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## ISLAMIC STORY METHOD IN CHILDHOOD COGNITIVE DEVELOPMENT

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**Abstract.** *The objectives of this study are: 1) to describe the implementation of the Islamic story method in early childhood cognitive development in Mardi Peni 2 Karanganyar Kindergarten, Demak Regency. 2) describe the results of the implementation of the Islamic story method in early childhood cognitive development at Mardi Peni 2 Karanganyar Kindergarten, Demak Regency. This research is a qualitative descriptive study. Collecting data using observation, interviews, and documentation. This study uses inductive data analysis. The data analysis process in this study took several stages, namely: data collection, codification, and categorization. The results showed that the application of the Islamic storytelling method to develop children's cognitive was done by preparing teaching materials and telling stories to students with teacher improvisation so that learning became interesting and students felt happy listening to stories. Islamic stories that are often read to students are stories of the prophet, the struggles of Muslims, and advice in the Qur'an. The results of the implementation of the Islamic storytelling method are very helpful for students' cognitive development, starting from the sensory-motor stage, pre-operational stage, and concrete operational stage.*

**Keywords:** *Islamic, stories, cognitive, early childhood, development.*

**Main provisions of the article.** Research objectives. The purpose of this study was: to describe the implementation of the Islamic story method in early childhood learning at the Mardi Peni 2 Kindergarten, Karanganyar, Demak Regency. The results of this study are expected to provide knowledge to teachers about the story method as a learning method and appropriate learning media for students.

**Introduction.** The storytelling method is one method that is often used in early childhood learning in Kindergarten. Storytelling as a method can invite students' attention to education according to the theme of learning, and if the content of the story is related to the world of students' lives in Kindergarten, students can easily understand the content of the story, and students will listen to it attentively, and make it easier for students can capture the content of the story [1]; [2].

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Watt [3] explains that the storytelling method is a method that has an appeal to touch children's feelings. Meanwhile, Islam has also explained human nature to like stories where it has a big influence on feelings. Therefore, storytelling is used as an educational technique. Storytelling activities should be sought to be an experience for Kindergarten students that is unique and interesting and thrills students' feelings so that it becomes a motivation for students to follow the story to the end.

The story or story method is education by reading a story that contains good lessons. With this method, students can listen to the stories told by the teacher, then take lessons from the stories [4]. The teaching method in Kindergarten by telling stories is by telling the life events of past human history which involve obedience and evil in life against God's commands and prohibitions brought by prophets or apostles. This technique is very effective, especially for the learning of children at an early age in Kindergarten who are still in the development of fantasy, by listening to a story, the sensitivity of the soul and feelings of students can be moved, imitating good figures that are useful for the development of their lives. So by providing stimulation to students to do good and form noble character [5]. As in Halim's research [6] which shows that the Islamic story method can improve student achievement.

The purpose of the learning activity program for early childhood is to help lay the foundation for the development of attitudes, knowledge, skills and creativity needed by early childhood in adapting to their environment and for their growth and development. Childhood is a sensitive period to receive various kinds of stimuli from the environment to support development that determines the success of students following education in the future [3]. This is reinforced by the results of research by Piek et al. [7] which shows that some children who experience problems with their motor skills will also have an impact on their social and emotional aspects, therefore the teacher's role is very important in overseeing the development of children at an early age which includes social, emotional and cognitive. In addition, research by Noll et al. [8] and Jeong & Kim [9] shows the important role of teachers in schools and parents at home to maximize child development. So controlling the development of children is the task of teachers and parents.

Activities in Kindergarten are clearly very different from learning activities in elementary schools. Because activities in Kindergarten are carried out by playing, in accordance with the Kindergarten principle, namely "Playing While Learning and Learning While Playing". Playing can improve reasoning and understand the existence of the environment, form imagination, follow imagination, follow rules, order and discipline. In playing activities, children use all their five senses [10].

