Stylistic the Curriculum and Its Importance in the Educational System and the Foundations for Its Development. An Analytical Study

Raad Hassoon Aqool Rhadi Al Jammali[a], [a]Missan Directorate of Education Office / Specialist Supervision /Iraq,

The processes of education and the means of communication are all based on three main pillars without one of them that cannot work and be productive within the educational path loops in general, and these pillars are ((the sender and the consignee and the message is a constructive image of the teacher, the learner and the curriculum, and we will stand in this research on one of these The three pillars, which is the curriculum)). When we talk about the curriculum, we talk about the future of nations and peoples when one of the politicians was asked his opinion about the future of his mother, and he said ((Put in front of me her curricula in the study, tell you about her future. We aspire to him)). The curriculum has paid great attention to educators and researchers because of its prominent role in the events of change in the lives of individuals and peoples, and this importance has been demonstrated through the many changes and development that have occurred in the curricula in various countries of the world and throughout times and ages. As I address this topic, I stand on the most important stations in the concept of the curriculum and its importance in the educational system, and these stations were represented by the curriculum language and terminology, continued the word curriculum and its concept, and the definition of the traditional curriculum and the modern curriculum and the difference between them as well as the directions of defining the curriculum, and also highlighting the formal curriculum And the hidden curriculum, and this according to the requirements of the study and appropriate to the topic and the need for it.

Key words: *Stylistic the Curriculum, Educational System, An Analytical Study*

Introduction: The Curriculum is a Language

Ibn Manzoor mentioned in the chapter on the approach: the path of the approach is clear, and the way I followed it, and the curriculum is the clear way. : Between it, its path, and it is said: approach so-and-so approach: take its course, and take the path: a questionnaire and its route, and take the path of so-and-so: the course of its course, and the curriculum: the clear path and the drawn plan, and from it: the curriculum of education, the curriculum of education and the like, (plural) curricula, and the curriculum: Curricula collection curricula (Ibrahim 1973).

The word "method" was mentioned in the Noble Qur'an in its saying: "We have made all of you legal and systematic." << Table / Verse 48 >>

The origin of the word method and its concept:
The word Curriculum in foreign languages goes back to the Latin word Currere, which means (the race track) in which the competitors compete to reach the point of winning. Station to station, through a series of instructions, knowledge, and skills that are beneficial to him in his future life, and within the educational institution, we find students competing for success and excellence in school subjects.

The concept of the curriculum has evolved in dictionaries of the foreign language continuously, as the word Curriculum means the curriculum for the university, and in this sense this word appeared for the first time in the (Webster) dictionary edition of 1856, and in 1966 the word Curriculum) appeared in the dictionary (Bancroft) meaning "an organized series of lessons prepared for study". (Ibn Manzoor).

There is a word synonymous with the word curriculum sometimes and used in a special sense, which is the word syllabus. It means in the Arabic language the knowledge that students are required to learn in every subject during the semester. (Al-Tamimi, Awwad Jasim 2006).

The educators had outstanding efforts in the field of defining the concept of the curriculum, as it was found that there are general trends that characterize the stages of educational intellectual development in defining the curriculum. The most prominent of these trends are as follows:

The first direction: the focus is on the content, that is, the school subject provided by the school. The curriculum is defined in the light of this trend: it is the educational content that is provided to students, or that: what happens to children in school as a result of what teachers do.

The second direction: This trend focuses on describing the educational endowment as an integrated whole, since the curriculum is defined under this trend as: forming a group of educated goods within the school, and it is every learning that the school plans and directs, whether implemented individually or collectively inside or outside the school.

The third direction: This trend focuses on describing the outputs or product of the educational process and defines the curriculum in the light of this trend as: The combined effort that any school plans to direct student learning towards predetermined outputs, which is all of the planned options that the school provides to help students achieve the desired outputs.

