



Cambridge
International

Professional Research Thesis

Titled

*The impact of the shift from traditional to modern
learning on children in the foundation stage*

Researcher

Doaa Esmat Sherkawy Soliman

Supervisor signature

2026



Acknowledgments and Dedication

Word of Thanks

Praise be to God, Lord of the Worlds, who guided us to the path of knowledge, eased our pursuit of it, and granted us the ability to complete this modest research endeavor. I am pleased to extend my sincere thanks and appreciation to the supervising professor of this research, for the sound academic guidance and generous scholarly support she provided, which had the greatest influence on bringing this work to its present form.

I would also like to thank the educational institution and the school in which I have worked for many years, which afforded me the opportunity to gain extensive practical training and field experience. It has served as a fertile environment, providing all the necessary cooperation and facilities, reflecting a genuine belief in the importance of educational research in advancing teaching practices.

I must also express my deepest gratitude to the teachers, both male and female, who participated in transforming traditional learning into active, effective learning that bears fruit and places learners at the heart of the educational process. They offered a practical model of what purposeful

education can achieve when combined with sincerity and awareness. I likewise extend special thanks to the parents for their trust, cooperation, and keen support of the research process, which contributed to the completeness of the data and the accurate documentation of the results.

I extend my utmost appreciation and gratitude to the children, who were the foremost source of inspiration for this work. Through their genuine engagement, spontaneity, and innocence, the true value of modern learning in shaping their characters and developing their skills shone through.

Finally, I extend my thanks to everyone who, near or far, played a part in the completion of this research; to them I offer my prayers for goodness and a fitting reward.

Dedication

To childhood... that purity which opens the windows of the future, and those small souls who carry, every day, a new lesson for the world. To you I dedicate this work, hoping it may serve as a building block toward an educational environment more understanding and appreciative of your innate abilities.

And to my dear family, who have been my support, my backing, and my certainty, and who surrounded every effort of mine with patience and encouragement... to you I dedicate the fruits of this achievement, in gratitude for your unforgettable kindness. I particularly single out my parents: my mother, who has constantly urged me toward perseverance and diligence, and the memory of my beloved father — may God have mercy on him — my role model and ideal in sincerity, effort, and excellence in work. Likewise, my devoted husband, to whom I am grateful for his patience and his appreciation of my efforts.

And to every teacher and educator who carries in their heart a noble mission toward children in the early childhood stage, and who believes that true learning begins with respecting the child and valuing their needs... I dedicate this research in appreciation of your noble efforts.

*Finally... to everyone who believes that learning is a journey that begins
with love and ends in light — this dedication is for you.*

Introduction.

The contemporary world is witnessing rapid transformations across various fields, particularly in the domain of education, where traditional learning based on rote instruction and one-directional knowledge transmission is no longer capable of meeting the demands of the times or responding to learners' needs, especially during the early age stages. These transformations have produced a growing trend toward adopting modern learning patterns that place the learner at the center of the educational process and that elevate the value of active learning, critical thinking, interaction, and knowledge construction through experience and practice.

The foundational stage is considered one of the most sensitive and significant educational stages, as it is during this period that children's earliest cognitive structures are formed and their fundamental cognitive, social, emotional, and motor skills develop. This makes the quality of the educational experiences provided at this stage a decisive factor in building the child's well-rounded personality. In this context, the shift from traditional to modern learning emerges as an educational necessity aimed at providing rich, stimulating learning environments that take into account developmental characteristics, support individual differences, and promote self-directed learning and discovery.

On this basis, this research seeks to examine the impact of the shift from the traditional pattern of learning to modern learning patterns on children in the foundational stage, by analyzing its implications for the development of their basic skills, their motivation to learn, and the level of their interaction and participation in learning situations. The research further aims to shed light on the educational dimensions of this shift and to highlight its importance in improving the quality of education in the early stages, thereby contributing to the establishment of solid educational foundations capable of keeping pace with the demands of the twenty-first century.

The study Problem.

