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Evaluation of Story and Storytelling Curriculum in Preschool with Emphasis on Presenting Desirable Pattern

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Abstract

Purpose: The purpose of this study was to investigate the storytelling and storytelling curriculum in preschool and presenting a favorable role model.

Methodology: This study was a descriptive survey. The research method was mixed method. Due to the exploratory nature of the research and the way in which the data were collected and arranged, (firstly qualitatively and then quantitatively) this research has been classified into successive exploration plans. The qualitative part uses the documentary method and the quantitative part uses the descriptive survey method. The statistical environment of the study consisted of all books, articles, theses, and printed and electronic texts related to the subject. Structured interviews were used to collect data and purposeful sampling was used.

Findings: The results of content analysis in qualitative part including open coding and axial coding showed that ratings of storytelling and storytelling components in preschool curriculum were from the strongest to the weakest, respectively: cognitive goals, attitude goals, skill goals, Evaluation, content, teaching and learning methods. The results of t-test showed that the mean of obtained sample (3.70) was higher than the mean of community (3).

Conclusion: The results showed that storytelling and storytelling can have a significant role in the curriculum and motivate students to be more motivated and motivated to study formal and higher education. He should have a positive and positive impression of school and school.

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1. Introduction

Preschools can indirectly have a positive impact on their future education by providing appropriate educational models to attract children who are newly separated from their parents. These centers provide opportunities for children to experiment Divers a variety of experiences and experiences. The child encounters with other peers and tends to be meaningful and rich. The patterns used in preschools are mostly child-centered (Ganji, 2011). Using storytelling and narrative elements and narratives in textbooks is a valuable tool for transferring scientific concepts. Textbook authors have always used storytelling to convey the scientific concepts of most subjects. One storytelling expert has said that one can design any type of curriculum based on the storytelling model and thereby make education more exciting and tailored to the needs of children (Zips, 2017). . Education officials, especially in elementary school (preschool, preschool, and primary), have as much of a focus on formal schooling as on storytelling and incorporating it into the curriculum. There should be hours devoted to storytelling in the preschool and elementary education activities; for them, it must be told the story (Posht dar, 2013). Storytelling is a form of discussion and brainstorming by brainstorming the key words for storytelling or completing an unfinished story. The storyteller tells a story to his listeners. , Allows mental imagery. As the child hears the story, it creates scenes of the story and its characters, and the ability to visualize and fantasize that underlies creative imagination (Green, 2015). External studies review (Roxberg, 2016; Kligler, et al., 2015; Malka, 2010; Miller & Pennycuff, 2008; Rahill, 2002) and internal (Dorosti & Zarei, 2017; Dost Mohammadi, et al., 2016; Hariri; Pagard Kar, 2016; Shib Asl, et al., 2015; Mahmoodi, 2012) show that scholars and researchers in this field have provided many dimensions and components for storytelling and storytelling. Land, Education scholars believe that mythology, storytelling, and storytelling are the poles that connect the child's mythical and imaginary world to the real world of adults. The story is the greatest means of developing a good conscience and good character in the child, and the consistency of these traits depends on their degree of influence and influence. The story is one of the factors encouraging children to learn and love school. The story evokes the child's awakening and precision, tolerance and thought control that are all essential to formal education. Helps train children in imagination and memory, and is also the best means of learning to read (Shoari Nejad, 2016).

Storytelling and presenting the curriculum model for it are important in two ways; first, it is the link between the art of storytelling and education. In the culture of nations, storytelling and storytelling have always been one of the important tools for transferring knowledge and life skills to the new generation. The magic of storytelling can turn many educational propositions, which have no function other than describing and accumulating knowledge in the minds of learners, into sentences and phrases that sit on the audience's heart, driving them to cultivate creativity and thought. And it helps to shape the personality of the child and adolescent (Bavakhani, et all, 2015). The second point that persuades the researcher to make a special effort to provide a storytelling curriculum is the beliefs. The best storyteller in the universe is none other than the creator of the universe, for he has explicitly used the word "revelation in the word", meaning the best concepts and most beautiful themes in the story. (Dorosti, Zarei, 2017).

