

Research Article

A Study on the Recognition of Nuri Curriculum and Elementary Curriculum-Related Curriculum of Kindergarten Teacher, Elementary Teacher , Preliminary Kindergarten Teacher and Preliminary Elementary Teacher

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ABSTRACT

Background/Objectives: The purpose of this study is to examine the perceptions of kindergarten teachers, and elementary school teachers, pre-kindergarten teachers and pre-primary school teachers, about the Nuri curriculum and the elementary curriculum-linked curriculum

Methods/Statistical analysis: To this end, 2 students in early childhood education and 3rd and 4th grade students, 2 respectively, 3rd and 4th grade students of the University of Education, 3 kindergarten teachers, and 3 elementary school teachers were participants in the study. In-depth interviews, telephone interviews, and e-mail were mainly used as data collection methods.

Findings: As a result of the study, all of the necessity of connection between the kindergarten curriculum and the elementary school curriculum was acknowledged, but in fact, pre-kindergarten teachers, elementary school teachers, incumbent kindergarten teachers, and elementary school teachers did not fully know about the connection between kindergarten and elementary school. In addition, the university courses and refresher education were not properly conducted.

Improvements/Applications: Accordingly, it was suggested as a plan that a practical curriculum and education that can be connected to early childhood can be achieved.

Keywords: Nuri curriculum, elementary curriculum, pre-kindergarten teacher, pre-primary school teacher, kindergarten teacher, elementary school teacher

1. INTRODUCTION

A curriculum refers to a comprehensive plan for education and education and learning of education contents and prescribed classes in accordance with the purpose of a certain education. Depending on how well structured the curriculum is, the competencies of trained learners differ.

In the case of infants, the national-level Nuri program was introduced and operated for the first time since 2013 for children aged 3 to 5 years in common with daycare centers and kindergartens. It has been applied to daycare centers and kindergartens since March 2020 by announcing the revised 2019 Nuri program, focusing on "reform of the infant play-oriented curriculum" based on raising questions about the uniformity of education by excessive age.

In the case of elementary schools, the 2010 elementary school curriculum was revised to the 2015 revised elementary school curriculum and is currently applied to each class. It is the basic principle of the curriculum that the learning experience should continue or develop sequentially without being disconnected between grades and school levels. Accordingly, in the press release for the finalization and announcement of the "2015 Revised Curriculum" released by [1] in

September 2015, the reinforcement of the connection between early childhood and elementary school curriculum is stipulated as a key to improving the elementary school curriculum. The Ministry of Education, which is the core of educational institutions, also acknowledged the importance of connecting early childhood education.

Therefore, it is important to consider the major changes in the revised 2019 revised Nuri curriculum and the connection with the 2015 revised elementary school curriculum. According to the study in [2], the 2019 revised Nuri curriculum newly established the nature of the Nuri curriculum and the human image to be pursued, and by describing the goals according to the human image, there was a partial difference from the elementary school curriculum, but a similar composition system was established. The Nuri curriculum guaranteed autonomy and flexibility in the operation of the curriculum by teachers through the reduction of the content of the domain and the simplification of evaluation. This is a positive change in terms of connection, which is already emphasized in the elementary school curriculum. Above all, the pursuit of the 2019 revised Nuri curriculum focuses on the transition to a learner-centered paradigm, and is linked to the emphasis on learner-centered education in the elementary school curriculum and the use of play in teaching and learning methods and content. In terms of the learner-centered paradigm, the 2019 revised Nuri course is evaluated to have a higher level of early childhood connection compared to the current Nuri course [3]. In terms of curriculum, the Nuri curriculum and the elementary curriculum can be seen as being formed with sequence and connection. If you compare it with the previous curriculum, it can be said that the 2019 revised Nuri curriculum and the 2015 revised elementary school curriculum are relatively well connected.

The subjects of education for learners are teachers. Kindergarten teachers are familiar with the Nuri curriculum through learning and refresher education at the university, and elementary school teachers are well aware of the elementary curriculum through learning about the curriculum at the university and continuing maintenance education. Then, at this time when the importance of linking the kindergarten/elementary curriculum is emphasized, kindergarten teachers must know not only the Nuri curriculum but also the elementary curriculum at least for the lower grades, and the elementary school teachers must be familiar with the composition and contents of the Nuri curriculum.