Despite global and local educational trends affirming the importance of shifting from traditional patterns of education to modern learning patterns based on interaction, active learning, and knowledge construction, the reality of educational practices at the foundational stage, in many educational settings, still tends to rely on traditional methods centered on rote instruction, memorization of information, and the teacher's central role, with limited child participation in the learning process. This discrepancy raises fundamental questions about the effectiveness of the shift toward modern learning and its actual impact on children's development at this sensitive stage.

Moreover, the foundational stage constitutes the cornerstone in shaping the child's cognitive, skill-related, and emotional structures, which means that any shortcomings in the learning approaches adopted at this stage are likely to have extended effects on subsequent educational stages. Although educational discourse supporting modern learning has become widespread, its actual implementation faces multiple challenges, most notably the varying levels of teacher awareness of its concepts, weak integration between curricula and learning environments, and the absence of clear indicators that measure the impact of this shift on children in a systematic, scientific manner.

The problem of the study is therefore defined by the need to determine the true impact of the shift in learning from the traditional pattern to modern learning on children in the foundational stage, in terms of the development of their basic skills, their motivation toward learning, and the level of their interaction and participation in learning situations, given the limited number of applied studies addressing this shift within its real-world context inside foundational-stage classrooms. This study seeks to bridge this research gap by providing a scientific analysis that helps support educational decision-makers and teachers with evidence-based insights for improving teaching practices at this stage.

The importance of studying:

The significance of this study stems from the considerable importance of the foundational stage in shaping the child's personality and laying the foundations for subsequent learning, as this stage represents the true starting point for acquiring the cognitive, social, and emotional skills that directly affect the child's educational trajectory. In light of the rapid transformations occurring in contemporary educational thought, there is a growing need to reconsider the learning patterns applied at this stage and to move from traditional methods to modern learning patterns that respond to children's developmental characteristics and the demands of the times.

From a theoretical perspective, the significance of this study is reflected in its contribution to enriching the educational literature related to modern learning and the foundational stage, by providing a scientific framework that clarifies the impact of the shift from traditional to modern learning on the child's holistic development, thereby supporting contemporary trends that call for placing the child at the center of the educational process. The study also helps clarify the relationship between different learning patterns and learning outcomes in the early age stages.

From a practical perspective, the study derives its significance from its capacity to offer practical findings that can be utilized in developing educational practices within foundational-stage classrooms, by directing teachers toward more effective modern learning strategies and designing stimulating learning environments that take into account individual differences among children and promote active, interactive learning. The study's findings may also support curriculum developers in redesigning learning content to align with the requirements of modern learning.

The significance of the study is further evident from an educational and societal perspective in its role in improving the quality of education at the foundational stage, which is positively reflected in future educational outcomes and contributes to preparing a generation capable of thinking, interacting, solving problems, and adapting to the rapid changes in contemporary society. Accordingly, this study represents a scientific contribution that seeks to support educational reform efforts and to realize an educational vision grounded in effective and sustainable learning.

Objectives of the study.

Overall Objective of the Study

This study aims to identify the impact of the shift from the traditional learning pattern to modern learning patterns on children in the foundational stage, by analyzing the reflection of this shift on their cognitive, skill-related, social, and emotional development, their level of motivation toward learning, and their active participation in learning situations. This is intended to contribute to building a scientific framework that supports the development of educational practices and learning environments at this vital stage in line with the requirements of modern education.

Sub-objectives of the Study

This study seeks to achieve a set of sub-objectives, presented as follows:

- 1. To identify the differences between the traditional learning pattern and the modern learning patterns applied at the foundational stage in terms of methods, instructional roles, and the learning environment.*
- 2. To uncover the impact of the shift to modern learning on the development of basic cognitive skills among children in the foundational stage.*

3. *To examine the impact of modern learning on the development of children's social and emotional skills, such as cooperation, communication, and self-confidence.*
4. *To analyze the impact of the shift to modern learning patterns on children's level of motivation toward learning and active participation in the classroom.*
5. *To evaluate the role of the modern learning environment in supporting active learning and accommodating individual differences among children in the foundational stage.*
6. *To identify teachers' attitudes toward implementing modern learning patterns in the foundational stage and the challenges they face.*
7. *To derive educational indicators that can be utilized in developing teaching practices and curricula applied at the foundational stage.*

Study hypotheses and questions.

