they disagree. Critical thinking also helps children kids practice a variety of other critical thinking abilities, including problem-solving, complex thinking, and creative thinking, as well as debate, dialogue, wider communication, and negotiation. Therefore, the survey of kindergarten teachers' opinions highlights the significance of this study in determining how kindergarten students' systematic and critical thinking skills are aligned.

The primary purpose of this study is to examine The reality of classroom teaching practices and their relationship to the development of critical thinking in kindergarten, Also, it aims to understand the connection between kindergarten students' development of critical thinking skills and classroom instruction methods used by female teachers, Also To determine the extent to

which kindergarten students' critical thinking abilities are developed in the classroom by female teachers Furthermore, the current study attempts to identify the most important teaching practices used by female teachers to encourage critical thinking among kindergarten pupils. This research aims to address this problem by answering the following questions:

1. Is there a connection between kindergarten students' growth in critical thinking and the methods female teachers use in the classroom?

2. To what extent do kindergarten students benefit from female teachers' classroom instruction in terms of the development of critical thinking skills?

3. Are there statistically significant variations in the classroom instruction strategies used by female teachers that encourage critical thinking in kindergarten students?

2. Literature Review:

2.1. Type of Educational Systems

The educational philosophy of traditional teaching practices in the Kingdom of Saudi Arabia is to determine acceptable performance; give learners the necessary knowledge, skills, and attitudes; and accomplish the desired objectives. Consequently, by highlighting that a successful and effective teacher is not only dependent on information, the significance of professional development and the growth of teachers has been adequately acknowledged. Despite the teacher's mastery of the content, many participants found it difficult to understand. (2010) Boe & Hognestad). Teaching skills refer to the observable behaviors that teachers exhibit. A teacher's skills outside of the classroom are twofold: the ability to create lesson plans, come up with teaching strategies, utilize computer records, test records, and calendars; carry out extracurricular activities; and carry out in the classroom the following: the ability to prepare students and get their attention, the ability to conduct studies, the ability to use teaching techniques and methods, the ability to control and manage the classroom; the ability to promote and utilize language appropriate to the child's level based on the time of class; and the ability to distribute activities using voice, actions, and facial expressions that contribute to children's attention and help the learning process. Thus, educators must focus on the quality of teaching approaches that achieve educational objectives. The American Association of Education established the following seven principles for effective teaching methods: Sinbul and Abdelaziz (2002) advocate for student-teacher interaction, student collaboration, active learning, and timely feedback. It considers differences in student learning, establishes high expectations, and provides sufficient time for instruction. Despite efforts and training programs to develop, sustain, and perform the teacher, the teacher continues to practice his profession of education, preservation, and demonstration; this impasse and inability to provide for the Arab teacher is due, among other things, to some teachers' unwillingness to teach because of the rigidity and intensity of the curriculum or the large number of children per class (Alsaleh, 2020).

2.2. Teaching theory and philosophy

Current theories and practices in education, as seen from philosophers' perspectives as Jean-Jacques Russo's idea of the social contract advocate for a return to nature, the exclusion of children, and many activities that take advantage of the child's senses to help the child grow up in a healthy way (Brunt, 2005). Biage's Theory of Cognition: Reviewing the stages at which the evolution of thinking has been explained is necessary to comprehend the nature of thinking development. These phases are - Phase 2:7 years before operation: Pre-conceptual and intuitive thinking are the two subtypes of this phase of cognitive development, which is the outcome of the child's interactions with his or her environment (Chen et al., 2020)

2.3. Critical Thinking

Dewy and Bento,(2009) and Ennis (1992) identify critical thinking as one of America's leaders in problem-solving and decision-making. He characterized it as a reflection related to an individual's ability to act and endure, a careful thought that explores the research and examination of views based on the conclusion., discrimination, comparison, and reasoning to arrive at judgments and trends supported by them. According to the current study, critical thinking is the capacity of children to solve problems, reach conclusions, investigate, and explore in a setting that fosters reflection, lets them express their ideas, and pushes them to use reasoning, analysis, evaluation, conclusion, discrimination, comparison, and reflection in addition to taking into account the opinions of other children kids and providing an indication of what is right or wrong, and critical thinking, which that is important for the development of the child's brain and knowledge development. to get it ready to comprehend how the actual world works to generate creative ideas and become capable of independent thought and opinion formation (Fisher, 2001). (2000, Ross,2000). impartial and unbiased. (Fawaz, Akl, 2002). Teaching children to comprehend, interpret, measure, vary, cause, and exhibit high-thinking skills is crucial to ensuring that they utilize critical thinking in acceptable ways in their daily lives. Childhood is crucial for critical thinking. Several educators have made note of this, including Owen and Li-Chuan (2020), who emphasize the value of critical thinking in fostering children's ability to regulate the neutrality and logic of various issues, as well as the development of knowledge and capacity to deal with obstacles. Elder & Paul (2018). Encouraging critical thinking in children is essential for fostering independence in decision-making, mental openness, flexibility, and objectivity in problem-solving.

