

Accommodate studying of the content aims curriculum for the preschool course, in Iran, New Jersey state America Mexico and improvement offers for contents aims progress of the preschool course in Iran.

Rezvan shirmohammady¹

Mohammad hossein alikhani²

Abstract

School is the main road, which enter children to the social, from limit environment family. It is hopeful home for all mothers, and fathers and making the main body for a good and fresh health of lively society. Foundation of knowledge, skills and theories are forming from preschool courses, and the importance and their necessity have accepted by particular and general people. This research has compared and studied the content of preschool curriculum, in Iran, New Jersey and Mexico. Method of investigation is library. Descriptive and analysis. It has been used the tools of books, collection, information, documents and internet, general aims of preschool have studied, due To (guidance of preschool curriculum, research organization, teaching program, program office, and compilation of book school,2010). On the strength of standard, states of America, in the preschool content field, it has been paid attention to the investigation and explanation of preschool content programs (New Jersey teaching state department and preschool learning 2014). The statute wish has offered by federal you emend, evaluated in the health and training part, in Mexico city. Results showed that, in the content aims preschool, the above country. Has been the same as (recognizing aims, behaviors aims, sentiment aims, and social aims).But preference of the aims. Have been differed needs with respect to acquisitive kind of culture, social necessity and some parts have more arms and leaves. Finally, the advantage and dis advantage of curriculum have considerate in above country, and offered improvements for contentment aims progressive for Iran preschool content.

Key words: Preschool, curriculum content, Iran, New Jersey State, Mexico.

¹- Faculty of Humanities, Nonprofit Amin University, Foolad shahr, Iran.
r.sh1385@yahoo.com

²Associate professor.Department of Curriculum development, Meymeh Branch, Islamic Azad University, Meymeh, Iran.

Introduction:

First years of child life, are sensitive, because the measure of the growth, has more speed, in this time, with respect to other years (kowl³,2011). Education organization provided affective experiences for mental growth, language, physical body. Society and sensitive growth, to children. Therefore, if this kind of programs have been organized effectively, the sensitive and body growth of the child will go ahead and continue in the perfect way. Or even they will reform. As well as the character foundation of individual, will complete in the child course, character, so the special note for training child in this course is one of the subjects , that training a teaching thinkers, have more a tension. Understanding will be achieve throve playing, in the first years of the childhood, therefore experience achieve process, will occurs naturally for child. Childs will learn the scientific understanding from environment phenomenon examination. The process of child training is based on the providing opportunity achieve knowledge, in formation, thinking skill. Anxiety question and the performance of easy research and in florescence of natural ability.In this course. Trainer should plane, conduct, and supervise process in which it is possible for new trainer can archive knowledge and skill personality. Training programs, in this course, should be so that contain necessary sensitive to give the child's needs and activity should pluralism and based on their inters , need and ability.

Preschool education has been founded by Frederick Frobel⁴, a preschool teacher in 1838A.D. He founded the first children's garden in a small town in Germany, and this was the basis for the preschool course. Later, great scientists like Montessori, have been working in this field. In Iran, the founder of preschool education and the first kindergarten was the garden. He founded the second preschool in 1303(H.H) in Tabriz city and in 1307 in Shiraz city.

³kowl
⁴Frobel

As a result of studies related to the period of pre-school shows that education during the preschool for the overall growth and overall child including the development of its physical, mental, emotional and social skills is very important(Mofidi⁵2004, Zarin⁶, 2001, Kaufman⁷ 1997, Hazden⁸, 2001) and can influence the social, perceptual, educational, and behavioral behaviors of children (Martinez⁹, 2006; Fallah¹⁰, 1997).

Problem statement

Since the beginning of human creation, man has always been regarded as a creature of Ashraf and a divine caliph, and among all the creatures in need of education. But there are potentials of this kind of capital, which never exist, and they will never flourish in their own right, and only in the light of education, whose vast inner resources come from power to action and can be exploited. As Kant says, mankind was the only person to be educated, and mankind is nothing but education. Human education is complex and time-consuming, which requires cooperation between different institutions and individuals and the coordination of all relevant activities. Certainly, the first condition is the coordination of activities, unity, purpose and destination.