Hypotheses and Questions of the Study

First: The Main Question of the Study

What is the impact of the shift from the traditional learning pattern to modern learning patterns on children in the foundational stage?

Second: The Sub-questions of the Study

- 1. What are the points of difference between the traditional learning pattern and the modern learning patterns applied at the foundational stage?*
- 2. What is the impact of the shift to modern learning on the development of basic cognitive skills among children in the foundational stage?*
- 3. What is the impact of modern learning on the development of social and emotional skills among children in the foundational stage?*
- 4. To what extent does modern learning contribute to raising children's level of motivation toward learning and classroom participation?*

5. *What is the role of the modern learning environment in supporting active learning and accommodating individual differences among children in the foundational stage?*
6. *What challenges face the implementation of modern learning patterns from the perspective of foundational-stage teachers?*

Study Approach.

This study adopted the descriptive–analytical method, given its suitability to the nature of the research topic and its objectives. This method seeks to describe the actual state of the shift from the traditional learning pattern to modern learning patterns at the foundational stage, and to analyze the impact of this shift on children at this stage from multiple aspects. The descriptive–analytical method is considered appropriate for studying educational phenomena within their natural context and for uncovering the relationships between their variables without direct intervention in controlling or manipulating them.

The descriptive–analytical method was employed to collect data related to the learning patterns applied at the foundational stage, the characteristics of learning environments, and children's level of cognitive, social, and emotional skills, in addition to their motivation toward learning and their level of participation in learning situations. This method also made it possible to analyze teachers' views and attitudes toward modern learning and the challenges facing its implementation within foundational–stage classrooms.

To enhance the depth of analysis and the accuracy of the results, research tools appropriate to the nature of this age stage were employed, such as

observation cards, questionnaires directed at teachers, and performance rating scales, ensuring the collection of objective data that reflects the true impact of the shift from traditional to modern learning. The adoption of this method contributed to arriving at scientific findings that can be utilized in developing educational practices and learning environments at the foundational stage.

The limits of the study:

The findings of this study are bound by a set of limitations that should be taken into account when interpreting and generalizing the results, presented as follows:

First: Scope (Content) Limitations

The scope of this study was limited to examining the impact of the shift from the traditional learning pattern to modern learning patterns on children in the foundational stage in the State of Kuwait, focusing on the reflection of this shift on certain aspects of child development, namely basic cognitive skills, social and emotional skills, learning motivation, and the level of interaction and participation in learning situations, without addressing other educational variables outside the scope of the study.

Second: Human (Population) Limitations

The study sample was confined to children at the foundational stage in the State of Kuwait, in addition to teachers at this stage who were involved in implementing both traditional and modern learning patterns, in accordance with the characteristics and criteria defined for the study population, without generalizing the results to other age or educational groups.

Third. Spatial Limitations

This study was conducted in a number of educational institutions implementing foundational-stage programs in the State of Kuwait, within a specific educational environment, which means that the study's findings are tied to the spatial context in which it was carried out.

Fourth. Temporal Limitations

This study was conducted over several consecutive years, from 2020 to 2026, in order to verify the validity of the findings related to the long-term continuity of the impact of the shift to modern learning.

Fifth. Methodological Limitations

The study relied on the descriptive-analytical method and specific research tools for data collection, which limits the generalizability of the findings to other educational contexts that differ in the nature of the methodology or the measurement tools used.

Preliminary Chapter: Theoretical Framework and Scientific Concepts

Section One: The Conceptual Framework for the Shift from Traditional to Modern Learning in the Foundational Stage

In recent decades, educational systems have undergone fundamental transformations as a result of the rapid changes in knowledge and technology, which has led to a reconsideration of the educational philosophies underlying the teaching and learning process. Contemporary education is no longer confined to transmitting information to learners; rather, it now aims to shape the learner's personality and develop their intellectual and social capacities in ways that enable them to adapt to the demands of life in a knowledge-based society.