Fourth direction: This trend focuses on the curriculum is an organized plan on the one hand and a description of school conditions on the other hand, so he sees the difficulty of defining the curriculum on both sides before describing them. (Al-Jabri, Kazem Karim 2001)
The following figure shows these trends: -

Diagram of directions for defining the curriculum

Educational position

Output ⟵ Curriculum identification trends ⟶ Content

Organized plan and description
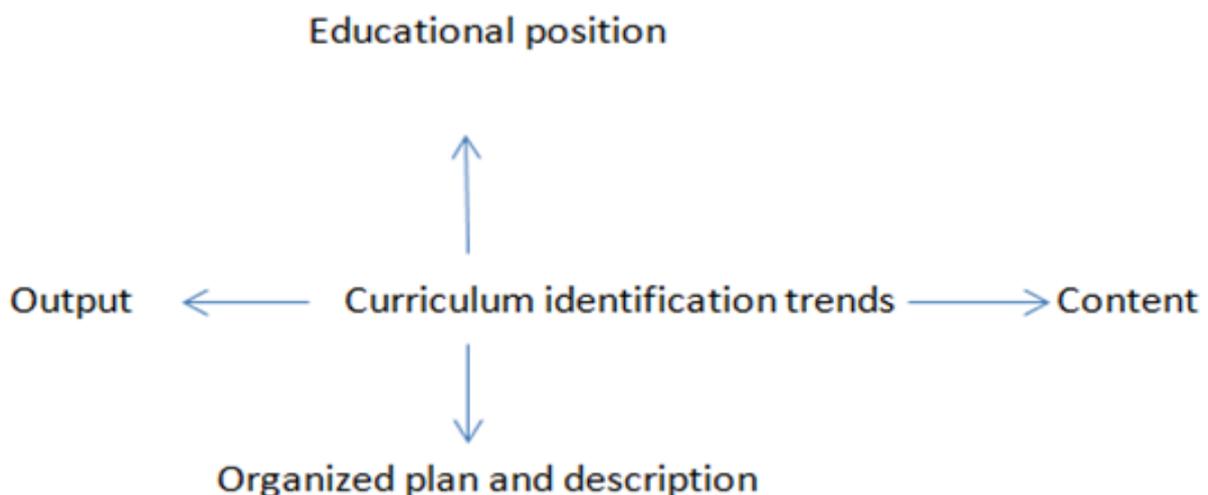
Then this concept evolved in the twentieth century to prepare the group of good deeds and activities that the educational system plans to develop students, and in the seventies a new dimension appeared that focuses on the goals and results of the curriculum, which is the third direction that we have mentioned. (Al-Jaafrah, Abdul Salam Yousef 2011)
The curriculum has defined several definitions, including:
Which is: (The work plan in the academic field includes the experiences and studies that the school delivers to the students) (Al-Harthy1998).

It is defined as: ((All extra-curricular and extra-curricular activities that aim at the student's involvement in it and interacting with it in order to gain educational experiences that achieve the desired goals)) (Al-Hassan 1990).

Also, the educator's circle of acquaintances defines him as: the set of good things that the learner acquires under the direction of the school (Khater, Izzat Salama 2002).

Hilda Taba is defined as: an education plan aimed at providing students with educational experiences and opportunities appropriate for their development (Darwazeh 2000).

It is also known that: ((carefully planned experiences provided by the school during the teaching process, be it individually or collectively inside and outside the school with the aim of achieving the comprehensive and integrated growth of the learner)).

Through the previous definitions, we conclude that the curriculum is: an organized plan in the field of educational work that includes classroom and descriptive activities, cognitive, mental, emotional, and motor skills to provide students inside or outside the school with the aim of achieving comprehensive and integrated growth.