Looking at education with an extreme emphasis on learning from the type of memory and transferring knowledge, not achieving goals, suggests that it is not expected to achieve goals and change the desired individual and group behaviors.

Looking at the history of advanced industrial and industrial countries, we find that these countries have fulfilled their high goals with a thorough prospect and a great deal of material and spiritual investment in the education of their country. Research has shown that America and Mexico have been very successful in educating their people.

In light of the above, the present study examines the content objectives of pre-primary curriculum in Iran, New Jersey and Mexico, and how the nations and

⁵Mofidi

⁶Zarin

⁷Kaufman

⁸Hazden

⁹Martinez

¹⁰Zarin

governments in different countries are looking into the education process. And what methods have been taken and what the results of their actions can be, can contain useful and very valuable points.

Necessity doing research

One of the most important issues in the philosophy of education, one of the factors that almost always play a decisive role in the quality of education, is the educational goal or goal. That is, the set of cognitive, psychological, emotional and emotional changes that are being made in the learners, or the desired state of affairs that we expect to achieve at the end of the period of education, in a student or student. Hence, comparative education studies help planners, designers and managers of the education system solve the difficulties that they face, provides a genuine and profound understanding of the state of the education system, and emphasizes national understanding and Internationally, it adds to the comprehensiveness of educational programs, the quality of solutions to existing difficulties increases the ability to use the experiences of others, reduces the likelihood of repeating past mistakes, and educators involved. Breeding with comprehensive insight, accurate knowledge, logical and cognitive program, and increasing ability to cope with difficulties. (Education prepares (Sarkararany¹¹, 2007).

The purpose of the research

Comparative study of the content objectives of pre-school curriculum in Iran, New Jersey, USA and Mexico, and the presentation of strategies for the advancement of content objectives in pre-school period in Iran.

Research method

The present research is a library, descriptive, and analytical. The study seeks to assess the content objectives of pre-school curricula in Iran, New Jersey and Mexico, based on library information. The tool for collecting information is books, documents, documents and the Internet.

Definition of Adaptive Education:

Edmund King¹²definition: Adaptive education refers to knowledge that identifies, analyzes and compares the similarities and differences of educational

¹¹Sarkararany

¹²King

phenomena within an educational system or between educational systems of different countries of the world with respect to social and religious factors. Economic and political influence in their emergence. (Aghazadeh¹³, 1999).

Definition of pre-primary course:

Pre-primary education is education that is given to children aged 2 to 5 or 6 years or older, depending on the education laws of each country. Since pre-primary education is the most important part of the circles of the formal education system of each country, this period of education has become a priority (Mofidi, 2005.p7).

Pre-primary course in Iran

According to the Code of Preschool, the Supreme Council for Education and Culture was approved, and in 1967, preschool education actually became a general system. Preschool education prepares children for the elementary school and is a transitional phase and, if this step is not passed, the child is not able to comply with the school regulations. In general, preschool education is very necessary because the areas of primary education are formed in this period. Pre-primary education is one of the subsets of the education system in each country, and elementary and preschool education is part of its sub-systems.

General Objectives of Preschool in Iran

The objectives of this course, according to the constitution of the preschool period, approved by the sixty-ninth session of the Supreme Council of Education dated 7/28/2003, are as follows.

| Definition | Content area |
|---|--------------------|
| Develop mental and mental capabilities, coordinate and develop children's motor skills. | Cognitive / Motion |
| Help children grow emotionally, increase their sense of self-esteem, understand environmental conditions and enhance their understanding of beauty. | Emotional |
| Provide a passion for happiness and participation in group activities. | social |
| Creating desirable individual and social behaviors in children according to their age. | Behavioral |
| Strengthening the interest in religious, ethical and national values. | Motivational |

¹³Aghazadeh

Principles Governing the Education of Preschool in Iran:

The following principles are considered in the programs and activities of the preschool period:

- 1-Observe individual differences and attention to the cultural and native conditions of children
- 2 -Attention to the characteristics of the stages of development and development of children's senses
- 3-Prioritize the game and uplift activities and avoid abstract training and memory circuitry
- 4-Coordination and alignment with the objectives of the elementary school.