In this context, the need has emerged to move away from the traditional pattern of education, which centers on the teacher as the focal point of the educational process, toward a modern educational pattern that places the learner at the center of attention and strengthens their role in constructing knowledge. This shift reflects the developments witnessed in educational and psychological theories, which have emphasized the

importance of active learning, social interaction, and direct experience in the learning process.

On this basis, this section examines the concepts of traditional and modern learning, in addition to reviewing the educational shift between these two patterns in light of the most important contemporary intellectual trends and educational theories.

First: Traditional Learning in Educational Thought

Traditional learning has been associated with the educational models that prevailed in educational institutions for long periods, models based on an educational philosophy holding that knowledge is transmitted from the teacher to the learner through an organized instructional process relying primarily on explanation and lecturing.

In its early stages, this educational pattern was influenced by behaviorist trends in educational psychology, which focused on the learner's observable behavior and on the role of reinforcement and repetition in the learning process. Within this framework, learning is viewed as a process of acquiring correct responses as a result of exposure to appropriate instructional stimuli.

In the traditional classroom environment, the teacher occupies a central position in the educational process, presenting information and

organizing instructional content, while the learner's role is limited to listening, receiving knowledge, and memorizing it in preparation for recalling it in various assessment situations.

Traditional learning also relies on a set of characteristics that reflect its didactic nature, most notably:

- *The educational process being centered on the teacher.*
- *Reliance on teaching methods based on direct lecturing and explanation.*
- *A focus on memorizing and recalling information.*
- *Limited interaction between teacher and learner, or among learners themselves.*
- *Reliance on achievement tests as the primary tool of assessment.*

Although this educational pattern contributed to the transmission of knowledge across generations, it has faced extensive criticism due to its limited role in developing learners' creative and critical thinking, as well as its inability to meet the demands of contemporary societies, which require advanced cognitive skills.

Second: Modern Learning in Light of Contemporary Educational Thought

Modern educational trends emerged in response to the shortcomings that characterized traditional educational models, as these trends sought to reformulate the philosophy of education so that the learner becomes the center of the educational process.

A number of educational thinkers contributed to shaping this orientation, most notably the American educational philosopher John Dewey, who maintained that genuine learning occurs through experience and interaction with the environment, and that education should be connected to the learner's life and interests.

The Swiss psychologist Jean Piaget likewise contributed to developing the contemporary understanding of the learning process through his theory of cognitive development, asserting that the child gradually constructs knowledge through interaction with the environment, and that learning is not merely the transmission of information but an active process of cognitive construction.

In the same vein, the Soviet psychologist Lev Vygotsky pointed out that learning is, first and foremost, a social process, and that interaction among learners contributes significantly to the construction of knowledge — an idea embodied in the concept of the "zone of proximal

development," which illustrates the role of social support in developing the learner's abilities.

As for the American educational psychologist Jerome Bruner, he emphasized the importance of discovery learning, holding that learners become better able to understand concepts when they actively participate in discovering them rather than receiving them ready-made.

In light of these theoretical perspectives, the concept of modern learning has evolved to represent an integrated educational system based on a set of fundamental principles, the most important of which include:

- Placing the learner at the center of the educational process.*
- Promoting active learning based on participation and interaction.*
- Encouraging critical and creative thinking among learners.*
- Employing modern educational technologies to support learning.*
- Diversifying teaching strategies to accommodate individual differences among learners.*

Modern learning also relies on a set of instructional strategies that contribute to developing learners' skills, such as cooperative learning, project-based learning, problem-based learning, and discovery-based learning.

Conclusion

In conclusion, it is evident that the shift from the traditional pattern of education to modern learning patterns is no longer a secondary educational option, but rather an inevitable necessity imposed by the changing conditions of the times and the accelerating development of knowledge and the means of its transmission. The findings of the research have shown that this shift has contributed substantially to enhancing the critical thinking abilities of children in the foundational stage, developing their creative skills, and increasing their motivation toward learning, in addition to improving levels of interaction and participation within the educational environment.