Admittedly or not, basically every human being has potential or talent. It's just that in the course of their lives there are those who get the opportunity to develop their creative talent potential, there are also those who lose their creative talents because they don't get the opportunity or don't find an environment that facilitates the development of that potential. It is very unfortunate if the talent for creativity disappears in humans. Therefore, storytelling activities in Kindergarten are one way to get children excited about learning in Kindergarten, because storytelling activities can develop aspects of children's development, namely cognitive, language, creativity, psychosocial, identifying, predicting, experimenting aspects, and conduct evaluations [11]. Children want to understand everything that is seen, heard, smelled, felt, or touched, about how it happened, where everything came from or what happens when something is held, dissolved, slammed, and so on. To get information and experiences, Kindergarten children have a strong urge to explore and research their environment. By moving and playing something, children will gain experience. Children also have a strong urge to test and



try their abilities and skills on something. This trying activity not only provides fun for children but also provides a better experience of the properties of an object.

Development in the cognitive aspect, the competencies expected in children are children who are able and have the ability to think logically, think critically, can give reasons, are able to focus on solving problems at hand. A person's cognitive potential is reflected in his ability to complete tasks involving understanding and reasoning. Human cognitive potential as a basic cognitive activity, especially a good understanding of language and motor skills. Cognitive development in Kindergarten children according to Inhelde & Piaget [11] is at the pre-operational stage which has its own characteristics compared to the way children think before the age of 2 years and after 7 years [13]. Likewise with the social development of children according to Sigmund Freud's personality theory which is related to the fulfillment of biological needs, as well as motor development according to what children do at an early age [14]; [15].

As happened in the Mardi Peni 2 Kindergarten, Karanganyar, Demak Regency, the number of students in group B, totaling 38 children, consisted of 16 girls and 22 boys with a socio-economic background of parents who were 65% less able so that learning facilities at home also inadequate. At this time group B is experiencing cognitive decline, this can be seen from when the child has not been able to retell what has just been seen, heard, touched, felt after the learning takes place, especially during the Covid-19 pandemic condition like this which requires distance learning. This is the responsibility of even homework for both teachers and parents. In addition, children cannot express their own ideas if they are not assisted by the teacher, so children are still dependent on the teacher.

This is reinforced by the results of an interview with one of the Mardi Peni 2 Kindergarten teachers who teach in group B, that so far no teacher has paid attention to the level of students' cognitive development, because the teacher is also burdened with class administration work after teaching. So that teachers forget to pay attention to the extent of cognitive development of their students (interview, 7 November 2020).

The problems mentioned above are caused by several factors, including learning media that are less attractive, learning that only focuses on reading and arithmetic and the use of static methods, so that children are bored and less able to come up with creative ideas. Therefore, researchers want to conduct further research related to the cognitive development of students in Kindergarten through storytelling methods whose content is different, namely Islamic content which contains noble religious values and role models so that it can stimulate children's cognitive to do good and have a good character. role model [16].

Researchers feel the need to do this research because of previous studies such as Halim [6] about the Islamic story method in improving student achievement; and research by Noll et al. [8] and Piek et al. [7] which show that child development is also an important role of teachers and parents in terms of social, emotional and cognitive. From several previous studies that have been there, none has implicitly explained the Islamic story method for children's cognitive development, therefore this research is different from previous studies.

**Conceptual framework.** Telling story is a technique for telling stories to children. Storytelling is a good way for parents to communicate story messages that contain elements of ethics, morals, and religious values. Besides being useful for the development of children's personality, morals and morals, storytelling can also be useful for improving children's language development. From an early age, children gain various insights into stories that enrich and improve cognitive abilities, memory, intelligence, imagination and language creativity [17]. Story telling is a good method of education. Stories are generally liked by the human soul. It



also has the amazing effect of being able to attract listeners and make a person remember the events in a story quickly. Stories are not only shown for entertainment, but lessons, advice, and wisdom must be taken in them. Stories can have a great influence on students' minds and emotions.