2.4. Interpreted theorems for critical thought

The following are some of the hypotheses proposed to explain critical thinking: Bloom Theory (1969, Bloom). And there's a theory of Human thinking is divided into six levels, with critical thinking occupying the fourth, fifth, and sixth knowledge levels. As a result, training in the two primary components of critical thinking skills—analysis and installation—is necessary. Mohammed Salah, (2018). And there's a theory of Gilford's theory views critical thinking as a remedial process found in post-operation units and is related to information or data validation procedures. This highlights the significance of Gilford's theory as a recent advancement in the study of intelligence and our comprehension of its nature. According to Jean-Biagio, cognitive

development is an evolutionary process that results from a child's maturity and capacity to comprehend, examine, and eventually resolve environmental challenges. (2000, Ross).

2.5. Global Examples of Numerous Arab and international studies have addressed learning theories, classroom instruction, and so on. This was performed (Rabbi, 2019). research that sought to categorize teaching methods based on learning theories. In total, 350 teachers were included in this study. The findings demonstrate that humanistic theory serves as a stronger foundation for teachers' pedagogical activities than other theories do. Mohamed et al. (2022) investigated kindergarteners' critical thinking. The research engaged in the development of critical thinking skills in kindergarten children to advance children's intellectual knowledge and capacities through the creation of a set of health concepts in children using a thinking-zog technique. The findings of the study indicate that, to the pilot group's advantage, there is a statistically significant difference between the averages of the children in the pilot group and the children in the police group. Mohamed, et al. 2022) sought to create an electronic curriculum for kindergarten students to enhance their critical thinking ability. The study sample consisted of 50 kindergarten level II (5–6 years) pupils, split into two groups, one consisting of a female officer and the other of a pilot, and employed a program (made by the researchers) to gauge the kindergarteners' critical thinking abilities. The study's findings showed that for the children in the pilot group, there was a statistically significant difference in average grades between those in the trained and pilot groups when using the Child Critical Thinking Ability Scale. Additionally, a study was conducted (Naseem, et al., 2021) to create electronic software based on problem-solving techniques to instill some critical thinking abilities in kindergarten students. There were sixty girls and children in the sample study, ages four and five., To teach kindergarten students certain critical thinking skills, the researcher employed the general mental capacity exam "Otis-Lenon," the video critical thinking gauge, and a problem-solving program based on the method. According to the research findings, there were statistically significant differences between the trained and pilot groups' averages in telemetry on the scale of photographed people's critical thinking abilities. Additionally, there were statistically significant differences between the pilot group's averages in tribal and remote measurements, favoring telemetry on the scale of photographed people's critical thinking abilities. Considering current trends, (Ahmed,2023) aims to determine the efficacy of a problem-solving strategy program to improve critical thinking abilities in kindergarten students in Jordan. A critical-thinking scale was one of the research instruments, and the sample size was 30 children, split into two trial groups: a commanding group of 15 children, and one group of 15 children each. The study's findings indicated a statistically significant difference between the pilot group's averages and those of the group using the remote application of the critical reflection measure at the level of 0.005 as well as a statistically significant difference between the pilot group's averages in the tribal and remote applications of the critical dimensional application scale. This study focused on an educational program's efficacy in helping kindergarten instructors build critical thinking skills. Twenty female kindergarten teachers, aged between 35 and 40, were split into two pilot groups, and one female officer of ten teachers made up the research sample. To prepare, the researcher employed a critical thinking scale. The average grades of the pilot groups and officers for the pilot group differed significantly. A course on scientific concepts was prepared using rapid learning, testing scientific concepts, and testing critical thinking in response to a study (Azri, 2017) to determine