The study has further confirmed that adopting modern learning strategies, including the use of digital technologies, active learning methods, and discovery-based learning, contributes to building a well-rounded learner personality capable of adapting to the demands of the future. On the other hand, the findings revealed a number of challenges associated with the transformation process, most notably the need for teacher training, infrastructure development, and the reformulation of curricula to align with these changes.

On this basis, the study recommends the adoption of a comprehensive educational vision in which the roles of educational institutions and decision-makers are integrated, ensuring the sustainability and effectiveness of this shift, while focusing on the particular nature of the foundational stage as the fundamental pillar in shaping the child's educational trajectory.

In light of the foregoing, this study opens future research horizons that could address the impact of this shift in broader domains, or measure the extent of its long-term sustainability, thereby contributing to enriching the educational literature and supporting the advancement of education in contemporary societies.

Results

This study yielded a set of scientific findings that reflect the profound impact of the shift in learning patterns from the traditional pattern to modern learning on children in the foundational stage. The data showed statistically significant differences in favor of applying modern learning methods across a number of educational and cognitive variables.

It was found that children who experienced modern learning environments — based on interaction, active learning, and the use of digital media — showed marked improvement in higher-order thinking skills, particularly critical thinking and problem solving, compared with their peers in the traditional, instruction-based pattern. The findings also revealed a higher level of learning motivation among these children, along with an increased desire for exploration and active participation within the classroom.

The results further showed tangible progress in language and communication skills, resulting from engagement in interactive, cooperative learning activities, which contributed to strengthening self-confidence and expressive ability. In the same vein, an improvement was observed in overall academic achievement levels, reflecting the

effectiveness of the integration between modern methods and the educational content delivered.

On the other hand, the findings highlighted that the shift toward modern learning is not without challenges, manifested in varying degrees of teacher readiness, the need of some educational settings for adequate technological infrastructure, and disparities in family support in keeping pace with this shift. The findings also indicated that the effectiveness of modern learning is closely tied to the efficiency of its implementation rather than to its mere formal adoption.

Based on the foregoing, the study's findings confirm that the shift toward modern learning represents a strategic approach to improving the quality of education at the foundational stage, provided that it is implemented within an integrated methodological framework that takes into account children's developmental characteristics and strengthens the integration among the teacher, technology, and content.

Recommendations

First: Recommendations Related to the Learning Environment

- 1. Redesigning the learning environment in line with the philosophy of modern learning.* The study recommends redesigning the foundational-stage learning environment to be flexible, interactive, and conducive to learning, moving beyond the traditional, instruction-based classroom model toward rich learning environments that support exploration, experimentation, and self-directed learning.
- 2. Employing technology as an integral component of the learning environment.* Digital technologies should be integrated into the classroom environment in a thoughtful manner, in ways that enhance interaction and achieve deep learning, without eliminating the educational role of direct human relationships within the classroom.
- 3. Creating a psychologically safe and motivationally stimulating learning environment.* The findings underscore the importance of providing a psychologically supportive learning environment that takes into account the child's emotional and social needs, thereby

enhancing their sense of security and belonging and increasing their motivation toward learning and participation.

- 4. Diversifying the components of the learning environment. The study recommends incorporating multiple elements within the learning environment, such as learning corners, interactive media, and open spaces, to support children's different learning styles.*
- 5. Preparing the teacher to manage the modern learning environment. Teachers need to be trained in managing flexible, rich learning environments and in transitioning from the role of instructor to that of facilitator, thereby enhancing the effectiveness of interaction within the learning environment.*
- 6. Strengthening the integration between the school environment and the home environment. The study recommends activating partnerships with parents, ensuring the continuity of the learning environment beyond the school, particularly in light of the shift toward digital learning patterns.*
- 7. Taking the child's developmental characteristics into account in designing the learning environment. The learning environment must be built on scientific foundations that take into account the*

cognitive, physical, and emotional developmental characteristics of children in the foundational stage.