From a psychological point of view, the story method implies reinforcement for someone to stand the test in the struggle against evil. Stories in the Qur'an have values or lessons that can be applied in the world of education. In the world of education, stories can be used as a form of learning method. For example, telling or telling the prophets in preaching to uphold the truth. Storytelling can also eliminate children's boredom in participating in classroom learning [18]. Currently, many students are fragile souls. Even though all the facilities are fulfilled, the nutrition is adequate, and the brain is capable, they do not have the confidence and great interest in achieving their goals. This is due to the lack of a touch of stories that inspire them to strive for success. This inspiring story has not been widely introduced by parents and teachers. As a result, they become more accustomed to listening and reading stories that contain a lot of violence and romance.

Tell stories with convincing appreciation and expressions so that students enjoy listening to them, are curious about the story, and are moved to imitate the story. If every teacher is able to give inspirational stories to their students, surely they will have a positive mentality and outlook on life. They will be a reliable next generation. Unfortunately, not many teachers have good storytelling skills, either because of limited sources of stories, experience, or abilities [19]. Thus it can be concluded that the Islamic story method is a value-oriented learning method. By presenting stories of angels, prophets, and selected humans, students can finally take the messages contained in them by interpreting the values in the contents of these stories, so students are expected to have intellectual sensitivity as well as emotional sensitivity that can be applied to themselves and themselves. Social.

The benefits of the Islamic story method contain educational values in every story or story. First, it fosters a brave soul in students. Second, stories or stories can develop a critical mindset. When children are heard reading stories or stories that are very interesting, they often ask spontaneously. Third, stories or stories can be a medium for forming children's characters. The same story or story, even though it is repeated, is not boring for children [20]. With the Islamic story method is expected to be able to develop cognitive early childhood in school. However, it is also necessary to know the factors that influence children's cognitive development so that learning methods can be used appropriately. First, the heredity factor, that is, since in the womb the child has had traits that determine his intellectual work power [10]. Based on several studies, it is shown that the role of heredity factors on the cognitive development or intelligence of a person is mainly due to the existence of a series of relationships between family ties to the size of IQ. As the results of research from Fathurrohman [21] that generally individuals who have family relationships tend to have relatively the same or similar IQ. Besides being influenced by heredity and environmental factors, cognitive level or intelligence level is also influenced by age, gender, race, culture, and nutritional intake [10]. As research by Noll et al. [8] and Jeong & Kim [9] shows the importance of the role of teachers in schools and parents at home to maximize child development, especially children aged 4-6 years who are easily formed. According to the surrounding environment.

### **Methodology**

**Research design.** This study uses qualitative research. It is intended to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people



individually and in groups. This research has two main objectives, namely the first to describe and reveal and the second to describe and explain [22].

**Respondents of the study.** Sources of data using primary data which includes interviews with the class teacher of Kindergarten Mardi Peni 2 Karanganyar. While the secondary data sources in this study are written materials or library materials, namely books, archives, articles, scientific journals, and scientific publications that discuss issues relevant to this research. Data collection techniques with observation, interviews and documentation. This study uses inductive data analysis. The inductive method was chosen because it allows researchers to identify various realities in the field, makes interactions between researchers and respondents more explicit, visible and easy to do and identifies aspects that influence each other.

**Findings and Discussion.** Mardi Peni 2 Kindergarten was established in 1978. The school was founded by Dharma Wisata Desa, so the ownership status is privately owned. The address is Jatirejo Village, Karanganyar District, Demak Regency. The number of students at the Mardi Peni 2 Kindergarten in the 2020/2021 school year was recorded as 45 children in group B with a number of groups 2. As for the teachers, there were 4 people and all students and teachers were Muslim. The practice of applying the Islamic storytelling method in developing cognitive, students not only receive knowledge transfer cognitively, but also affectively, students are directed to the delivery of messages of religious teachings about etiquette, manners to parents, to teachers and also to students. Peers. So that students are able to think about their behavior so far, whether it is right or wrong. With children being trained to evaluate themselves is a form of cognitive training for children.