Given the extreme environmental, technological and social changes in the world, it seems that the next generation needs to be creative enough to solve problems and tackle problems in order to adapt well to change for themselves and society. Thus, there seems to be a pressing need for a change in the preschool curriculum to increase children's creative power, which can be met with storytelling-based curricula. The artistic approach of storytelling on the one hand and the cultural and civilization link between storytelling and education on the other and finally seeing the shortcomings, needs and requirements of today's society, the importance and necessity of examining the place of storytelling and storytelling in preschool curriculum and preschool curriculum. It seems desirable in this respect. Currently, there are no credible curricula for pre-school education in Iran. Therefore, it is necessary to provide a template in the design

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and development of storytelling and storytelling curriculum for preschoolers. Using the template in curriculum development leads to greater efficiency and usefulness. Because the curriculum paradigm provides the theoretical framework needed to implement an effective preschool education program and provides opportunities for children to learn, so it teaches many educational concepts in the form of storytelling, as it is much easier to understand through storytelling. Training will be done through modeling and indirectly. The purpose of the present study was to investigate the storytelling storytelling syllabus in preschool and present a desirable pattern.

2. Methodology

The purpose of this study, which sought to examine storytelling and storytelling in preschool, with a focus on presenting a favorable role model, is one of the fundamental goals because it is carried out with the interest and enthusiasm of the researcher, without encouraging external factors. The research is a descriptive survey in terms of data collection. The research method was a mixed approach. Due to the exploratory nature of the present study and the way in which the data were collected and arranged, first and foremost qualitative and quantitative, this research is one of the consecutive exploration projects. Since the present study has a fundamental purpose in terms of information gathering, successive exploration plans have been used and done in both quantitative and qualitative parts. In the qualitative part, the semi-structured documentary study and interview, and in the quantitative part, the dimensions of the questionnaire were identified through survey method. The most important part of interview questions to get started in the qualitative part of the research is the interview questions designed in a semi-structured manner. To answer the first question in order to identify the desirability of storytelling and storytelling in preschool, the research method in this section was to study documents including texts, books, publications, and all articles related to preschool storytelling. The statistical population of this research includes all books, articles, theses and printed and electronic texts (both internal and external) related to the subject of the research. Among the available sources, the researcher has been selected to collect the data. In addition to completing the data collected from the documentation section, interviews with experts in the statistical community were conducted in this section including teachers of provincial universities in the fields of educational sciences and curriculum planning as well as pre-school education experts at the Ministry of Education. The person was interviewed in a semi-structured manner and the work progressed to theoretical saturation. Participants' views on the characteristics of storytelling-based curriculum elements (purpose, content, learning activities, evaluation) were evaluated. Data collection was done through semi-structured interviews with the experts during each interview time of 20 to 60 minutes. The validity of the interview guide has been measured by the content validity of the experts. To this end, the interview guide came to the attention of several academics in the field of curriculum and its shortcomings have been remedied. To answer the second question to identify the status quo, the research method was descriptive-survey. The statistical population is all the preschool teachers and Kermanshah province teachers and the relevant experts in Kermanshah education departments. To determine the sample size of the stratified sampling was used that included 43 education experts, 120 preschool educators and 77 preschool managers and administrators 240 were selected as sample size using Morgan table. Data gathering tool was a researcher-made questionnaire based on the findings of the first question. To determine the reliability of the questionnaire, a pilot study was conducted and Cronbach's alpha coefficient was used. The overall reliability of the questionnaire was 0.75. It shows that the items of the research instrument have high internal correlations, indicating that the questionnaire has a good reliability.

To answer the third question in order to design the optimal pattern of storytelling and storytelling in preschool, after analyzing the results of the first and second questions and identifying the gap between the current situation and the desired situation by interviewing experts The curriculum and the experienced instructors in preschool education were used to formulate the desirable model of storytelling and

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storytelling. In order to analyze the data in this study, considering the combination of the research method, in the qualitative part of content analysis during the first two stages, the first step was open coding: in this stage the unit of analysis was in line with phrase or phrase. Second, axial coding: In this step, the categories and items created in the open coding stage were created as a related network, and in the quantitative part, descriptive statistics and univariate inferential statistics were used to describe the current situation and the Friedman test.