No matter how many the curriculum definitions are, what combines these definitions is:
1. A set of educational experiences, which includes curricula, classroom and non-classroom activities.
2. Its goal is to create appropriate learning opportunities for students.
3. A system that educational institutions have planned to achieve various goals and objectives.
4. The school is responsible for implementing the curriculum.
5. The curriculum contains objectives, content, methods of implementation and evaluation.
The first topic

The traditional concept of the curriculum (narrow, old)
The educational curricula are influenced anywhere and any time by the prevailing philosophy in society. It defines the meaning and concept of the curriculum. The Greek philosophy was directing education to develop curricula that contribute to the child's numbers for the future to achieve stable goals, regardless of the degree of its difficulty or the extent of its suitability to the child's interests and interests, The seven arts (grammar, rhetoric, pronunciation, arithmetic, engineering, astronomy, and music) represented the content of the Greek curriculum (Al-Demerdash 1996).

As the prevailing belief was that the knowledge available to the learner gives him the keys to overcoming the problems of life and learning how to think, so the curriculum in the past was centered in the humanities (Samurai 1985).

Then added to this arts over time other sciences such as history, geography, science, drawing and works, and this philosophy has remained prevalent in educational circles for a long time extending the beginnings of the twentieth century, (and the curriculum in the shadow of this philosophy was the set of subjects Matter - Subject or Subjects that are prepared by specialists Or its composition, and the teachers implement or teach it, and students work on learning it or studying it (Samurai 2000).

It is a vocabulary that is presented in a specific field of study or is the academic subject that contains the largest amount of information (Ahmed Jawdat, Ibrahim 2001).

It is ((a set of study materials that must be transferred to students and they must memorize them, and an exam will be presented in them as evidence of this memorization)) (Saadeh, Ahmed Jawdat 1990).

Some of them looked at it in a similar way. They mentioned that the curriculum is the content of the Matter- Subject Content of the curriculum. Thus, we see that the curriculum is in its concept.

The traditional ((it is a study curriculum (or its content prepared by the specialists - out of their conviction that it is necessary to achieve the educational goals - and instructed the teachers to teach it that a method they see is appropriate, and asked the student to memorize it and understand its facts, without any regard for its preparations and inclinations))).

Thus, we can say: The curriculum in its traditional concept is limited to the academic courses, knowledge and information contained in those courses, and the following figure shows the curriculum in its narrow traditional sense:

The curriculum in its traditional sense
A number of ideas have been linked to the concept of the old traditional approach, including:
• The course subject is a goal in itself and students should memorize this subject.

• Each subject has its own subjective value and goals, and students must master all of these subjects.
• The job of teachers is to transfer the material to students and test them in it (Obaidat, Touqan 2007).

These concepts led to negative results and many criticisms of this approach. Criticisms of the Tradition Approach:

1. The school function is limited to the interest in the knowledge aspect.
2. Isolation between school and life remains.
3. Neglecting the performance, practical and applied aspects.
4. Restrict the teacher's freedom.
5. Neglect learners' needs and preferences.
6. The choice of curriculum content is limited to two disciplines only.
7. Excluding school activities.
8. Neglecting the role of good example in guiding behavior.
9. Familiarize students with negativity and not rely on oneself.
10. Inflated courses.
11. The study subjects are not coherent (Qurah, Hassan Salman, (1982).

The modern approach
Modern educational curricula cannot be far from contemporary reality, as the old curriculum based on the transfer of knowledge can no longer be preserved because it no longer fits the requirements of the times, because the preparation of young people for life is their preparation for tomorrow's life, which differs greatly from the life of today as the Imam said Ali (PBUH): ((Do not force your children over your manners, for they have been created for a time other than your time)), and with this, it is possible to reach an open future education on the rapid and enormous development of creative methods and methods that guarantee today's students to achieve better adaptation to the conditions of life that will be imposed on them by the future (The Arabic Language Academy 1989) .

And when educational development took place due to the innovative ideas put forward by the enlightened educators, Rousseau called for the need for the child to interact with nature, and its promise is better than a teacher, because it gives him knowledge, which makes him able to use his mind to confront problems and solve them.

As for the educator (John Dewey), he mentioned in the book (School and Society) the negative aspects of school life in light of the old curriculum and traditional education, and summarized that it put both the subject teacher in the center of gravity of the educational process, while the teacher remained outside the circle of this attraction.