Teacher learning activities can use the storytelling method that can be used in a variety of ways that are adapted to situations and conditions. To help the learning process in developing children's cognitive starting from directing their behavior to good deeds and understanding wrong behavior, getting students to understand the family environment (parents, grandparents, siblings and other family members). The school environment and at the same time the environment of their peers who are new to him and will be known when they mingle and participate in the learning process at school together. The school environment he has just entered has consequences for him to obey the rules that are applied and have mandatory laws with the provision that if these rules are violated they will get sanctions, reprimands and even punishments so that they try to be good students by obeying the rules laid down. Enforced in the school and obey the teacher's orders, which in the end molds the students into good children, moral students, and their cognitive development according to their age through the Islamic storytelling method.

There is a change in being able to see and perceive objects in the surrounding environment (sensory motor stage)

In the author's observation, after learning with the storytelling method was applied to students there was a significant change. This is because they have begun to be enthusiastic about the learning process at school, at home when they watch TV shows, parents have assisted in choosing TV shows that are suitable for children's age to watch.

From this expression, it can be understood that students have unstable behavior due to curiosity about what they see in their surrounding environment, because they are still at the stage of observing objects with their five senses, thus making students want to try to do what they see. Although the resulting impact is not good for students. However, with assistance and guidance from both teachers and parents, the learning process can run as expected.



**Figure 1.** Learning Activities with the Islamic Story Method

Students are able to express reasons and express ideas (pre-operational stage). Mardi Peni 2 Kindergarten students with various backgrounds and heterogeneity of family life, especially their geographical location including the position of the area bordering the Demak and Kudus districts can be seen in the daily lives of students.

In obeying the rules in class such as having to follow the learning process diligently and patiently, not being allowed to play in class, not being allowed to go home prematurely, having the courage to go to school alone, not waiting for parents, not crying in school, by applying the Islamic storytelling method, it has a great impact. Positive where the things mentioned above have been able to be applied by students properly and correctly. Students begin to be able and brave to express their opinions in class when learning, students also have the courage to give reasons for the activities they participate in and are able to convey their ideas related to learning and school regulations. Where according to Khadijah [10] the stage of children's cognitive development in the pre-operational stage is that individuals are able to express reasons in expressing ideas.

From the description above, it shows that the active role of parents is really expected in fostering and directing the cognitive, mental and behavioral development of students, considering that the time allocation in school is only around 3 hours, the rest is the role of parents. Therefore, parents are expected with all their heart and all their abilities to participate in guiding their children to become better individuals.

Changes in student behavior and understanding the surrounding environment (concrete operational stage)

At the kindergarten school level, students are able to have the development of a social soul like what most people experience at a young age, which is a good change. In the learning process at Mardi Peni 2 Kindergarten, most of the students are able to adapt to the norms of moral groups, and traditions, especially ethical and moral issues because their mental personality has begun to increase with the Islamic storytelling method applied to Kindergarten number 2 Mardi Peni students.

From the above expression it can be understood that the cognitive development of children is also influenced by the development of the social soul of students and it is also influenced by the participation of parents and the surrounding environment to guide them in recognizing various social aspects, both at school, at home, or in the environment that surrounds them. Social development of students. In other words, children's cognitive development greatly affects children's social interactions with parents, teachers, and peers. This can be developed gradually and shows a fairly good development with the learning of the Islamic story



method. The learning process for Kindergarten number 2 Mardi Peni is also provided with props and other tools. Among the props provided are books of prophet stories equipped with 3-dimensional pictures, dolls, blackboards, markers and so on, all of which are used according to their function. With the availability of these tools students become happy in listening to learning and make it easier for teachers to deliver subject matter.