Also, in the curriculum of preschool education, the following points should be noted:

- 1 .Coordination of preschool curricula with the goals of elementary education
- 2 .Curriculum coordination with children's age attributes: their abilities, needs and interests
- 3 .Attention to culture and indigenous and local values
- 4 .The focus of the curriculum, rather than emphasis on content, should emphasize student activity, which includes games, storytelling, poetry, crafting, scientific activities (observation, discussion, scientific research, performance Experiment) Creative show and painting
- 5.Interconnected curriculum means a synthesis curriculum rather than an emphasis on separate disciplines
- 6 .The expected curriculum of the curriculum is created indirectly through the implementation of activities. The core of the work flow is focused on the activities of the novices. These activities are organized in such a way that they can obtain the necessary information and skills in a variety of fields, such as math, science, and more.
- 7 .Paying attention to the provision of educational packages or, in other words, paying attention to the provision of various resources, such as the guide's guidebook, necessary equipment, worksheets, etc.

8 .The curriculum design is emphasized on design, timing and order, but this principle is flexible against the needs of children (pre-school curriculum guidance, research organization and educational programming, planning and compilation of textbooks, 2010).

1 .Establishing an appropriate setting for the development of all aspects of children, including emotional, moral, spiritual, social and physical aspects of children.

2 .Developing children's perceptions and attitudes toward events in the living environment and social environment and the flowering of children's talents in different dimensions.

3 .Develop children's abilities in expressing thoughts and emotions by using life skills, arts, verbal, play, poetry and play.

4 .Establish a base for the implementation of policies and plans for the development and development of children in the country. Based on the national document on the growth and development of child development programs in pre-primary settings. (The National Integrated Development Strategy for Children is a document on the integrated development of children developed in cooperation with the Ministry of Health and Medical Education and the Ministry of Education and the Welfare Organization).

5. Promoting ethical alertness and paying attention to religious and national values.

6 .Educate social concepts such as co-op, friendship, forgiveness, cooperation, the values of life and education.Life skills through indirect education and acquisition of diverse experiences.

7.Helping parents care, maintain and educate children and establish effective bilateral communication between children and parents.

8. Preparing children to enter the official education system of the country (the establishment and dissolution of kindergartens).

Pre-school curriculum review in Iran:

Shariatmadari¹⁴ (1996) states that when we consider learning as the only means of acquiring information, then the educational goals in each field will be to accumulate and fill the mind with information and reserves. The fact that our schools are in the way of thinking, habits, desires and The basic knowledge of students does not affect the fact that we think that someone who has kept things learned, so our purpose is to teach history, social studies, religious education, etc., only filling the minds of students from the contents. It relates to each of these issues (Shariatmadari, 1995).

Preschool in New Jersey

The preschool course in America includes kindergarten for children from 2 to 5 years old and kindergarten for 4 to 6 years old who are classes or separately, or are included in the primary school. Coaches are often graduated from a college or teacher education department.

Subject-oriented curriculum

In recent years, most curriculum experts in the United States have relied on three or four sources of information for decision-making in the curriculum: child, community, learning processes and subjects such as mathematics, English, science and social studies as the main topics of the program. A lesson. The subject area of the curriculum is determined by the curriculum of schools since the beginning of formal education in the United States. Today, the subject-based curriculum remains the usual form of curriculum design in most US state and local schools.

In the United States, national councils such as the National Council of Science and Mathematics (ANCM) and the National Council of Mathematical Teachers (NSAS) prepare courses or frameworks that are approved by the Ministry of Education and Education is provided to everyone. Therefore, publishers and authors, according to these standards or syllabuses, compile textbooks. At the same time, several leading publishers may publish several textbooks that state teachers can use from existing books the general standards for the content area of the United States are summarized in the table below.