Even if you look at the early childhood education department or education curriculum through the homepage, there are few subjects related to early childhood connection, and even if you look at university materials related to early childhood connection, [4] is a recent textbook. Ironically, at this time when the linkage of the early childhood curriculum is important, education on linkage in the field of education is not properly conducted. Therefore, through interviews with pre-school pre-school teachers, pre-primary elementary school teachers, incumbent pre-school teachers, and primary school teachers, we will better understand the reality of the early childhood connection in the field of education and the quality of early childhood education. It is intended to be presented as basic data for improvement. To this end, the research questions are as follows.

Research Question 1. What is the perception of kindergarten teachers and elementary school teachers about the preschool-linked curriculum?

Research Question 2. What is the perception of pre-kindergarten teachers and pre-primary school teachers about the pre-school-linked curriculum?

2. Study method

2.1. Subject of study

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In this study, researchers interviewed two third graders, two fourth graders, two third graders, two fourth graders at D University of Education, two fourth graders, two current kindergarten teachers, and three elementary school teachers in depth.

Table 1: Research Participant Teachers Background

	A Teacher	B Teacher	C Teacher
Position	Kindergarten teacher	Kindergarten teacher	Kindergarten teacher
Age	27	26	42
Educational career	4	2	18
Sex	Female	Female	Female
	E Teacher	F Teacher	G Teacher
Position	Elementary school teacher	Elementary school teacher	Elementary school teacher
Age	40	42	37
Educational career	15	16	13
Sex	Female	Female	Male

Table 2: Research Participant Students Background

	A Student	B Student	C Student	D Student
School	Department of Early Childhood Education			
Age	27	23	22	22
Grade	4	4	3	3
Sex	Male	Female	Female	Female
	E Student	F Student	G Student	H Student
School	University of Education			
Age	23	23	22	22
Grade	4	4	3	3
Sex	Female	Female	Female	Female

2.2. Research tool

2.2.1. In-depth interview

In-depth interviews were conducted with preparatory teachers in the 3rd and 4th grades of the department of early childhood education and the 3rd and 4th grades of the college of education, and two groups of preparatory and in-service teachers, kindergarten teachers and elementary school teachers working in the educational field. For prospective teachers, in-depth interviews were conducted on whether they were to learn each curriculum at school, education related to early childhood connection, etc., and for current teachers, the necessity of early childhood connection in the field and their understanding of each curriculum, etc.

2.2.2. Data collection

For the in-depth interview survey in this study, researchers selected 2 3rd graders, 2 4th graders in Early Childhood Education Department 2 3rd graders, 2nd grade 4th graders in the University of Education, 3 kindergarten teachers, and 3 elementary school teachers. After selection, the necessity, purpose, and significance of the study were explained to the study participants. In this study, a general method for selecting a qualitative research participant was selected, an objective sample was selected, and a study participant was selected, and one to two in-depth interviews were conducted individually from April 25, 2020 to August 30, 2020.

2.2.3. Data analysis

For in-depth interview data analysis, the analysis method used by [5] and [6] was used. For data analysis, all interviews recorded at the same time as they were collected were transcribed, and the transcribed data were reviewed by question content and transcribed content, and then reconstructed and analyzed as a research text. According to the method described in [5] and [6], the contents of the research participants are divided into related subjects, and the extracted data are organized by related subjects, categorized into sub-themes, and then the details related to each subject are divided. The data were analyzed through the process of categorizing them into classic sub-themes.