As for the types of subject matter delivered at Mardi Peni Kindergarten in children's cognitive development. The development of transformation capabilities includes; introduce school rules, good and bad deeds.

Revesibility capability development includes; with a picture the child is invited to find a way out of a road that has many twists and turns.

Development of classification ability includes; After listening to the story, children are invited to classify based on type, shape, color, size, etc., there are three classification abilities, namely single, double and plural classification. Single, for example, based on only one aspect, such as color. Dual has two aspects, such as color and shape, while plural has many aspects, such as color, shape and basic materials. The important thing from this exercise is the ability to think logically.

Development of asymmetrical abilities, including children being able to sort out differences between friends, there are friends who are brown, some are white so that children are able to understand differences so they don't harass or mock each other.

Development of basic skills, including language skills, thinking power, skills and body. With cognitive development, children are also directed at fostering behavior, discipline, regulating feelings or emotions and socializing skills. The implementation of education through the Islamic storytelling method at Kindergarten number 2 Mardi Peni is one of the learning methods carried out to increase student interest in learning because at a young age, students still like to play, therefore it is not just learning that is carried out but also working on the subject matter. Already stated in the curriculum supported by the creativity of the teacher providing improvisation in developing the imagination of students in accordance with the condition of the child himself.

In general, the method used in Kindergarten number 2 Mardi Peni is also by giving affectionate attention in implementing the storytelling method. This touch method is very popular with early age students because it fits their world, moreover it is supported by the creativity of the teachers. With the Islamic storytelling method, the teacher can provide advice, guidance and appeal, so it is hoped that it can leave an imprint on students and can be used as a guide in behavior. The teachers at Kindergarten number 2 Mardi Peni in telling stories also took picture story books, magazines or those from the experience and observations of the teacher by paying attention to the condition of the students. The purpose of the Islamic storytelling idea itself is in the form of a story script to develop children's cognitive, so that students are able to improve their attitudes and do not feel advised and prohibited by the teacher.

Kindergarten children in this case at the kindergarten level are very interested in short stories that tell about ancient events, the miracles of the prophet so that students feel happy and stories become closer to their lives. This is very helpful for children's cognitive development, because at this age there is a tendency to imitate and demonstrate what they see. Every story that is told, heard, seen and read, by children should have pedagogical qualities and values, so that they do not find bad examples in these stories. In the activities of the learning process the most important and the main thing depends on the role of a teacher in expressing the story. The teachers at Kindergarten number 2 Mardi Peni were given the opportunity to express stories according to field conditions as long as they did not deviate from the pedagogical aspects and principles of the learning process at Kindergarten number 2 Mardi Peni. In gen-



eral, students at Kindergarten number 2 Mardi Peni are very happy and enthusiastic about listening to stories. When a teacher will present a story, the students orderly and enthusiastically listen to what the teacher tells. However, to be accepted or not the story by a student depends on the role of the teacher in expressing the story.

Teachers at Kindergarten number 2 Mardi Peni are given the freedom to express stories according to field conditions as long as they do not deviate from the pedagogical aspects and principles of teaching and learning at Kindergarten number 2 Mardi Peni. In implementing learning through the Islamic storytelling method, the authors also found children's responses to the implementation of learning through the Islamic storytelling method. To find out the child's response, the writer made direct observations of students during the implementation of the storytelling method and gave direct questions to the teacher on the sidelines of the students being out playing.

From the field results, it is known that some teachers often use teaching aids in conveying learning, and some teachers sometimes use teaching aids in telling stories. The teacher in telling the story also first prepares the material to be given to students, and chooses a good story theme. In addition, the teachers said that most of the students were interested in learning Islamic stories conveyed by the teacher.