3. Findings

To investigate the purpose of the study, data obtained from the study of documents including texts, books, publications, all preschool storytelling articles related to the theoretical foundations of the preschool storytelling curriculum. By analyzing and summarizing the components of any document we deem important or appropriate and grouping these findings together, they are analyzed to obtain the desired result; , Content, Teaching-Learning and Textbook Evaluation Methods, 17 interviews were conducted, with a total of 7 pre-school education experts at the Ministry of Education and 10 faculty members selected for the storytelling curriculum. The interviews were extracted into three categories of cognitive, attitude, and skill goals. The content of the storytelling curriculum extracted from the interviews was categorized into three categories: knowledge development, attitude development, and skill development. The results of the interviews were summarized in three categories: Principles of Student Recognition, Principles of Teaching, and Principles of Student Relationships. Codes of Interview Analysis in the Evaluation Methods Section in Three Diagnostic Categories (The Most Important Diagnostic Evaluation Techniques That Affect the Storytelling and Storytelling That Must Be Applied), Genesis: The Most Important Evaluative Techniques That Affect the Storytelling and the Tale Preschool story that should be used. Conclusion (The most important methods of evaluating effective end-to-end storytelling and preschool storytelling that need to be applied).

To describe the current situation, the data obtained from the completed questionnaires were analyzed. The results are presented in two parts: descriptive and inferential: including Kolmogorov-Smirnov test (to determine normal or abnormal distribution of research data), one-sample t-test, and Friedman test (to rank and explain storytelling and storytelling in preschool curriculum, and its components) and a theoretical comparison of the existing and desirable situation for examining the research question.

Frequency distribution of the respondents indicated that: 83 persons were equal to 34.6% of male respondents and 157 persons to 4.4% female and the frequency distribution of respondents was: 43 persons equal to 17.9%. Respondents reported their position as an education expert, 120 (50%) and 77 (32.1%) as preschool administrators, respectively, and the frequency distribution of respondents' experience in the study indicated that: 70 persons equals 29.2 Percentage of respondents with less than 10 years of service experience, 141 persons, 58.8% between 10 and 20 years and 29 Another 12.1 percent reported having more than 20 years of service.

Table1. Mean and standard deviation of participants' responses to each section of the questionnaire

Variables	**Number**	**mean**	**Standard deviation**
Cognitive goals	240	3.72	1.05
Attitudinal goals	240	3.47	0.77
Skill Goals	240	3.79	0.68
Content	240	3.90	0.85
Teaching and learning methods	240	3.61	0.86
assessment	240	3.71	0.71
Existence of storytelling and storytelling in preschool	240	3.70	0.49

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Descriptive table includes the mean and standard deviation of the pre-school storytelling and storytelling status variables and their components (cognitive goals, attitude goals, skill goals, program content, teaching and learning methods, evaluation). According to the mean and deviation obtained in Table (1), the variable mean of storytelling status and storytelling in the pre-school period is more reported than the average community (3) and its other components have a higher than average community average.

Table2. Kolmogorov-Smirnov test for checking the normal distribution of variables

Variables	Ks
Cognitive goals	0.26
Attitudinal goals	0.31
Skill Goals	0.41
Content	0.38
Teaching and learning methods	0.19
assessment	0.25
Existence of storytelling and storytelling in preschool	0.22

This test compares the observed cumulative distribution function with the theoretical (expected) cumulative distribution function in a rank variable. In other words, in this test, the distribution of a trait in a sample is compared with the distribution assumed for the population. If the significance level in this test is greater than 0.05 it can be deduced that the distribution is normal and parametric tests should be used in the research and if it is smaller than 0.05 it can also be deduced that the distribution is abnormal and should be used in the study. Use nonparametric tests. Considering the above test and the significant levels of all the variables that were reported greater than 0.05, it can be deduced that all variables follow the normal distribution and in this study parametric tests should be used.