the efficacy of the use of rapid learning in the development of scientific concepts and critical thinking in kindergarten children. The study used a semi-experimental curriculum with two control groups, consisting of 34 kindergarten students who were taught and used the method. The experimental group consisted of 34 kindergarten students who were taught and used rapid learning. The findings demonstrated the efficacy of rapid learning in helping kindergarten students develop scientific concepts and critical thinking skills. From the perspective of educational supervisors, (Suleeman, et al., 2017) aimed to determine the degree to which classroom teachers (1–10) applied innovative thinking techniques. 47 innovative thinking talents were identified, dispersed in four dimensions: schizophrenia, flexibility, genuineness, and problem sensitivity, using a study sample of 88 supervisors and supervisors. According to the educational supervisors, the results demonstrated that teachers used innovative thinking skills at a moderate level. Additionally, there were no statistically significant differences in the use of these skills by teachers based on gender or specialization. The researcher highlighted the significance of providing educators with training in the application of creative thinking techniques. After going over earlier research, we discovered that a study has concentrated on the educational backgrounds and teaching methods of instructors in a variety of fields, including the studies of Mohamed et al. (2022). Naseem et al. (2021). Ahmed, Hanan, et al., (2023). But there hasn't been much interest in kindergartens among scientists, so we attempted to fill this research gap and connect it to kindergarten students' critical thinking, which has been covered in studies such as Azri, Rashid (2017), Khalifa, Iman (2021), and Rabbi and Abdow (2019). The results of these studies have demonstrated the importance of critical thinking exercises and instruction., the variables, were however not connected to the understanding of the connection between kindergarten students' critical thinking growth and classroom teaching methods.

3. Methodology

3.1. Study Design.

This study was conducted using a Quantitative Descriptive Approach to systematically collect and analyze quantifiable data and describe the phenomenon being studied. This approach aims to provide a clear and concise representation of the subject under investigation, without necessarily attempting to establish causal relationships or make predictions. In quantitative descriptive research, researchers typically use structured instruments such as questionnaires, or structured observations to gather data from a representative sample of the population. This type of research helps understand the characteristics, behaviors, attitudes, or opinions of a population, which can inform decision-making and policy development of the topic being studied (Sidel, Bleibaum & Tao, 2018).

3.2. Setting and Participants.

A total of teachers responded was 67. As seven of the responses were incomplete, the research sample consisted of 60 participants. The sample distribution of kindergartens in the Jubail region is shown in (Table 1).

Table 1 shows the sample distribution of kindergartens in the Jubail region.

Kindergarten	Place	N	Kindergarten	Place	N
Al-Rawda	Royal Authority	6	Paradise Kindergarten	Paradise neighborhood.	3
Kindergarten Al-Bikerya	Bikerya	1	Manama Kindergarten	Manama neighborhood	2
Al-should	Al-should neighborhood	2	Lavender kindergarten	lavender neighborhood.	4
Blue Kindergarten	Al-houlat	2	Beach kindergarten	beach neighborhood.	3
Kindergarten Galmodeh	Jalmodeh	1	Al-Quds kindergarten	Al-Quds neighborhood	5
Rawda Al-Ala	Al-Ala.	8	Darin's kindergarten	Darin's neighborhood.	2
Kindergarten Al- Fahyhaa	Al-Fahyhaa	3	The Taef Kindergarten	the neighborhood of hawala.	2
Al-Rawda	Al-far doth	2	Al-Farouk kindergarten 1	al-Farouk neighbourhood	2
Rawda al-Ahsa	Al-Ahsan	2	Palm kindergarten	palm neighborhood.	5
Fifteenth Kindergarten	neighborhood15 .th.	1	Good kindergarten	good neighborhood.	1
Riyadh Kinder	Al-fanart	1	The sixth kindergarten	the neighborhood of hawala.	2

3.4. Data Collection.

Data were collected using A questionnaire of 44 paragraphs distributed in two dimensions; the first dimension is classroom teaching practices of female teachers, 13 paragraphs; the second dimension is the critical thinking skills of children in kindergarten, including 31 paragraphs. (Table 2) shows the distribution of resolution paragraphs by axle and paragraph numbers per axis.

N	Organs or interlocutors	Number of paragraphs	Number of paragraphs or phrases
1	First dimension: classroom teaching practices for female teachers	13	Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13
2	Second dimension: critical thinking skills of children in kindergarten	31	Q22, Q14, Q15, Q16, Q17, Q18, Q19, Q20, Q21 Q23, Q24, Q25, Q26, Q27, Q28, Q29, Q30, Q31, Q32, Q33 Q34, Q35, Q36, Q37, Q38, Q39, Q40, Q42, Q43, Q44 Q41
	Total	44	

The answers to the questionnaire items were corrected as follows:
- Strongly applicable (2.61 to 3.40).