Modern education has moved the child from the margins of the educational process to its center, thus creating an educational revolution that led to the development of the entire educational process (Muhammad Ziyad Hamdan 1985).

The modern curriculum has defined several definitions, including:
It is ((a group of educational experiences (cultural, sports, social and artistic) that the school prepares for its students inside and outside the school with the intention of helping them to achieve comprehensive growth in all physical, mental, social and emotional aspects, and modifying their behavior according to their educational goals)) (Muhammad Abdullah Al-Sanea1981).

It is ((all experiences, activities, or planned and targeted practices that the school provides to help learners achieve the desired educational outcomes to the best of their abilities, whether inside or outside the classroom)) (Mohamed Labib Al-Najihi 1997).

It is all kinds of activity carried out by students or all the experiences that they pass in supervising and guiding the school, whether inside or outside the school, and it is an instruction that is planned and directed by the school individually or socially, and it is a program of activities planned in a way that makes the students achieve as much as they can their specific and specific goals, and in this sense It turns out that the curriculum is the same as the engineering plan for the educational process designed in an organized framework.

It is formatted so that:
• Keeps pace with the progress of education
• It depends on the results and the sequence of educational situations
• Uses the proven principles of learning, teaching methods, and evaluation (Marwan Abu Hawij 2000).

The factors that contributed to the development of the concept of the curriculum:
1- Cultural and social changes resulting from scientific and technological development, and the consequent changes in values, concepts, attitudes, and perceptions of life and people.
2- The change in the goals of education as a result of the previous changes and the consequent change in the perception of the school's job, and the necessity of keeping pace with developments in various fields of science, especially in the field of psychology and educational and social sciences, and meeting the needs of society to the human forces able to advance it, And fulfill its goals.
3- The results of educational research and studies that shed light on the shortcomings of the traditional curriculum, and recommended its development and the introduction of the broad concept of the curriculum.

4- The results of research and studies that dealt with the learner, the characteristics of its development, the requirements of each stage of this growth, its needs and inclinations, the psychology of its learning, the nature of the learning process itself, and the theories it dealt with, all of which led to a reconsideration of the objectives of the curriculum, its other components, content and methods , Means, Activities, and Calendar Methods.

5- The nature of the educational curriculum itself, as it is a reflection of the prevailing intellectual and social reality in the environment and society, and therefore it is natural for the educational curriculum to take the changes taking into account, and seeks to achieve the goals developed in society as a result of cultural and intellectual transformations. Al-Tamimi pointed to the difference between the two approaches As shown in the table :(Hwana, Walid Abdel-Latif: Al-Makhlal 1998)

The difference between the old curriculum and the modern curriculum

The modern approach	The old approach	the field	s
The course is part of the subject, flexible, accepting modification, focusing on how it is concerned with all dimensions of growth	The syllabus is synonymous with the curriculum, a constant that does not accept change, focuses on quantity and is concerned with mental development only	The nature of the curriculum	1.
All stakeholders and influencing parties participate in its preparation, and focuses on all elements of the curriculum	The course prepares it for professionals, and focuses on choosing the subject only	Curriculum planning	2.
The subjects are interlinked and complementary and their sources are multiple	The course material is separate, and sourced from the scheduled book.	Anchored material	3.
Adopting appropriate methods with providing conditions, and interested in the activity of the learner.	Adopts direct technique, does not care about the activity of the learner and ignores the use of means	Teaching path	4.
Positive participant, judged by his progress towards the desired goals	Negative non-participant, is judged on the extent of his success in the exam	requester	5.
Open minded, sensitive to individual differences, directs and guides, and its	Authoritarian, disregarded for individual differences, threatens punishment and	the teacher	6.

role is variable.	its fixed role		
Interested in the school relationship to the environment	He does not care about the school's relationship with the environment	School and the environment	7.