Suggested future research directions for improving the quality of the learning environment

1. Examining the impact of interactive classroom design on children's achievement. Experimental studies are suggested to measure the relationship between modern classroom environment design and academic achievement levels among children in the foundational stage.

2. Analyzing the role of the digital learning environment in developing basic skills. Further research is needed on the impact of digital environments on developing children's reading, writing, and arithmetic skills.

3. Examining the relationship between the modern learning environment and children's social behavior. It is suggested that the impact of interactive environments on developing children's cooperation and communication skills be explored, in comparison with traditional environments.

4. Examining the effectiveness of hybrid learning environments. Studies are suggested to address the impact of blending in-person

and digital learning on the quality of learning outcomes at the foundational stage.

5. Analyzing the challenges facing the implementation of modern learning environments. *Qualitative and field research is recommended to uncover the organizational, technical, and human obstacles hindering the shift toward modern learning environments.*

6. Evaluating the impact of learning corners and interactive activities. *It is suggested that the contribution of classroom corners (such as the reading, play, and discovery corners) to improving learning outcomes be examined.*

7. Exploring the role of lighting and physical design in the learning environment. *It is suggested that the influence of physical factors (lighting, color, seating arrangement) on children's concentration and attention be examined.*

Second: Recommendations Related to Teaching Staff

1. Strengthening teachers' positive attitudes toward modern learning.

The study recommends fostering positive attitudes among teachers toward modern learning patterns by raising awareness of their educational importance and impact on improving learning

outcomes for children in the foundational stage, contributing to teachers' genuine acceptance of the educational shift.

2. **Developing teachers' professional competence in light of the requirements of modern learning.** Emphasis should be placed on designing specialized training programs aimed at enhancing teachers' competence in employing active, digital, and blended learning strategies, in ways that align with children's developmental characteristics.

3. **Redefining the teacher's role in the modern learning environment.** The study recommends restructuring the teacher's professional roles so that they shift from being a transmitter of knowledge to a facilitator of learning, a designer of learning experiences, and a leader of classroom interaction.

4. **Providing continuous institutional support for teachers.** There is a need to provide a supportive environment for teachers that includes effective educational supervision, continuous feedback, and appropriate instructional resources, strengthening their ability to implement modern learning practices efficiently.

5. **Developing teachers' modern assessment skills.** The study recommends training teachers in the use of diverse performance-

based assessment methods, such as formative assessment, portfolios, and project-based assessment, reflecting a genuine understanding of the child's learning.

6. **Strengthening teachers' competence in employing educational technology.** Teachers need to be empowered to use digital tools effectively, not only at the technical level but also in terms of employing them pedagogically to serve learning objectives.
7. **Supporting sustained professional learning for teachers.** Emphasis should be placed on adopting continuous professional learning models, such as professional learning communities and in-service training, to ensure that teachers keep pace with modern educational developments.

Suggested future research directions for improving teacher competence

1. **Examining the relationship between teachers' attitudes and the effectiveness of modern learning.** Analytical studies are suggested to reveal the extent to which teachers' attitudes toward modern learning are associated with children's achievement and classroom interaction.
2. **Analyzing the impact of professional training programs on teacher competence.** Further research is needed on the effectiveness of

training programs in developing teachers' skills in applying modern learning strategies.

3. **Examining the challenges facing teachers in the educational transformation.** Qualitative studies are recommended to explore the psychological, professional, and technical obstacles limiting teachers' adoption of modern learning patterns.
4. **Examining differences in teacher competence according to experience and specialization.** Comparative research is suggested examining teachers in terms of experience or specialization with respect to their ability to implement modern learning effectively.
5. **Exploring the impact of teachers' digital competence on children's learning.** It is suggested that the relationship between teachers' digital skills and the quality of learning outcomes among children in the foundational stage be examined.
6. **Analyzing the role of school leadership in supporting teacher competence.** It is suggested that the impact of administrative support and educational leadership on strengthening teachers' attitudes and competence toward the educational transformation be examined.