3. Study result

3.1. What is the kindergarten teachers about the kindergarten-elementary school curriculum?

3.1.1. Do you think kindergarten and elementary school need a connected curriculum?

"Yes. Depending on the stage of development, connection is necessary in order to acquire necessary parts of life" (A kindergarten teacher, 2020. 8. 10)

"Yes. The first and second graders of elementary school are in need of an amusement-oriented curriculum. Therefore, play-oriented education in kindergarten should be linked in elementary school." (Kindergarten Teacher B, August 13, 2020)

"Need. This is because the development of young children in early childhood education is made continuously, and the end does not stop at the child, but is continuously and continuously achieved through primary education. This is because I think that the foundation for a smooth adaptation without fear when children graduating from early childhood education institutions enter elementary school." (C Kindergarten Teacher, August 17, 2020)

3.1.2. Have you ever received refresher training for the current 2019 Revised Nuri Curriculum? "Yes. We are receiving refresher education at the Office of Education." (A kindergarten teacher, August 10, 2020)

"Yeah. I am constantly receiving education and studying personally" (B Kindergarten Teacher, August 13, 2020)

"Yes, I heard it. The Office of Education provides refresher education for the focus." (C Kindergarten Teacher, 2019. .9 20)

3.1.3. Have you ever heard of the 2015 primary curriculum?

"No. I haven't heard of it." (A kindergarten teacher, August 10, 2020)

"No. I don't know well. Perhaps it is because he is in charge of kindergarten education only." (B Kindergarten Teacher, August 13, 2020)

"I heard a little. In educational materials, I heard that the number of class hours increased as the demand for parental care increased" (C Kindergarten Teacher, August 17, 2020)

3.1.4. What do you think is a good way to link kindergarten-elementary school curriculum to education? And what do you think is the plan for kindergarten education or primary

education?

“It must be supported so that the necessary knowledge can be acquired in life” (A kindergarten teacher, August 10, 2020)

“It is necessary to make frequent exchanges between teachers so that they can understand each other, and in case of kindergartens, exchange classes between the elder brother and the younger brothers should be encouraged.” (B kindergarten teacher, August 13, 2020)

“I think that early childhood-linked education takes place first with the open minds of teachers. Therefore, I think that the time for teachers to share their thoughts according to the difference in physical space between school and kindergarten is important. In addition, if there is a way to connect through play in a practical field, I think a way to share classes with elementary school students and kindergarten children is also a way. I think it is important that the early childhood-linked education takes place from the teacher training stage. I know that early childhood education institutions are learning early childhood education, but I am curious about how this is done at elementary institutions. I hope that experts on related education will be invited to be operated in the form of training in each institution.” (C kindergarten teacher, August 17, 2020)

3.2. What is the elementary school teachers about the kindergarten-elementary school curriculum?

3.2.1. Do you think kindergarten and elementary school need a connected curriculum?

“Yes. As a teacher, I want to know the education curriculum linked to kindergarten and elementary school as a teacher because I do not know what I learned in kindergarten and the contents overlap. (Students said, “Teacher, I learned this in kindergarten.”) Actually, my child went to kindergarten. In fact, when I sent my child to kindergarten, I felt more necessary because there were many overlapping contents with elementary education.” (A Elementary School Teacher, June 21, 2020)

“Need. The process of entering the first year of elementary school from kindergarten is not simply a change in the physical environment, but a big change in the mental aspect of the student. It is a great contradiction that connectivity is not emphasized in this process of change. Visiting elementary school at the end of kindergarten education is not enough.” (B Elementary School Teacher, July 25, 2020)

“I think it is necessary. Currently, the 6th grade of elementary school, before going to the 1st grade of middle school, is taking formal training in the adaptation period. Naturally, the process of going from kindergarten to first grade in elementary school requires more connection because the environment changes more.” (C Elementary Teacher, August 28, 2020)

3.2.2. Have you ever received a refresher training for the 2015 elementary school curriculum?

“When the 2015 revised curriculum was introduced, it was all I had to take 2 hours of training” (A Elementary School Teacher, June 21, 2020)

“I have received it about 5 years ago.” (B Elementary school teacher, July 25, 2020)

“I received it when it was revised.” (C Elementary school teacher, August 28, 2020)

3.2.3. Have you ever heard of the 2019 Revised Nuri Curriculum?

“Yes, I only heard that it is play-oriented” (A Elementary School Teacher, June 21, 2020)

“I heard. I heard it, but I heard it as if passing by, and I do not know the content” (B Elementary School Teacher, July 25, 2020).