¹⁴Shariatmadari

Pre-school teaching and learning standards are presented in the following areas: (New Jersey Department of Education, Preschool Education and Teaching Standards, 2014).

| standards | Content area |
|---|---|
| <ul style="list-style-type: none"> -Children show confidence. -Children show self-direction. -Children recognize and express their emotions. -Children show positive interactions with other children and adults. -Children show social behaviors (behaviors appropriate to the social group, as they all benefit from these behaviors) | Emotional-social development |
| <ul style="list-style-type: none"> -Children express themselves through the valuation of creative musical movements. -Express your children through music valuation. -Children express their children through role play and storytelling. -Express your children through visual arts valuation. | Visual and visual arts |
| <ul style="list-style-type: none"> -Children develop self-help skills and personal hygiene. -Children develop the knowledge and skills necessary for the right food choices. -Children grow their awareness of the potential environmental hazards. -Children increase their competence and self confidence in activities that require individual skills they give. | Physical education, safety and health |
| <ul style="list-style-type: none"> -Children show numbers and numbers. -The children show the initial understanding of operations with numbers. -Children begin to conceptualize measurable characteristics of objects and how they measure them. Children develop their sense of space and geometry. | Mathematics |
| <ul style="list-style-type: none"> Children develop research skills. Children see and study matter and energy. -Children watch and investigate living things. Children watch and explore the Earth. - Children gain experience in the use of technology. | Science |
| <ul style="list-style-type: none"> -Children recognize their unique qualities, family and others. -Children become members of the class community. -Children show knowledge of the neighborhood and society. -Children show awareness of cultures within the classroom and society. | Social studies and life and family skills |
| <ul style="list-style-type: none"> -Children learn that people use different languages to communicate. | Languages of the world |

| | |
|---|------------|
| <ul style="list-style-type: none">-Children do simple movements on the screen.-Children use electronic equipment independently.-Children start using electronic tools for communication.-Children use technology vocabulary. | Technology |
|---|------------|

Pre-school Preschool Survey in New Jersey

According to the table above, the children's emotional and social growth occurs as a result of interactions with others and in close relation to the cognitive and physical areas. The relationship between adults and children in the preschool environment has a powerful impact on their emotional and social development. Teaching social studies, family and life skills in the preschool begins with an effort to make children aware of themselves and their place in the family, and proceeding to the understanding of larger social systems: from family to classroom and school community, neighborhood and then Nation and world. Pre-school trainer provides a range of real-life activities to help children explore and discover the similarities and differences between individuals, communities and cultures. He is also contributing to helping to build a child-friendly cultural foundation in children. Social studies, families, and life skills are integrated throughout the day-to-day preschool program, and the teacher creates a dynamic community with respect for individual differences in the preschool center.

And finally, safety education, physical education and health, in the preschool, strengthen children's feelings and support their independence. Physical growth affects how the child interacts with the physical environment. Therefore, the physical environment of the preschool must be designed in such a way as to provide maximum opportunities for the development of individual skills and safety awareness of each child. The trainer should design a range of real experiences inside and outside the classroom, tailored to the children, to help grow each child.

Preschool in Mexico

The importance of investing in the advancement of children in the first years of life has been substantially raised. It is estimated that more than 200 million children under the age of five living in developing countries will not be able to maximize their potential for poverty due to their poor health and nutrition status. These children are likely to have a low-performing school and limited

economic opportunities in adulthood, and permanent poverty and social inequality will have serious implications for the growth and development of these countries (Walker¹⁵, 2007).

In Mexico, as in other countries, significant changes have taken place, including redefining the role of schools in support of family care centers and health centers, given the greater responsibility for children's development and well-being. An extremely important aspect unfortunately forgotten about the evaluation is the quality of the content of the curriculum (Mir¹⁶ et al., 2013).

The curriculum content and the program proposed by the US Development Bank and implemented in pre-primary schools in Mexico (Harry et al., 2013).

Childhood development skills in the physical/motor domain

| Definition | Skill |
|---|------------------------|
| The development of physical fitness (endurance and strength) and behaviors (interest and participation) that contribute to physical fitness | Physical skills |
| Physical competencies and skills to help themselves to carry out individual and collective activities and routines. It includes habits of personal care and hygiene, such as washing hands and brushing teeth | Functional performance |
| Fine, gross, oral and sensory skills | Motor skills |
| Healthy nutrition habits through the identification, enjoyment and consumption of nutritious foods. In addition, it creates conditions for children to understand the importance of eating nutritious foods | Nutrition |

Childhood development skills in the social/emotional domain

| Definition | Skill |
|--|----------------------|
| The disposition to initiate and maintain learning activities with peers and adults. It includes requesting assistance to caregivers when it seems necessary | Cooperative learning |
| The belief on one's own ability and capacity to accomplish a task | Self-efficacy |
| The understanding of self-characteristics, such as name, age, sex, preference for objects and/or activities. It includes the concept of himself as a member of a family, a community and a particular cultural group | Self-concept |