Table3. T-test results to compare total mean with theoretical mean

Variable	Descriptive statistics table				
What is the state of storytelling and storytelling in preschool curricula?	number	mean	Standard deviation	Standard deviation error	
	240	3.70	0.49	0.03	
				Inferential statistics table	
	Situation	Df	sig	Averages difference	High /low
	22.23	239	0.0001	0.70	0.76 / 0.64

In order to analyze the results of the above test, which is statistically considered a univariate quantitative hypothesis, and according to the type of questionnaire design of this study, with a 5-point Likert scale very low = 1 low = 2 medium = 3 high = 4 very high = 5 is designed and discusses the comparison of the sample mean obtained with the community standard deviation (3) and also, using the Kolmogorov-Smirnov test values that reported normal distribution of data, from the single-sample t-test for overall evaluation (status and status). Existing) Storytelling and storytelling variables have been used in preschool curricula. According to the above test because the value of the significant level in the test table is 0.0001 and this value is less than 0.95 with error level of 0.05 and in other words because the value of t is equal to (22.22) and larger. Of the values (1.96), the above question is confirmed and it can be concluded that: The storytelling and storytelling in preschool curricula is above average. The t-test table shows that the obtained mean of the sample is 3.70 which is above the average of the population (3) with a difference of 0.70 and this difference is statistically significant. In this test, since the significance level was 0.0001 and was reported to be less than 0.05 level of error, it can be deduced that the mean ratings of each of the variables of storytelling and storytelling in this study have a significant difference with storytelling and storytelling. Storytelling in the preschool curriculum is also from weak to weak.

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Table4. Ranking Storytelling and Storytelling Components in Preschool Curriculum

	Components
1	Cognitive goals
2	Attitudinal goals
3	Skill Goals
4	assessment
5	Content
6	Teaching and learning methods

In the goals section, the questionnaires completed by the trainers paid less attention to the proper citizenship behavior and interest in literature and creative attitudes; and to the goal of moderately educating children and understanding children and enhancing their sense of optimism on average. It was also aimed at getting more familiar with religious and religious customs and environmental issues and increasing vocabulary. In the content section, according to the questionnaires completed by the trainers, less attention was paid to the content of national values and to stimulating thought and aggression control, and the average content of the learners' emotional and religious values was proportional to the content of the models and appropriate templates for modeling. And the attractiveness and the stabilization of health behaviors were more attentive. In the teaching-learning activities, according to the questionnaires completed by the instructors, less attention was given to the teaching-learning activities of their feelings about story, post-talk, or storytelling, and to related learning activities of storytelling. Day-to-day parenting and child participation, based on feelings and interests, have been moderately focused on, as well as, teaching activities in solving everyday problems, recounting sections or stories that they have previously heard, the concept of justice being given more attention. Was In the evaluation section, according to the questionnaires completed by the trainers, the attention was paid to assessing the individual differences of the learners during the story and imitating the movements or voices of the characters and the questions requiring imagination, and to evaluate the average storytelling method and drawing pictures and picture cards. Attention was given to the evaluation of parenting and the different eye contact and ending of different expression.

In response to the question of what kind of model can be used to achieve storytelling and storytelling in preschool curriculum, the three key components that form the storytelling and storytelling curriculum model were identified and discussed as follows: First: The basics of storytelling curriculum. And storytelling, Second: General principles of storytelling and storytelling. Third: Elements of storytelling and storytelling. The relationship between these three components of the DC storytelling and storytelling program is "cyclical" - that is, the basics of providing information infrastructure for principles and elements - and principles for providing the requirements for any action in relation to the elements. Storytelling is a specialized storytelling activity that utilizes the basics and commitment to the principles of the curriculum, formulates action guidelines to apply to a particular level of the educational system, and produces each of the four elements of the storytelling program. On this basis, a "cycle of action" emerges that follows the general rules of being a cycle (Figure 1).