“I have never heard of it.” (C Elementary School Teacher, August 28, 2020)

3.2.4. What do you think is a good way to link kindergarten-elementary school curriculum to education? And what do you think is the plan for kindergarten education or primary education? “It would be nice to communicate the kindergarten curriculum and the elementary school 1-2 year curriculum together so that they do not overlap. The subject is the same, but the content of the activity is different. I hope that the early childhood education will be completed properly and the class will be substantial. It would be good if a kindergarten teacher and elementary (grades 1-2) teachers complete training together and visit kindergarten and elementary school regularly.” (A Elementary Teacher, June 21, 2020)

“There is a need for a connection between kindergarten teachers and elementary school teachers in terms of teaching methods and student understanding. Graduating from kindergarten and going to elementary school does not mean that you can become students of elementary school immediately. There are still adaptation programs in kindergartens and elementary schools, but we need a trick of management that works better in reality. The homeroom system for each grade level in elementary education should be concretely realized. On the basis of the current system that can teach all grades from 1st to 6th grade, it is also necessary to consider the expansion of detailed licenses such as the 1st and 2nd grade homeroom teacher, the 3rd and 4th grade teacher, and the 5th and 6th grade homeroom teacher.”(B Elementary School Teacher, July 25, 2020)

“The linkage of the curriculum is also important, but it would be good to prepare a school adaptation program for kindergarten students. Even if you enter elementary school, you will be given an adaptation education, but it would be better to do it in the kindergarten stage before that. It seems that the school-age system needs to be improved. There is a difference between the first grade of elementary school in the past and the first grade of elementary school today. Therefore, it is necessary to lower the age group for entering school.” (C Elementary School Teacher, August 28, 2020)

3.3. What is the perception of prospective kindergarten teachers for kindergarten and elementary school related curriculum?

3.3.1 Do you think kindergarten and elementary school need a connected curriculum?

“Yes, it is very necessary. This is because I think it is to make it possible for young children to go to elementary school naturally” (A Early Childhood Education Department 3rd grade, April 16, 2020)

“If I think that it is necessary and link the play process with the elementary school, I think it will be easy for toddlers to adjust to new things without being confused when they go up to elementary school.” (B Early Childhood Education Department 3rd grade, May 13, 2020)

“Yes, since kindergarten and elementary school are education on a continuous line, I think that each institution should conduct linked activities to help children adapt to school life more smoothly.” (C Early Childhood Education Department 4th grade, May 21, 2020)

“Yes, I think the two institutions exist on a continuous line with each other, because toddlers live and grow in kindergarten and go to elementary school. Therefore, I think it is necessary for the two institutions to engage in activities in conjunction with each other in order for children to adapt to the environment and grow more smoothly.” (D Early Childhood Education Department 4th grade, April 9, 2020)

3.3.2. What are you learning when you learn and learn the 2019 Revised Nuri Course at your current school?

“Yes, I am learning now. I learned and learned about the concept and importance of

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preschool-centered and play-centered” (A Early Childhood Education Department 3rd grade, April 16, 2020)

“Yes, I am learning. I learn more about the newly reorganized Nuri Course, and I realize the importance of play-oriented once more by demonstrating classes through it.” (Early Childhood Education Department 3rd grade, June 5, 2020)

“Yes, we are learning the purpose, goals, and contents of the revised Nuri Course, and based on this, I hope to study concrete examples of application in the field.” (C Early Childhood Education Department 4th grade, June 17, 2020)

“Yes, based on the contents of the Revised Nuri Course, we are learning about on-site education methods and activities through various subjects. Through this, I would like to know details such as how each area is realized in the field of education and what kind of support is needed for the process of children playing and learning on their own through these activities.” (D Early Childhood Education Department 4th Grade, April 9, 2020)

3.3.3. Have you ever heard of the 2015 primary curriculum? If you have heard it, did you learn it at school? If not, where have you heard it? If you haven't heard it, why?

“I haven't heard of it. I think it is because I didn't learn at school and I wasn't interested in it.” (A Early Childhood Education Department 3rd grade, May 30, 2020)

“No, I've never heard of it. I don't think I heard it because the kindergarten-elementary school connection was not good.” (B Early Childhood Education Department 3rd grade, May 13, 2020)

“No. While learning at the Early Childhood Education Department, I frequently encountered the Nuri course, but I think there was no opportunity to come into contact with the contents of the elementary education course.” (C Early Childhood Education Department 4th grade, May 21, 2020)

“Yes. I don't know the details, but I have experience with my friend preparing for the elementary school teacher selection test.” (D Early Childhood Education Department 4th grade, June 15, 2020)

3.3.4. What do you think is a good way to link kindergarten-elementary school curriculum to education? And what do you think is the plan for kindergarten education or primary education?