- applicable to a certain extent (1.81 to 2.60).

- Not applicable (1 to 1.80).

The prima facie truth (judgment of arbitrators):

Through the above, the identification has been presented to 10 arbitrators with experience and competence in the field of kindergartens to ascertain the appropriateness of the identification of the subject matter.. Table (3) sets out amendments to the search engine by arbitrators

Modify some words within the paragraph. (21-24-31) From the questionnaire in his initial form.	Amendment of the wording of paragraph 3.5.9.12.13.14.16.18.30	Delete paragraph (21-24-31) From the questionnaire in his initial form.

3.5. Validity and Reliability:

The Psychometric validation of the questionnaires in the current study were taken into account for validity and reliability.

First: Validity

Validity refers to the degree to which a study accurately measures or reflects the concept it claims to measure. It assesses whether a research instrument is measuring what it is intended to measure and whether the results obtained from it are meaningful and applicable to the research question. Validity was tested by calculating the Pearson correlation coefficient between:

• The score of each item with the total score of the dimension it belong to.

• The score of each dimension of the scale with the total score of the scale.

Table 2. Pearson Coefficient Values Between Each item and The Dimension to which the Questionnaire Belongs (N = 60) [**Significant coefficients at the 0.01 level]

First dimension: classroom teaching practices for female teachers								
Paragraph or question		correlation coefficient	Paragraph or question		correlation coefficient	Paragraph or question		correlation coefficient
A1	Q1	.648**	A7	Q7	.819**	A13	Q13	.806**
A2	Q2	.815**	A8	Q8	.881**			
A3	Q3	.655**	A9	Q9	.873**			
A4	Q4	.617**	A10	Q10	.725**			
A5	Q5	.565**	A11	Q11	.830**			
A6	Q6	.855**	A12	Q12	.885**			
Second dimension: critical thinking skills of children in kindergarten								
Paragraph or question		correlation coefficient	Paragraph or question		correlation coefficient	Paragraph or question		correlation coefficient
B1	Q14	.366*	B11	Q24	.626**	B21	Q34	.940**
B2	Q15	.520**	B12	Q25	.807**	B22	Q35	.417*
B3	Q16	.760**	B13	Q26	.968**	B23	Q36	.917**
B4	Q17	.918**	B14	Q27	.957**	B24	Q37	.960**
B5	Q18	.876**	B15	Q28	.865**	B25	Q38	.911**
B6	Q19	.628**	B16	Q29	.897**	B26	Q39	.912**
B7	Q20	.619**	B17	Q30	.871**	B27	Q40	.919**
B8	Q21	.811**	B18	Q31	.955**	B28	Q41	.934**
B9	Q22	.696**	B19	Q32	.891**	B29	Q42	.997**
B10	Q23	.910**	B20	Q33	.921**	B30	Q43	.954**
-	-	-	-	-	-	B31	Q44	.961**

The correlation coefficient values for the paragraphs are positive and morally significant at an indication level (0.01-0.05), with the correlation coefficient values for the first dimension (classical teaching practices of female teachers) ranging from 0.885-0.565 to the second dimension critical thinking skills of kindergarten children ranging from 0.997-0.366. Table (5)

displays the Spearman correlation coefficient for each axis and the total degree of resolution. [**Significant coefficients at the 0.01 level]

General identification dimensions or axes	Axis Binding Coefficient	Interpretation of degree of association
First dimension: classroom teaching practices for female teachers	.856**	Very strong at an indicative level(0.01)
Second dimension: critical thinking skills of children in kindergarten	.876**	Very strong at an indicative level(0.01)

The accompanying table reveals that the axial correlation coefficient values for the scale dimensions range from 0.876 to 0.856, and these values are very closely related at a sign level (0.01), resulting in a high validation coefficient commensurate with the tool's purpose.

Second:Reliability

Reliability refers to the consistency, stability, or repeatability of research findings or measurement outcomes. In other words, it's the extent to which a particular method or instrument produces the same results when applied repeatedly under the same conditions. To calculate the reliability of the questionnaire related to the Three-Semester System and its relation to the child's achievement motivation in the first three primary grades, the researcher employed the Split-half reliability and Cronbach's alpha coefficient. Table (6) presents the results.