¹⁵Walker

¹⁶Mir

| | |
|--|---|
| The ability to understand the surrounding world, including the concern for and action on behalf of environment and the preservation of natural resources | Environmental awareness |
| The ability to recognize, show interest, and understand the feelings and needs of peers and adults, and express affection and concern for them and bring them comfort | Empathy |
| Openness and curiosity for new tasks and challenges | Exploration and experimentation behaviors |
| Continuous interest in an activity in spite of the difficulties. It implies the desire and the ability to complete the learning activity or task, as well as to overcome frustration | Initiative, persistence and attention |
| The ability to relate to self-cultural expressions and establish equitable relationships with other community members | Interculturalism |
| The ability to use innovation and imagination as an approach to learning | Invention and imagination |
| The ability to enjoy and participate in individual or collective leisure activities | Play |
| The interest to be included and the skills to take part in activities that promote their belonging to a particular group | Participation |
| The ability to regulate and express their emotions appropriately (verbal and nonverbal communication of their attitudes and feelings) | Emotion regulation |
| The development of behaviors and attitudes that indicate the connection/relationship with adults | Relationship with adults |
| The social skills needed to cooperate with their partners along with the ability to form and maintain reciprocal friendships | Relationship with peers |
| The ability to reach agreements with their counterparts through dialogue | Problem solving |

Childhood development skills in the language domain

| Definition | Skill |
|---|------------------------------------|
| The ability to communicate thoughts, feelings or needs in a language different from the mother tongue | Communication in a second language |
| Understanding of basic literacy-related contents | Comprehension |
| The ability to communicate thoughts, feelings or needs through gestures and body language | Nonverbal communication |
| The ability to follow oral instructions | Listening |
| The ability to recognize the letters of the alphabet | Alphabetical awareness |
| The ability to read from left to right, hold the book and turn the pages correctly | Use of books |

| | |
|--|---|
| The ability to recognize his written name at the time he is aware of the connection between the text and the oral narration and text symbols | Use of images |
| The interest in literature. It also includes to remember and tell family stories | Use of literature |
| The ability to listen to songs, rhyming words and stories | Creative uses of nonlinguistic activities |
| The exploration and use of materials and techniques for the production of visual representations and objects that allow the expression of ideas and feelings. It includes enjoying his own artistic productions and those of others | Creative expression (nonlinguistic) |
| The ability to discriminate and identify sounds and formulate words | Phonological awareness |
| The ability to communicate verbally. It focuses on the mechanics of the language and not on what it is communicated | Speech |
| The exploration and expression of ideas and feelings through their voice, body movements (sense of rhythm) and the use of musical instruments | Music |
| The ability to ask questions and seek answers through active exploration | Ask questions |
| The ability to produce scribbles that respond to a given order | Writing process |
| The ability to understand a story sequence (beginning, middle and end) and retell it taking into account that the narrated events are the result of other actions. It includes the ability to identify the characteristics of a tale | Narrative sequence |
| The ability to make use of language as an effective communication tool. It involves the use the language with a purpose, starting conversations with peers and adults, recognizing the differences between formal and non-formal communication environments, managing turn-taking and using different communication strategies when communication is not effective | Social use of language |
| The ability to use or explore technology | Technology |
| The ability to understand the meaning of the words and identify objects through verbal and nonverbal languages. It includes the use of concepts such as high-low, large-small, mixed | Vocabulary and meaning of concepts |

Childhood development skills in the cognitive domain

| Definition | Skill |
|---|-------------------------------|
| The ability to be conscious of himself, his family and their community. To be aware of the environment and nature | Social awareness |
| The knowledge of established rules that are accepted as a guide for social conduct, in addition to the conventions which operate in the learning space | Social conventions |
| The knowledge constructed in the mind of the individual that allows him to establish resemblances, differences, and associations between objects, events or persons | Logical thinking |
| The knowledge of real objects learned by observation and experience with the physical world that surrounds him. The ability to think on things that are not present | Representational thought |
| The ability to learn from past experiences and the use of this knowledge in new situations, to generate ideas and/or suggestions and make predictions | Reflection and interpretation |
| The ability to develop habits that allow them to take care of their health and personal safety | Safety |