“Education takes place only through play in kindergarten, but elementary school focuses on studying, so I think it would be good for children aged 5 to incorporate the differences between kindergarten and elementary school before going to elementary school. Like early childhood education, I want to be centered around the Nuri Course in elementary education also.” (A Early Childhood Education Department 3rd grade, May 30, 2020)

“I think it would be good to connect elementary education in kindergarten with play so that children can easily adapt. In actual kindergartens, there are many places where the newly reorganized Nuri Course does not work well. I hope that fun education can be achieved by linking with the play center, which is the focus of the Nuri Course.” (B Early Childhood Education Department 3rd grade, May 13, 2020)

“I think it would be good for teachers of each institution to come into contact with each other's educational field and to give children a sense of stability and comfort through the natural continuation of the last semester of kindergarten and the first semester of elementary school. In both education, I think that it is the most important thing for children to work and gain experience. Therefore, I think it would be a good idea to support each child's developmental characteristics and individual differences in order to provide a sense of stability through interaction through physical activities such as athletic meets by forming a linkage education

between the two institutions.” (C Early Childhood Education Department 4th grade, May 21, 2020)

“I think kindergarten and elementary school should develop and implement programs that can connect with each other. By linking the educational activities of the two institutions and performing the same activities at different levels, the degree of development can be predicted naturally, and children of kindergarten and lower grades of elementary school should try to grow in connection with each other by conducting activities together. Do it. Children play proactively and grow up. Therefore, it is necessary to help young children learn and grow on their own by presenting and supporting more diverse activities for the growth of children.” (D Early Childhood Education Department 4th grade, June 15, 2020)

3.4. What is the perception of prospective elementary school teachers for kindergarten and elementary school related curriculum?

3.4.1. Do you think kindergarten and elementary school need a connected curriculum?

“I think it is necessary to some extent. However, it seems that there will be practical difficulties unless kindergarten is a compulsory education and is not supported by the state. This is because it is difficult to deal with the learning gap in elementary school because the level of children differs according to pre-kindergarten education from the time they enter elementary school.” (A 3th grade at the University of Education, April 6, 2020)

“Need. If the linkage between pre-school learning (kindergarten curriculum) and follow-up learning (elementary, middle grade) is reflected, students' learning ability can be measured and taught efficiently” (B 3th grade at the University of Education, June 3, 2020)

“I think it is necessary. I have a nephew, but when I look at the image of a toddler, it is completely different from that of elementary schools. The way of thinking and self-centered things are a bit strong, but it seems that the understanding of children is lacking if only elementary education is done. It would be nice if a curriculum that reflects such curriculum comes in.” (C 4th grade at the University of Education, June 30, 2020)

“I don't know what the kindergarten-elementary school curriculum is. However, I think it is necessary to observe the first grade of elementary school. In March and April, I went to the farming and fishing areas for practice, and even the children sitting down didn't do well. I hope children learn basic habits better in kindergarten.” (D 4th grade at the University of Education, May 7, 2020)

3.4.2. What are you learning when you study and learn the 2015 elementary school curriculum at your current school?

“When I entered the third grade, I felt that I was learning enough, but in the first and second grades, there were so many liberal arts classes that I thought a lot that it was not related to primary education. Students are learning the contents of the 2015 curriculum, changes from the first to the current curriculum revised in 2015. The part I want to learn more is the restructuring of the curriculum” (A 3th grade at the University of Education, July 8, 2020)

“Yes. Studying textbook research and educational theory for each subject. I haven't learned in depth about the linkage of the curriculum by grade” (B 3th grade at the University of Education, June 3, 2020).