General dimensions and identification axes	Number of phrases	Cronbach's Alpha	Split-Half Coefficient
First dimension: Teaching practices for female teachers that develop critical thinking in kindergarten children	18	0.968	0.948
The second dimension is the strategies applied by female teachers to develop critical thinking skills for children in kindergarten.	15	0.950	0.936
Total or general persistence factor for all dimensions of resolution	33	0.947	0.943

From Table (6), it is evident that the reliability coefficients of the total score and all dimensions of the questionnaire exhibit very good reliability coefficients. The reliability coefficients (0.947), as well as the half-segment (Split-Half), was (0.943) and were considered high and consistent with the objectives of the research application, and the resolution ratios ranged from (0.968-0.950) to (0.948-0.936).

3.6. Ethical Considerations.

The study ensured that privacy and confidentiality procedures were upheld throughout the process of gathering, analyzing, and presenting the research findings. An ethics approval was obtained for this study from the IAU Institutional Review Board (Approval Number: IRB: 2024-28-360).

4. Findings and Discussion

We will discuss a detailed overview of the outcomes and analysis of the information, the extraction of the evidence gathered in light of the research questions, and the statistical methodologies that were used to answer each question.

Question one: Is there a link between female teachers' classroom methods and the development of critical thinking in kindergarten?

To verify this question, the calculation average was used to compare the average responses to the two variables and the Pearson connecting factor to create the relationship between them, as shown in Table No. (7) Pearson's correlation coefficient to measure the relationship between the classroom teaching practices of female teachers and the development of critical thinking in kindergarten children. [**Significant coefficients at the 0.01 level]

Relationship between study variables	N	Mean	R	sig level	Interpretation of the relationship of association
First dimension: Teaching practices for female teachers that develop critical thinking in kindergarten children	118	4.213	.653**	0.000	Existence Strong expulsion relationship Statistically significant between the two variables
Second dimension: Strategies applied by female teachers to develop children's critical thinking skills in kindergarten	118	4.439			

Table 7 shows that the correlation between female teachers' use of classroom teaching practices and the development of critical thinking among kindergarten children is 0.653, indicating a positive, strong, and statistically significant excretive correlation at the 0.001 level. The first question, therefore, is whether there is a strong, statistically significant correlation between the classroom teaching practices of female teachers and the development of critical thinking among children in kindergarten at a significance level (0.05), which is supported by teaching practices that help to develop critical thinking skills among children in kindergarten. This finding is congruent with the findings of [38], which stated that there is a significant association between instructional approaches and strategies adopted.

Question two:

What is the level of classroom teaching practices for female teachers that contribute to developing critical thinking skills in kindergarten children?

To answer that question, the mathematical averages and standard deviations of the instructor responses were calculated using the resolution hubs, the axes were sorted downward according to their mathematical average, and the axes' overall average was calculated and displayed in the table. (8) Computational averages and standard deviations in classroom teaching approaches that help kindergarten students acquire critical thinking skills.

Rank	Teaching Strategies	Mean	standard deviation	Level
1	investigation	4.98	0.67	very significant
2	dialogue and discussion	4.38	0.53	very significant
3	problem-solving	4,27	0.61	very significant
4	brainstorming	4.22	0.44	Significant
5	Learning to explore	3.19	0.32	Significant
	overall average	4.67	0.48	very significant

The accompanying table shows that estimations of classroom teaching tactics employed by female kindergarten teachers contribute to the development of critical thinking among kindergarten children at very high levels and to a high degree of a mathematical average of 4.56-3.19. The survey strategy was ranked first, with an average of 4.98 and a standard deviation of 0.67. This contradicts the conclusions of a study (Aziri, 2022) [45], in which the dialogue and discussion technique emerged first. This finding could be attributed to the Kingdom's implementation of the new national survey-based strategy. The discourse and discussion technique is followed by a very big second level with an average of 4.38 and a standard deviation of 0.53. The problem-solving approach produced a relatively large third level, with an average (4.27) and a standard deviation (0.61). The method for the mental storm resulted in a significant fourth level with an average of 4.22 and a standard deviation of 0.44. (0.32). Question 3: Are there statistically significant differences between female teachers in terms of classroom teaching strategies that encourage critical thinking in kindergarten students? To answer this question, mathematical averages, standard deviations, and T values were calculated to determine the difference between the averages of classroom teaching approaches that enhance critical thinking skills in kindergarten students, as shown in the table. (9)