Teachers in learning Islamic stories mostly prefer to tell stories in class, but there are also teachers who use the school yard, such as on the terrace or under trees around the school area for learning to tell stories because they are looking for a different atmosphere and more integrated with the beauty of nature. And in terms of the use of time in teaching storytelling, some teachers spend approximately 35-45 minutes. With the location and duration of learning time that makes students comfortable in listening to stories, it creates a passion for learning in students so that both directly and indirectly make children's cognitive development, with a stimulus in the form of information that can be obtained, children are able to think more and logically. This is reinforced by the students being able to answer the questions given by the teacher when the story learning is complete. Most of the students were able to answer the questions given by the teacher. Of course, this cannot be separated from the role of the teacher who tries to encourage and live the story so that students are also able to understand the messages conveyed in the story for everyday life.

Khadijah [10] states that there are several factors that influence cognitive development in early childhood, namely heredity, environment, age and gender. The heredity factor is that since in the womb the child has had traits that determine his intellectual work power [10]. Based on several studies, it is shown that the role of heredity factors on the cognitive development or intelligence of a person is mainly due to the existence of a series of relationships between family ties to the size of IQ. As the results of research from Fathurrohman [21] that generally individuals who have family relationships tend to have relatively the same or similar IQ. Thus, potentially the child has brought the possibility, whether it will become the ability to think at the level of normal, above normal or below normal. But this potential will not be able to develop optimally without an environment that can provide opportunities for growth.

This is in accordance with the research results of Khoiruzzadi et al. [13] that teachers in schools also have a major role in helping to optimize children's cognitive, social and motoric development. And the learning methods used by teachers in developing cognitive also vary, such as singing, habituation, exemplary, advice and storytelling. In addition, environmental factors are also factors that affect the cognitive development of children. A person's cognitive level or intelligence is largely determined by the experience and knowledge he gains from the





environment. The environment in this case is both the family environment and the school environment [10].

According to the research results of Nur, Hafina, & Rusmana [23] in an effort to develop all the potential of children, good handling is needed from various components, including from teachers who design the learning process and the environment. Byrne & Shufelt [24] reveal that environmental factors have the greatest influence in changing the behavior of each child. This means that the school environment is a very important part of educating and developing children's potential. The results of the initial research study conducted by Hidayat & Nur [25], Nur, Mulyana & Perdana [26] mention that the learning process carried out in Kindergarten has not run optimally in developing children's potential. The causes include the lack of understanding of teachers in the selection and application of varied learning methods and the diverse characteristics of students. Therefore, one of the varied learning methods used by the Kindergarten number 2 Mardi Peni according to the informants is to use the Islamic story method and the results are able to help children's cognitive development.

Furthermore, according to informants that age also affects children's cognitive development because the level of intellectual maturity of students is also very dependent on age, the older the child, the more mature his thinking. As stated by Khadijah [10] that age, gender and even nutritional intake also affect children's cognitive development. This is like the research of Purnamasari & Nurhayati [27] that age also contributes to children's cognitive development, besides gender also affects children's intelligence and all the factors that influence cognitive development from heredity, environment and age will run optimally if parents and schools also help develop, explore children's abilities and understand the environment as shown in the research results [28, 29].

Based on several factors that influence the cognitive development of early childhood, the informants who are also teachers in kindergarten, in terms of developing students' cognitive by considering these factors first, and learning that is developed to optimize students' cognitive abilities. Students are through the Islamic story method, because by telling stories about the stories of the prophet, the struggle of the prophet, the miracles of the prophet, students are also able to think about their parents where the child is a descendant, students are able to understand the home and school environment, so they can think there is people who are good and do bad, there are friends who are naughty and good, with children thinking critically it is one form of cognitive development of children. Especially if it is supported by the increasing maturity of the child through the increasing age of the child.