“I'm learning to some extent. We focus on the core content and teaching methods to be taught for each subject. I'm emphasizing links and integration between subjects these days, but I hear a lot about that as an example, but I want to see it because the professor directly implements it in the classroom or lecture, or I don't see a lot of such things.” (C 4th grade at the University of

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Education, June 30, 2020)

“Currently, in the elementary school curriculum at school, the curriculum is not well learned. Just education theory and the curriculum seems to be insufficient. Little is learned about the curriculum. I hope the teachers come and teach me. I would like to ask you to teach you how to do counseling and how to do it when you actually have counseling. Should I say that it is too focused on theoretical things? I think all subjects are like that (D 4th grade at the University of Education, May 7, 2020)

3.4.3.. Have you ever heard of the 2019 revised Nuri Curriculum? If you have heard it, did you learn it at school? If not, where have you heard it? If you haven't heard it, why?

“I haven't heard of it, and it seems that no one said it.” (A 3th grade at the University of Education, 8 July 2020)

“I have heard it, but I do not know the details. Through the news, I vaguely heard about the Nuri process. It is not covered in college classes.” (B 3th grade at the University of Education, June 3, 2020)

“I have heard of the Nuri curriculum. I haven't learned about the Nuri curriculum at school. Among the points to be noted in the integrated curriculum, there is an item that is linked to the Nuri curriculum, so it seems that various teachers from both the elementary and the toddlers will have to meet and discuss a lot. There seems to be a lot of discussion about teaching and learning materials used by learners between early childhood and elementary school. (C 4th grade at the University of Education, July 20, 2020)

“I am not sure about the standard childcare curriculum, but I think I have heard the Nuri curriculum. Schools do not learn about the Nuri curriculum. I am learning that something of the Nuri curriculum is connected in the teaching method to the right life and enjoyable life learned in the 1st and 2nd year when studying for appointment by subject.” (D 4th grade at the University of Education, May 7, 2020)

3.4.4. What do you think is a good way to link kindergarten-elementary school curriculum to education? And what do you think is the plan for kindergarten education or primary education?

“Despite attending an educational university, it seems unfamiliar because it is not considered important (or in elementary) at the university. Government measures will be needed to reorganize the curriculum in consideration of the link between early childhood education and elementary education, especially in kindergartens.” (A 3th grade at the University of Education, April 6, 2020)

“I think duplicated content should be studied in elementary school as much as possible. This is because there may be students who have not fully learned the content in kindergarten. In addition, I think that in early childhood education, most of the learning content should be taught with a focus on life guidance” (B 3th grade at the University of Education, July 10, 2020).

“There seems to be a need for a curriculum that connects the two levels, and the characteristics of learners of elementary school, low, middle, and high school are all different.” (C 4th grade at the University of Education, July 20, 2020)

“I don't know what to do for kindergarten-elementary school connections. Although the appointment study is for the exam, it is still based on it, but it is too crowded in the 3rd and 4th grades. In fact, I say that I have to take a lot of liberal arts in the first and second grades, but I am not sure if it is related to that. I would like you to give a proper class if you are going to reduce your education a little.” (D 4th grade at the University of Education, June 10, 2020)

4. Discussion and conclusion

In order for young children to adjust to and live in elementary school well, pre-kindergarten teachers, pre-primary elementary teachers, kindergarten teachers, and elementary school teachers all recognized the necessity of kindergarten-elementary linked education. Specifically, the recognition of prospective kindergarten teachers and prospective elementary school teachers is as follows. There were no kindergarten-elementary school-related subjects in the early childhood education department and the school curriculum of the university of education, there was no learning about linked education.

The reason some students learned about the Nuri curriculum was while studying the appointment test. In terms of the curriculum composition, it is revealed that the 2019 revised Nuri curriculum and the 2015 elementary curriculum are linked, but the reality is that students do not know.

Not only students but also teachers had little understanding of the Nuri curriculum or elementary curriculum, which are linked, and there was no related training. These results are in contrast to the fact that elementary school teachers are more aware of kindergarten-elementary education than kindergarten teachers [7], and both kindergarten and elementary schools do not actively provide connected education activities together[8][9].

In the future, not only kindergarten-elementary education institutions, but also universities should develop kindergarten-elementary education activities from various perspectives and provide them to the educational field. These efforts can promote the development of kindergarten and elementary education.

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