7. **Evaluating the impact of professional attitudes on actual teaching practices.** It is suggested that the extent to which teachers' attitudes, whether positive or negative, are reflected in their classroom practices be examined.

Third: Recommendations Related to the Curricula Offered

1. **Restructuring curricula in accordance with the philosophy of modern learning.** The study recommends redesigning foundational-stage curricula in line with the philosophy of modern learning, shifting the focus from transmitting knowledge to developing skills and strengthening critical thinking, problem solving, and self-directed learning.
2. **Achieving integration between cognitive content and applied skills.** Curricula should include a balanced mix of foundational knowledge and applied activities that enable the child to apply what they learn in real-life situations, fostering deep learning.
3. **Designing flexible, adaptable curricula.** The study recommends developing flexible curricula that allow for modification and adaptation according to learners' needs and individual differences, while giving teachers room for creativity in delivering content.

4. **Integrating technology into the structure of the curriculum.** Digital tools and interactive resources need to be embedded within the curriculum itself, becoming an integral part of the learning process rather than merely a supplementary aid.
5. **Focusing on activity- and experience-based learning.** The study recommends that curricula rely on strategies such as play-based learning, project-based learning, and discovery learning, suited to the nature of the foundational stage.
6. **Developing assessment methods linked to the curriculum.** Assessment tools need to be aligned with the nature of modern curricula, focusing on evaluating the child's actual performance, rather than cognitive achievement alone, through performance tasks and applied activities.
7. **Achieving horizontal and vertical integration in curricula.** Emphasis should be placed on coherence between curriculum components within a single grade (horizontal integration) and across different grades (vertical integration), ensuring continuity and cumulative learning.

Suggested future research directions for raising the quality of curricula offered

1. **Examining the impact of modern curricula on developing basic skills.** Experimental studies are suggested to measure the impact of developed curricula on reading, writing, and arithmetic skills among children in the foundational stage.
2. **Analyzing the extent to which current curricula align with the requirements of modern learning.** Analytical, evaluative studies are recommended to identify the strengths and shortcomings of currently implemented curricula.
3. **Comparing traditional and modern curricula.** Comparative research is suggested to study differences in learning outcomes between children taught under traditional curricula and those taught under modern curricula.
4. **Examining the effectiveness of interactive digital curricula.** Further research is needed on the impact of using digital books and interactive educational platforms on children's learning.
5. **Analyzing the challenges of implementing modern curricula.** It is suggested that the obstacles facing the implementation of developed curricula be explored, whether organizational, technical, or related to teacher preparation.

6. **Examining the relationship between curriculum design and learning motivation.** It is suggested that the extent to which the nature of curriculum activities and content affects children's motivation toward learning be examined.
7. **Exploring the role of the curriculum in developing values and life skills.** Studies are suggested to examine the extent to which modern curricula contribute to shaping the child's personality and developing their social and emotional skills.

Fourth: Recommendations Related to Communication between Educational Institutions and Families

1. **Strengthening the educational partnership between school and family.** The study recommends establishing the concept of genuine partnership between educational institutions and families, viewing parents as active partners in the educational process rather than mere recipients of its outcomes, supporting the continuity of learning across different environments.
2. **Developing interactive, sustainable communication channels.** There is a need to establish modern communication systems based on digital media and educational applications, ensuring continuous

and effective communication between teacher and family, and enabling real-time monitoring of the child's progress.

3. Raising family awareness of the requirements of modern learning.

The study recommends implementing guidance and awareness programs for parents to familiarize them with the philosophy of modern learning and their expected roles in supporting their children's learning, especially given the growing reliance on self-directed and digital learning.

4. Involving the family in designing learning experiences. Emphasis

should be placed on involving parents in certain educational activities, such as home projects and applied activities, strengthening the integration of the learning experience between school and home.

5. Enhancing transparency in presenting learning outcomes. Families

need to be provided with periodic, qualitative reports reflecting the child's progress, not only academically but also in terms of skills and behaviors, in line with the nature of modern learning.

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