First dimension: Teaching practices for female teachers that develop critical thinking in kindergarten children									
	Paragraph or phrase	N	Mean	Relative %Average	standard error	T	statistical significance	rank	general tendency
q1	Plan and respond to opportunities for children's abilities	118	4.415	88.31	0.058	24.35	0.000	13	Strongly applicable
q2	Systematically record and maintain children's records	118	4.500	90.00	0.053	28.04	0.000	6	Strongly applicable
q3	Analyze children's feedback to help you in your dialogue with the family on behalf of the children	118	4.610	92.20	0.053	30.66	0.000	2	Strongly applicable
q4	You have a deep understanding of the educational content, including the principles and theories behind the concepts that children explore.	118	4.564	91.28	0.051	30.90	0.000	3	Strongly applicable
q5	Use children's play and problem-solving to broaden their knowledge by proposing alternative methods and asking thoughtful guidance .questions	118	4.653	93.05	0.047	35.01	0.000	1	Strongly applicable
q6	Use language-based strategies to accompany activities for children to expand	118	4.441	88.81	0.053	27.08	0.000	7	Strongly applicable

	their vocabulary, their ability to solve problems, and express their thoughts and risks								
q7	You engage in professional discussion with colleagues to exchange and refine professional practices and competence	118	4.359	87.18	0.059	23.11	0.000	8	Strongly applicable
q8	You have opportunities to take training courses to refine your skills in using strategies that develop your child's critical thinking skills	118	4.427	88.55	0.056	25.47	0.000	9	Strongly applicable
q9	Excite the child's motivation to improve his thoughts	118	4.441	88.81	0.056	25.79	0.000	10	Strongly applicable
q10	Using the child's previous information in ideas to make the idea or solution more sophisticated, clear, useful, and acceptable than others	118	4.552	91.03	0.052	29.59	0.000	4	Strongly applicable
q11	Ensure that the aims of each unit are achieved by constructive testing and identifying strengths and weaknesses in each unit's learning, and then giving the child feedback from learning if he or she masters this unit he or she moves to the unit that follows	118	4.373	87.46	0.061	22.46	0.000	12	Strongly applicable
q12	You have a relationship with the child based on mutual .respect	118	4.436	88.72	0.052	27.59	0.000	11	Strongly applicable
q13	You deal with the child based on your belief in the child's ability to participate positively.	118	4.390	87.80	0.056	24.60	0.000	5	Applicable
The general orientation of all paragraphs		118	4.461	89.22	0.046	32.03	0.000		Strongly applicable

Table 9 shows that the mathematical average of the first-dimension paragraphs (teaching practices of teachers that develop critical thinking in kindergarten children) ranged from 4,339-

4.653, with very high responses to the average ranging from application to applicability of all paragraphs in all dimensions. All T values were statistically significant at levels lower than (0.05-0.01), indicating significant moral differences. This means greater than average teacher reactions to the implementation of classroom teaching strategies that enhance critical thinking abilities for kindergarten students, as demonstrated by research such as [39], [40], [41], and [42].

Discussion

The results of the current investigation were as follows:

The presence of a strong, statistically significant correlation between female teachers' classroom teaching practices and the development of critical thinking among kindergarten children at a significant level (0,05) encourages the use of teaching practices that aid in the development of critical thinking skills among kindergarten students. This finding is similar with research [38], [45], which found a big and significant link between instructional approaches and strategies adopted. The strategies that contribute to the development of critical thinking in kindergarten children are extensive and high, with a mathematical average of 4.56-3.19. The survey technique came in first with an average of 4.98 and a standard deviation (0.67). This contradicts the outcomes of the study [45], [39], and [43], in which the dialogue and discussion technique emerged first. This could be attributable to the Kingdom's implementation of the new national survey-based strategy. There are moral disparities with statistical significance. This suggests that instructors have an above-average response to the deployment of classroom teaching strategies that build critical thinking skills in kindergarten children, as demonstrated by research [38], [39], and [40].

5. Recommendations

1. Training courses for female teachers to develop their capacities to use different programs and strategies to develop critical thinking skills in early childhood children.
2. To raise awareness among female teachers of the importance of using modern programs and methods that stimulate and stimulate critical thinking in early childhood children.
3. Raising awareness through the visual and audio media of the importance of using diverse programs to develop critical thinking among kindergarten children
4. Physical and moral encouragement of female teachers to use programs and strategies in the development of critical thinking in kindergarten children.

Policy adjustment: Consider revising teaching strategies that develop critical thinking in kindergarten based on comments from female teachers .

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