Pre-Element Pre-Mexico Pre-Study

All of the programs listed are within the framework of educational goals and are very useful and practical, but none of them focuses precisely on parenting practices. Sufficient support from the family with the desired psychological and social factors at an early age is very significant. And creating new curricula with a focus on parenting practices can be a constructive proposition. Although satisfactory, a balanced context and specific conditions must first be taken into consideration for students. Oliver and Scansion suggested that the initial learning programs should be in line with the growth of students and the social responses that they are affected and the teacher who trains them (Oliver, 2006). Accordingly, the context of curriculum planning should be based on the conditions of student demographics and growth. In 2014, Rizoli¹⁷ and colleagues reported that 298,448 children under age 5 in Mexico were evaluated by the CDE test. Of these children, 79.9% showed normal and normal growth, and 14.9% had relative progression and 4.2% of delayed growth (Rizoli et al., 2003). In the first year of focus on motor and physical activity, the second year

¹⁷Rizoli

focuses on language and during the third and fourth years of focus on the cognitive domain.

In the area of language, it is noteworthy that the vast majority of curriculum concentrate on the main topics, such as lectures, but do not actually focus on the indicators of comprehension and dissemination (verbal communication of vocabulary and acceptance). It is well-known that the problems of language interpretation and interpretation will affect the educational process in the following years, and in general, other cognitive skills such as memory functions in adulthood.

There is no content that contributes to the development of children from the embryonic period. Embryo is one of the most sensitive periods of childhood development. It has been argued that various maladaptive conditions such as mothers' depression, mothers' malnutrition, intrauterine growth restriction, and ... can directly affect postpartum growth. The goals for addressing the child's development must be comprehensive and comprehensible in all aspects, and it is suggested that, for future curriculum purposes, it is suggested that activities be developed to promote several skills at the same time.

Discussion and conclusion:

Targeted pre-primary education programs will provide an active and penetrating experience for the development of the child's intellectual, linguistic, physical and social abilities, and will be able to compensate for the deprivation caused by deficiencies in the home environment and will be useful in fostering their full potential; Section Most of these capabilities depend on how to achieve the desired quality of the training programs designed for this era. Therefore, the development of standards for preschool education and conscious education through the use of appropriate curricula based on the developmental stages of the child, teacher training and assistance in their professional development is necessary.

This study reviewed the pre-school curriculum in Iran, New Jersey and Mexico. In Iran, the objectives are fairly in line with the framework and standards, but in some areas, the use of technology has been underestimated. In the state of New Jersey, the objectives are clearly expressed and in Mexico according to the state statute The federal strengths have been expressed and revealed, although the contents of the syllabus are satisfactory before the primary school, but it should be noted that the pre-school years, even the fetal and maternal nutrition and

health, and the ... Creating new curricula focused on parenting practices. This is indicative of the extent to which officials are paying attention to the importance of education.

With regard to the above, we can draw the following figure for the most important pre-primary content objectives in Iran, New Jersey and Mexico.



In each of the three countries, the objectives and skills are highlighted as a framework for the content objectives of preschool curricula.

Finally, the effectiveness of education in the presence of children at these centers will increase. Therefore, one of the indicators of improving the system's internal efficiency, attention to pre-primary education and the needs of children of this age.

On the other hand, there is currently no balance between the need to prepare children for this period and the growth of student populations in the elementary

period, and this is a disturbing figure for the education of the country. The issue is not resolved. Unless there is a gap between what is and what should be done with proper communication bridges and linking these trainings and its goals with higher courses. Responsible attention to the goals of this period and to take seriously Preparing children to enter primary school will ultimately help in furthering the effectiveness of further education.

The following suggestions are provided to enrich the pre-school period:

-Pre-primary centers for experienced instructors and managers need to be familiar with learning theories while fully familiar with the child's psychology; therefore, it is suggested that, when selecting and employing preschoolers' instructors and administrators, training in service and They have been given the necessary services in this regard, and there is more precision and obsession in this regard.

-The objectives of this course are developed in accordance with international and valid standards.

-Achieve realization of goals continuously and continuously.