The Second Topic
The Apparent and Hidden or Hidden Approach

In the curriculum science, what is known as the hidden or apparent hidden or formal approach is hesitant, so what is meant by each of them, and to answer this question we see that the designation refers to the name, so the apparent or formal approach is the approach that was designed in a deliberate and deliberate way to achieve certain cognitive, skillful and emotional goals, and therefore, Most of what the learners acquire is the result of their organized and planned interaction with the components of that curriculum, which is (the apparent curriculum), but we discover that there are other experiences that the learners have acquired that the formal or apparent curriculum did not include, and it was not planned to acquire them, so where did the learners acquire these experiences?

The interaction of the students with them inside and outside the classroom, and their interaction with the school environment with all its components and facilities, gained them new experiences that the school did not intend to give them to them, and learning took place outside the school's control, and this unintended learning is responsible for the experiences gained outside the scope of the formal curriculum is what is known as the hidden curriculum or invisibility (Al-Wakeel Hilmi Ahmed, Mufti Ahmad Amin, (2005),)

So the hidden curriculum is: ((The set of concepts, mental processes, attitudes, and performances that the learner acquires outside the formal curriculum voluntarily and in the way of impregnation without the supervision of the teacher, and it is the result of the learner's coexistence of the environment in which it exists))).

It is a parallel or informal curriculum and represents all experiences, knowledge, values and behavior that students undertake and learn outside the school and the scheduled curriculum without the teacher's knowledge or supervision, and it is unintended learning or accompanying learning and its impact is more than the formal written curriculum and difficult to evaluate .

The place and importance of the curriculum in the educational system:
Through progress, the picture shows clearly the importance of the curriculum and the decent position it enjoys. (Khater) has pointed to this position and can be summed up with the foregoing, so its importance is highlighted in:

• It is an integrated system that includes objectives, means, activities, and evaluation.
• It is the most important system that constitutes the educational system.
• It is a plan and action that carries with it internal and external planning and implementation methods.
• Maintains the cause of the nation's heritage, its culture and keeping pace with all that is new in contemporary progress.
• It is the standard method used in school education in directing and developing learning processes.
• It is a tool through which the cognitive, emotional, kinetic and skillful goals are achieved by learners.

It is a safeguard against perverted ideas and cultural and intellectual conquest in its many ways.
A key factor in school education events through which a good person is built
The educational curricula do not exist in a vacuum but rather are shaped and identical with the culture in which they live and the social, religious and political systems that prevail in society.

And educational curricula have a basis of psychological theories and concepts to pay off fairly. The educational curricula are subject to the philosophical approach that educators owe and want to paint youth as it is.

Education in its curriculum is a moral entity that takes root in others, is based on foundations, and curriculum development builds study on a set of foundations:

a. Social foundations.
B. Psychological foundations.
T. Philosophical foundations.
D. Knowledge foundations .
Philosophical foundations:

It means: love of wisdom, and it means the wisdom with the information and knowledge that a person learns in school or outside of school, but rather it means something that exceeds this information and that knowledge, which is its use and application in scientific life situations, for every person in life has a philosophy that guides his behavior and behaviors, and builds

on his rulings And follows its meanings in his thinking, as well as philosophy is concerned with educational curricula and the reasons for using educational tools such as schools, institutions, books, and so on.

And the subject in the matter of the many educational philosophies that have existed and lived through crises finds that its origins and research methods are grouped in three directions:

a. Authoritarian direction.
b. Democratic trend.
c. The direction of absolute liberation.

Psychological foundations:
The curriculum developer must take into account the needs, interests, tendencies and stages of development and how to learn for the learner, provide the opportunity for teamwork, use appropriate counseling programs, deepen religion and faith, and use investigative and problem solving methods.
Knowledge foundations:
The creator of the curriculum must take into account the cognitive structure of each branch of knowledge, and link the information that is provided to students in a branch, and the life of the student, his reality, his needs and interests, and enrich him with all kinds of knowledge and knowledge, whether in terms of status, mental, human or empirics,

Social Foundations:
The curriculum developer must work to increase awareness, spread tolerance and acceptance of the other, spread technological culture among members of society, spread principles of democracy and freedom and accustom them to critical thinking.