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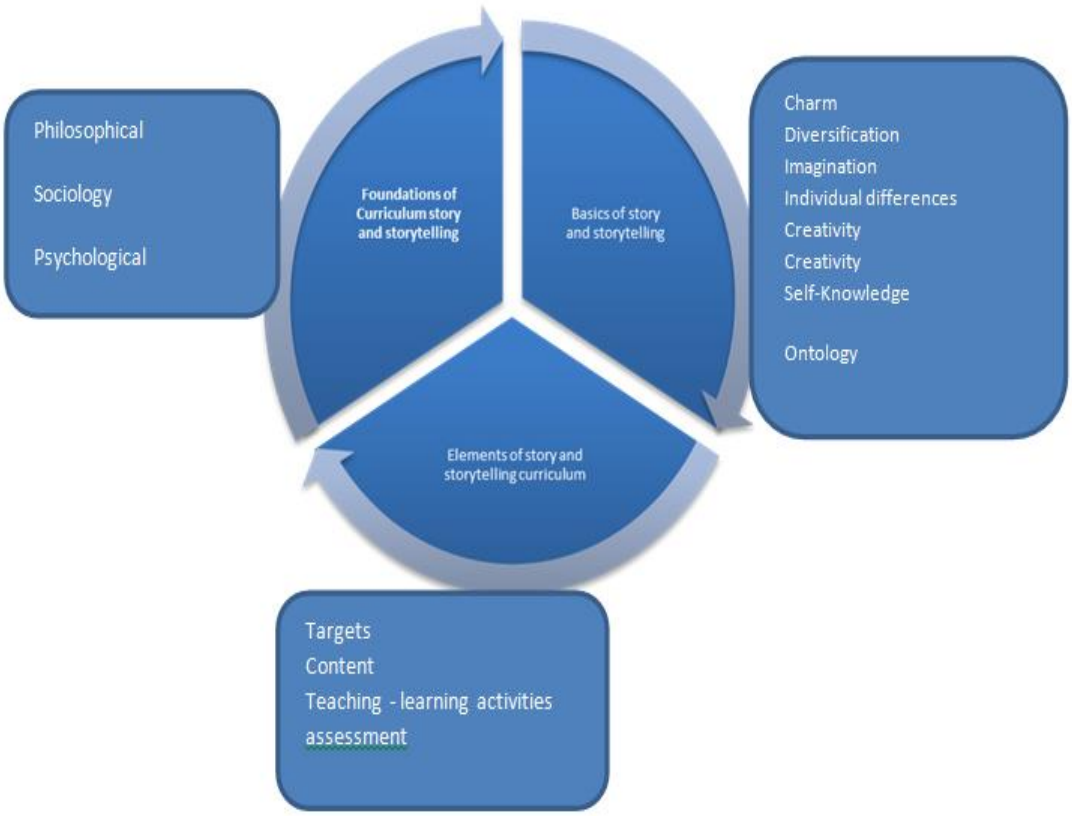

