### Document Title

**Document Title:**

(ع): أثر الالتزام بتطبيق المنهج المطور لرياض الأطفال في نمو مفهوم الاحتفاظ لدى تلميذات الصف الأول الابتدائي بمدينة جدة

**Subject:**

The influence of the type of experience in kindergartens on the development of children’s mental structures and learning abilities, according to the level adherence to the developed kindergarten curriculum.

### Abstract

**Abstract:**

 هناك هذه الدراسة إلى معرفة أثر الالتزام بتطبيق محتوى برنامج المنهج المتطور لرياض الأطفال بمدينة "جدة"، أو التصرف فيه بالتحفيز أو الإضافات من قبل بعض الرياض، في تكوين مفهوم الاحتفاظ لدى تلميذات الصف الأول الابتدائي، اللائي التحقن به في رياض الأطفال سابقاً، قامت الباحثة بعمل دراسة إستطلاعية لتحديد الالتزام بتطبيق المنهج المطور والتحفيز، من خلال تقييم رياض الأطفال من خلال ثلاث فئات: ملتزمة بتطبيق المنهج، متصرفة بإضافة النظام، متصرفة بإضافة وحدات. تم تطبيق المقياس الموضوع الدراسى على عينة من تلميذات الصف الأول الابتدائي من المدارس الأهلية من الفئات الثلاث المتى تم توزيع الدراسة الاستقصائية، والثلاثي لمناولة الرياض، بعد أن تم الحصول على موافقة من الفئات. وقد بلغ عدد الدراسة (021) تلميذة، تم اختيارها بطريقة عشوائية طبقية تبعاً بشريكتين للعمر (6-7 سنوات)، وتصل نسبة الذكاء (01-021). تتم هذه الدراسة بتسعة أوراق بحثية من: استبانة الدراسة الاستخبارية، وقياسات النظرية، وقياسات الاستخدام، وقياسات الدراسة، والقياسات الإستدلالية، وقياسات الدراسة، وقياسات الأدوات، وقياسات الإستطلاع، وقياسات الدراسة، وقياسات الأدوات، وقياسات الإستطلاع. وتمت هذه الدراسة بتسعة أوراق بحثية من: استبانة الدراسة الاستخبارية، وقياسات النظرية، وقياسات الاستخدام، وقياسات الدراسة، والقياسات الإستدلالية، وقياسات الدراسة، وقياسات الأدوات، وقياسات الإستطلاع، وقياسات الدراسة، والقياسات الإستدلالية، وقياسات الدراسة، والقياسات الإستطلاع.
This research was conducted in Jeddah primary schools, on first grade pupils who had joined kindergarten previously. It intended to study the impact of applying the original Developed Kindergarten Curriculum or its subsidiary content on the Conservation concept development. A pilot survey was made to determine which kindergartens adhere to the developed curriculum content and which do not. Based on the pilot study, kindergartens were classified into three different categories: adhered to the curriculum content, did not adhere to the curriculum content either by adding more activities or by adding more units. Using the Concept Assessment Kit - Conservation, a random sample of 120 pupils, selected from different primary private schools, in the three categories, was studied. The pupils were chosen in condition of age (6-7 Years), and IQ (90-120%) and that they should had been in kindergarten level of the same school. The study tools were: pilot study questionnaire, IQ Draw a man test (Goodenough), and Concept Assessment Kit- Conservation. Results revealed that there are statistical significant deviations in the Conservation Concept between pupils who graduated from kindergartens that were adhering to the curriculum and the ones that were not, in favor of the second category. Those deviations in the Conservation Concept were due to two-dimensional space task. There were also statistical significant deviations in the Conservation Concept between pupils who graduated from the two kindergarten categories that were not adhering to the curriculum, in favor of the category that added more units rather than just activities. In conclusions, differences between children’s abilities were due to the variety of experience factor, which should be considered in designing and applying kindergarten curriculum in the kingdom.
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