** The extent to which the curricula achieve the desired educational goals
And whether it meets the needs of society and is linked to social values: -

On the curriculum formulated within the framework of culture and as long as the curriculum enters culture, it is natural that it is affected by the important changes and modifications that occur to it, and if it is adhered to, it leads it to stand on solid ground .

In my view, I would like to clarify whether the curricula meet the needs of society and are related to its social value, and to what extent the curricula achieve the desired educational goals of course that they achieve and meet, because it is obvious that the school curriculum is launched in its construction from society, whether at the local, national or global level And the school curriculum in its construction takes into account the psychological or

psychological aspects of the nature of the learner and the nature of the learning process. The curriculum also sets the nature of knowledge,

What I would like to emphasize is that society, as a basis for building the curriculum, may be subject to changes in various fields with which the curriculum should be reviewed again and developed.

Also, the desired educational goals for this curriculum are achieved if teachers feel the importance of the need for the developed curriculum, and if the curriculum change is not complicated and explained clearly to teachers, if educational materials are provided that support the developed curriculum for teachers based on the implementation process and if previous or initial experiences of the developed curriculum were successful And if the teachers are developed sufficiently in order to raise their various competencies to deal with the developed curriculum, and if a strong school administration is available and supported by the local community of the school, and if a plan for the completion process is developed and the administrators take the necessary steps to eliminate certain problems, and that the teachers exchange ideas and share Face problems together.

These curricula meet the needs of society because they work on getting to know enough information and data that clarifies the nature of the society to which the learners belong, as their children provide them with learning opportunities and expect them to participate actively in its construction and development, and therefore the nature and needs of society must be clear in the minds of the planners of the curriculum in terms of:

A- The philosophy of society that he embraces and defines the course of his life
B- The components of social construction and its systems.
C- Culture of society in terms of its customs, traditions, thoughts and values, tools of its production and secretions of its human activity.
D- The nature of social changes and how the approach contributes to achieving the desired social change.
E - the nature of socialization and highlighting the role of the curriculum therein in order to build crossings or links with elements with other elements in the social context of students.
F- Characteristics and composition of local communities, taking into account the environmental diversity between them .

And because this curriculum also works to help students study social situations in various areas of life in order to define their nature, and achieve more awareness of them in order to know how to deal with them or face them in social reality, and to help students gain positive attitudes towards desired social values By the community you live in.

It is closely related to the society in which the school is located, in which it is not only limited to what is urged within the school, but also focuses on educational practices that occur outside the school under the guidance and planning of them for service.

Society in the first place, as extracurricular and extracurricular activity accompany this curriculum abounds, as it is the true community in which educational attitudes are translated. The important thing is that the needs of the learners and their inclinations contribute to any educational situation without intending it, so that this position is linked to the society in which the learners live.

Focusing on understanding social attitudes about problems and events and increasing awareness of them and stopping over the extent of the students' acquired values related to them and the skills in their mentors.

The steps involved in organizing and building curricula are:

1. Planning
Successful development, like any other process undertaken by the individual or group, is the one that is based on sound planning. This requires the development of a comprehensive plan that is subject to all aspects, provided that this process has real statistics and adequate data, and it is necessary to put this plan in the form of follow-up phases, to be specified for each stage. Its goals, the path, the means and methods necessary to achieve it and the time set for it so that each stage can be evaluated first-hand, and for the plan to be peaceful, it should focus on the following points:

a. Consider the principle of prioritization.
b. Taking into account the reality and the possibilities available.
c. The concept of inclusion and integration.
d. Accuracy of data and statistics.
e. Flexibility.