Figure1. Framework for storytelling and storytelling suggested template

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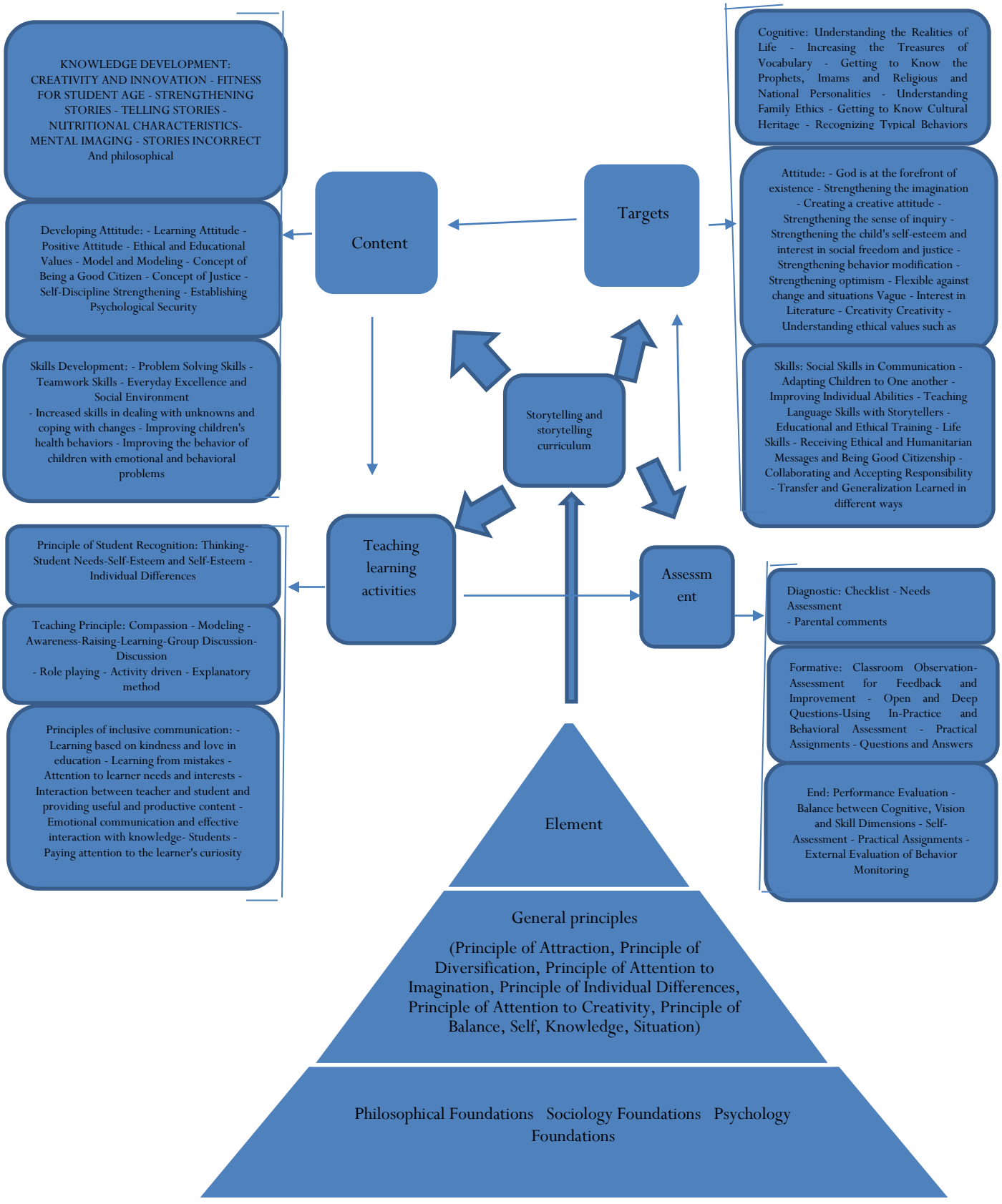

Figure1. Suggested pattern of storytelling and storytelling curriculum

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4. Discussion

For the desirable status of storytelling and storytelling in preschool curricula, preliminary information was collected in an open and focused manner, in the form of documentary studies, theoretical and past research, and semi-structured interviews with experts. This model, like most of the templates designed in Iran, has analyzed and analyzed four basic elements of the curriculum (purpose, content, methodology, evaluation). In this proposed model of goals, the goals element among the elements of the curriculum model plays a central and central role in meaning making and conceptualizing and coordinating among the elements of the curriculum. The goals actually specify the type of expected changes in the desired curriculum and learn to move and coordinate and guide all actions, activities and arrangements (Mirzabeigi, 2011). Deyoung (2003) believes that goals include all activities that are considered in the classroom, teaching session, or curriculum. Klain (1991), in defining the purpose of the curriculum, refers to the actual outcomes that teachers and learners must achieve. Therefore, it can be said that the purpose of the syllabus is what learners are expected to learn in the storytelling and storytelling curriculum including components (storytelling and storytelling, storytelling and storytelling attitude, storytelling skill and Storytelling). In the content element are facts, observations, data, knowledge, skills, processes, experiences, values, events and phenomena that form the organized parts of a scientific discipline. Content also refers to the cognitive processes that learners use when thinking about content (Fathi Vajargah, 2009). In choosing the content of storytelling and storytelling, content fits into the structure and nature of the students' processing system, encouraging students to explore and teamwork, content alignment with societal factors and values, providing content from simple to difficult, communicating Content to take into account students' daily routine and content being updated. After defining the goals and formulating the content, it is necessary to decide on teaching and learning methods; the element of the present research showed that the basis of the information obtained for the realization of the preschool goals of the teaching method, the method of consultation and meditation, the teaching method, the dialogue method, the method Preaching and counseling, self-esteem, self-esteem and self-esteem, creating the right conditions and context for education, individual differences, the way the content fits into the growth and understanding of storytelling-based methods. Generally, the extractive principles of the proposed and inferential methods are presented at the conceptual and theoretical level and require a working group of curriculum specialists from the Ministry of Education to be finalized for their implementation and operation at the pre-school and pre-school level. The important point is that in all the elements, especially this element, we need experienced, capable, faithful, value-based teachers. Teaching - learning activities are the set of opportunities offered to strengthen and deepen the learner's learning in the curriculum (Seraji, Attaran, Ali Asgari., 2008).

