

# DEVELOPING SOCIAL AND EMOTIONAL COMPETENCIES FOR KINDERGARTEN CHILDREN AS WAS COVERED BY PRACTICUM PROGRAM FOR STUDENTS IN KINDERGARTEN DEPARTMENT AT KING SAUD UNIVERSITY

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***ABSTRACT\_** This study aims to investigate the extent to which the practicum program in kindergarten department in King Saud University, covers the development of student teachers' competencies in developing social and emotional competencies of kindergarten children, according to number of variables (level of practicum 1 / 2), student teachers' status (regular / transferred), the functional level of supervisor (Lecturer/Teaching Assistant/collaborator). These competencies of student teachers were measured by conducting a social and emotional scale that was prepared by the researcher. The study sample consists of 225 student teachers, in the last year of the kindergarten department program, who have attended the practicum program. The result revealed that there were no significant differences in the competencies of the student teachers in the overall mean score of the scale. The results also, indicated that there were no significant differences in the student teachers' competencies according to the level of practicum (1,2) and the functional level of supervisor. The only statistically significant differences among student teachers' competencies in developing social and emotional competencies of kindergarten children were found according to student teacher status (in favor of regular student teachers) regarding self-awareness, social awareness and social skills dimensions. Based on these findings the researcher recommends that the practicum program in kindergarten department in King Saud University should be modified, to include activities that encourage Interaction among children with student teachers and children with each other in classroom settings.*

***KEYWORDS:** Student Teachers' Competencies, Student Teacher, Emotional and Social Competencies Kindergarten Children, Practicum Program.*