2. The development is based on a scientific study of the student, the environment, society and global trends:
The scientific study calls for determining the changes that occurred to the student, his inclinations, abilities, needs, growth and factors that affect him, as well as studying the factors that lead to an increase in his adaptation to an environment with the school so that he can bear the burdens of self-education and continuous learning, which of course can not bear these burdens unless he loves the school Studying is enough for her.

The scientific study calls for the environment to study the various sources of the environment and the ways to exploit them and the changes expected to occur so that the new approach works to take into account all these factors.

As for global trends and the spirit of the age, it is necessary for development to keep pace with it, and this calls for an accurate definition of the characteristics of this era:

a- It is the age of scientific progress.
b- It is the epoch of cognitive explosion.
c- It is the age of disciplines.
d- It is the material age.
e- It is the era of rapid change.
And - it's the era of anxiety and psychological stress.

3. Sabotage
In order to play a major role in developing curricula on a scientific basis, experimentation has several goals, the most important of which are:

a- Proof of validity or error of the topic to be tried.
b - Know the strengths and the weakest.
c - Providing the opportunity to get acquainted with some of the problems encountered when experimenting.
d- Provides an opportunity to get acquainted with the effect of one aspect in the other aspects.

4. Inclusion, Integration, and Balance
It is necessary that the development be exposed to all aspects of the curriculum, and therefore the development must be comprehensive, as it must be complete, because one aspect of the curriculum is closely related to other aspects as it affects and is affected by them:

Examples of integration in the curricula include:
a- Integration between theory and practice.
b- Integration between teaching methods.
c- Integration between evaluation methods.

The development must be concerned with the concept of balance and requires determining the relative weight of each factor or aspect according to its ability and contribution to achieve the goal according to the role that it can play in the framework of the general plan, the balance required in many aspects of the educational process as follows:

a. Balance between different aspects of growth.

b. Balance between basic subjects and activities.

c. The balance between theoretical and practical.

D. Balance between the old and the new when building classrooms.

5. Cooperation

It is imperative that the development be cooperative, and cooperative development is the one in which all parties that have a direct or indirect relationship with the educational process such as the student, teacher, director, mentor, expert, and parent, are involved: the economist, the religious scholar, the doctor, the engineer, and the politician.

6. Continuity:

The development itself is continuous and never ends, but it is in the form of successive and successive processes, and each process has a beginning and an end, so if we start with the number one development process and we have finished with it, then what happens is that after several years we must do the development process and do 2 and then number 3 and so on.

It is more appropriate to separate the development process for a period of no less than five years until:

a- It gives the developed curriculum an opportunity to settle in.

B-In order for the development to be economical.

c - So that the curriculum can be judged in an objective manner .

From my point of view, we must focus when organizing and building the curriculum on the most appropriate methods. I believe that the most appropriate way is to focus when developing the curriculum in a future framework on both achieving absorption and acceptable empowerment in relation to technology and its use in various fields and emphasizing some of the original values that are subjected to vibration, loss and work To practice cooperative life and distance from the absolute individualism in work and selfishness that destroys groups and societies and to acquire students the skills of professional choice and emphasize the idea of self-learning and the acquisition of students the skills of thinking and creativity, and work to achieve both the local dimension and the global national dimension of the concept of citizenship or in the sense of more accurate work to achieve The concept of humanity and preparing the righteous man for every time and place.

Conclusion

1. The preface research revealed the meaning of the curriculum language and terminology, and clarify the origin of the word curriculum and its concept.

2. The research demonstrated the efforts of educators in defining the concept of the curriculum and the stages of educational intellectual development in defining it.

3. Study the research of the traditional concept of the curriculum, and explain the impact of educational curricula on the prevailing philosophy in society.

4. The research revealed the approach of the modern curriculum and its communication with contemporary reality, which the old curriculum has avoided.

5. There are factors that contributed to the development of the concept of the curriculum, which were explained and referred to through study and research.

6. The research shows the position and importance of the curriculum in the educational system.

7. After research and study between the foundations and educational methods that lead to the development of the educational curriculum in accordance with modern educational methods.

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