Vermunt and Verloop (1999) differentiate learning activities into three major types of cognitive, emotional, and metacognitive. Cognitive processing activities deal with learning outcomes based on changes in student knowledge, perception, and skills. Emotional learning involves activities that deal with emotions that arise during learning and lead to a mental state that can affect learning progress in a positive, neutral, or negative way. Metacognitive tuning of the learning process refers to exercising control over the student's cognitive and emotional processing of the subject, thus, the metacognitive activities indirectly drive the learning outcomes. Therefore, learning activities refer to those tasks and activities that are performed to achieve the intended goals of the learner. The fourth element of the suggested curriculum paradigm is evaluation and storytelling. The last element of the curriculum is evaluation. The curriculum starts with and ends with evaluation. Because educational need assessment is a self-assessment at the beginning of the program process, it is re-evaluated after implementation of the program to ensure that regulatory goals are met (Fathi Vajargah, 2009).

Evaluation refers to the process of obtaining credible data for ongoing curriculum reconstruction and incorporating aspects such as levels, methods, and sources of information. The basic axis of the proposed

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model (the basics, principles and elements of storytelling and storytelling) are the fundamental axes of design. Another prominent feature of the proposed model is its comprehensiveness in the design of the principles, principles and elements of storytelling and storytelling, which are a comprehensive classification of these. Provides dimensions, Philosophical foundations refer to the criteria and extent to specify the goals, objectives and professional expectations of the storytelling and storytelling curriculum. Social foundations also examine the value system that is important to learners and should be considered by storytellers and storytellers; As if it is emphasized.

Also in this model is the recently mentioned storytelling and storytelling curriculum principles, but the most important one is the design of the suggested template, the curriculum elements that cover the four elements of goals, content, teaching-learning activities and basic curriculum evaluation. The goal element refers to the types of storytelling and storytelling objectives and the content element to the storytelling and storytelling content. The Element of Learning Teaching Methods describes the types of teaching-learning methods of storytelling and storytelling. In the evaluation element, different methods of storytelling and storytelling curriculum evaluation are introduced, so it can be concluded in the final summary of the suggested storytelling and storytelling curriculum model: 1. the optimal storytelling and storytelling curriculum can do what Recovery is neglected and neglected in the current curriculum. 2. By comparing the desired storytelling pattern of storytelling and storytelling with the current situation, new and new dimensions can be added to the current situation, thereby eliminating shortcomings and shortcomings. 3. Since the focus on curriculum design (foundations, principles and elements) is particularly important and the curriculum has been considered as a key part of storytelling and storytelling design, this model can be seen as a new step in the evolution of curriculum design studies is considered. 4- Research on the design of storytelling and storytelling syllabus in preschool for the first time in the country. 5. In designing the proposed template, it has been attempted to design and develop a comprehensive, yet realistic and practical model for the intended purposes, thus emphasizing the components and applications.

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