-Pre-school centers in the field of educational space and facilities have been confronted with many constraints.

-In order to increase the efficiency and quality of these centers in independent places with the supervision of education and training as a subset of educational complexes.

-Given the fact that the preschool center is the first place where children enter the official social community, and in these centers, the basis of our personality and dreams is developing a child's creative capacity, it is desirable to teach them how to solve the problem. Get creative people to get to the bigger community.

-Executable programs are more game-centric, growth-oriented and creativity oriented.

- Provide a rich environment for the development of children's creativity.

References

-Aghazadeh, Ahmad (2000) *Comparative Education Publishing Department*. Tehran.

-Bahonar, Nasser (2009). *Education and the unknown world of children. Islamic Magazine and Educational Research* 1 (2), 203-235.

Elvir AP, Asensio CL (2006). *La atención y educación de la primera infancia en Centroamérica: desafío y perspectivas*. UNESCO.

-Fallah, Hamid Reza (1997). *The effect of preschool courses on the development of perceptual performance, movement of primary school students in Isfahan district 1*, Master's thesis, Tarbiat Modares University, Tehran.

-Harris-Van Keuren C, Rodríguez-Gómez D (2013). *Pautas para el Aprendizaje en América Latina y el Caribe*. Washington, D.C.: Banco Interamericano de Desarrollo. División de Protección Social y Salud.

-Housden, T. And Kam, R. (2001), *Full-day Kindergarten; A Summary*

-Kaufman, J (1997), *Evaluation Summary/Report of Preschool Program*. Wisconsin: Wisconsin University pp.25-29.

-Kridel, C. (Ed.). (2010). *Encyclopedia of curriculum studies* (Vol. 1). Sage LearningStandards. Martínez Sh (2006), *Summary of Research Full-day Kindergarten*

-Kowl, Vennita (2011). *Education program in pre-school period*, Farkhondeh Mofidi translation, position, Tehran.

- Ministry of Education, *Statute of the Preschool*, approved by the Sixty-ninth Session of the Supreme Council of Education dated 28/7/2003.

-Mofidi, Farkhandeh (2005). *Studying the attitude of parents, educators and students about the necessity of pre-primary education, Educational chapter*, No p.7.1, Education Research Center, Tehran.

-Michelle, Kuamoo (2008), *an Evaluation of Quality in Early Education: the Role of Curriculum and Teacher-Child Outcomes*, PhD

-Myers R, Martínez A, Delgado MA, Fernández JL, Martínez A (2013). *Desarrollo Infantil Temprano en México: Diagnóstico y recomendaciones*. Washington, D.C.: Banco Interamericano de Desarrollo. División de Protección Social y Salud .

-New Jersey State Department of Education. (2014). *Preschool Teaching and Of "The Research Carmichael"*. San Juan Unified School District, pp 45-48.

-Rizzoli-Córdoba A, O'Shea-Cuevas G, Aceves-Villagrán D, Mares-Serratos B, Martell-Valdez L, Vélez-Andrade (2003)V. 7.1 Evaluación del Desarrollo Infantil en México. In: Santibañez-Martínez L, Calderón-Martín del Campo D, editors. Los Invisibles -Las niñas y los niños de 0 a 6 años. México D.F: Mexicanos Primero Visión, A.C.; 2014. pp. 117-132 .

-Preschool Curriculum Guide (2010), *Educational Research and Development Agency*, Office of Planning and Compilation of Textbooks.

-Sadeghian, N. And Shabani, A (2007), Teaching-learning activities for pre-primary curriculum, Tehran: Tukah Publications.

-Sorkaranani, Mohammad Reza (2008) *Alphabet Classroom Management: Strategies for Effective Education*, Publication Information: School, Tehran.

-Statute of the Preschool Course approved by the 600th Ninety-Ninth Meeting of the Supreme Council of Education dated 28/7/2003. Tehran. Iran

-Walker S, Wachs TD, Gardner JM, Lozoff B, Wasserman GA, Pollitt E, et al.(2007) *Child development: risk factors for adverse outcomes in developing countries*. Lancet; 369:145-57.

-Zarrin, A (2001). *The study of research goals and educational activities of Isfahan's Readiness classes from the viewpoint of managers and trainers of these centers*, Master's thesis, Isfahan University.