**Conclusions and Recommendations.** The Islamic storytelling method is carried out as one of the learning methods in Mardi Peni II Kindergarten to develop students' cognitive with stages starting from the teaching materials prepared in the lesson plan, then delivered to students with the improvisational power of the teacher so that learning becomes interesting and students feel happy listening to stories. The efforts made by the teacher in providing learning through the Islamic storytelling method by starting to familiarize students with good and commendable things, and trying to get used to the habituation of commendable behavior as well. Islamic stories that are often read to students are stories of the prophet, the struggles of Muslims, and advice in the Qur'an. The teacher uses storybook media, as well as picture cards.

The results of the implementation of the Islamic storytelling method are very helpful for students' cognitive development, taking into account the factors that influence children's cognitive development, namely heredity, environment, age and gender. So with the Islamic storytelling method, both teachers and parents of students play a role in optimizing students' cognitive development. So, cognitive development is not only driven by heredity, environment,



age or gender, but also the important role of teachers in innovating in conducting learning to their students.

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## МЕТОД ИСЛАМСКОЙ ИСТОРИИ В КОГНИТИВНОМ РАЗВИТИИ ДЕТЕЙ

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**Аннотация.** Целями данного исследования являются: 1) описать применение метода исламской истории в когнитивном развитии детей раннего возраста в детском саду; 2) описать результаты применения метода исламской сказки в когнитивном развитии детей раннего возраста в детском саду. Это исследование является качественным описательным исследованием. Сбор данных с использованием наблюдения, интервью и документации. В этом исследовании используется индуктивный анализ данных. Процесс анализа данных в этом исследовании проходил в несколько этапов, а именно: сбор данных, кодификация и категоризация. Результаты показали, что применение исламского метода рассказывания историй для развития познавательных способностей детей осуществлялось путем подготовки учебных материалов и рассказывания историй учащимся с импровизацией учителя, чтобы обучение стало интересным, и учащиеся чувствовали себя счастливыми, слушая истории. Исламские истории, которые часто читают студентам, — это рассказы о пророке, борьбе мусульман и советы из Корана. Результаты применения метода исламского повествования очень полезны для когнитивного развития учащихся, начиная с сенсомоторной стадии, предоперационной стадии и конкретно-операциональной стадии.

**Ключевые слова:** исламский, рассказы, познание, раннее детство, развитие.

## БАЛАЛАРДЫҢ ТАНЫМДЫҚ ДАМУЫНДАҒЫ ИСЛАМ ТАРИХЫ ӘДІСІ

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**Түйін.** Бұл зерттеудің мақсаттары: 1) ерте жастағы балалардың когнитивті дамуында исламдық хикая әдісінің жүзеге асырылуын сипаттау; 2) ерте жастағы балалардың танымдық дамуында исламдық хикая әдісін енгізу нәтижелерін сипаттау. Бұл зерттеу сапалы сипаттамалық зерттеу болып табылады, себебі бақылау, сұхбат алу және құжаттаманы қолдану арқылы мәліметтер жиналды. Сонымен қатар, бұл зерттеу индуктивті деректерді талдауды пайдаланады. Бұл зерттеудегі деректерді талдау процесі деректерді жинау, кодификациялау және санаттау сынды бірнеше кезеңнен өтті. Нәтижелер балалардың танымдық қабілетін дамыту үшін исламдық ертегі айту әдісін қолдану, негізінен оқу материалдарын дайындау және оқушыларға



мұғалімнің импровизациясы арқылы әңгімелеу арқылы жүзеге асырылды. Осы арқылы оқу қызықты болды және білімалушылар ертегі тыңдаған кезде өздерін бақытты сезінді. Білім алушыларға жиі оқылатын исламдық қиссалар – пайғамбар қиссалары, мұсылмандардың күресі, Құрандағы кеңестер. Балалардың танымдық дамуы үшін исламдық әңгіме әдісін жүзеге асырудың нәтижелері өте пайдалы екендігін көрсетті.

**Түйін сөздер:** Ислам, хикаялары, танымдылық, ерте балалық шақ, даму.

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