

**IMPLEMENTATION OF EXTENSION SERVICES AT THE PUBLIC LIBRARIES IN
MALAYSIA: EFFECTIVENESS TOWARDS THE CONTRIBUTION OF FIRST
CLASS CHILDREN'S MIND DEVELOPMENT**



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5.3 Introduction

Early children education in Malaysia can be considered rank at a very good stage and level right now. Government of Malaysia always put extra effort to give its very best to the children education. From time to time government of Malaysia that was conducted by Ministry of Education keep improving syllabuses, curriculum, activities and many more to ensure that children in Malaysia will be the best future leaders in the near future. Therefore, many programmes have been designed and conducted for them to develop their cognitive (knowledge), affective (attitude) and psychomotor (skills). Therefore, Early Childhood Care Education (ECCE) programme was designed for early children education in Malaysia to achieve following objectives based on Education Aspiration and Pre – School Education Goal. There are two groups of children that have been categorized under the children development programme in Malaysia includes;

Group	Age	Responsibility	Types of ECCE Institution
1 st Group	0-4	Ministry of Women, Family and Community Development (MWFCDD)	<p>Childcare centres or nurseries or taska. There are four Categories of Childcare in Malaysia;</p> <p>a) Government-owned childcare centres (Taska dalam komuniti since 2006)</p> <p>b) Workplace childcare centres</p> <p>c) Institution-based childcare centres with 10 children or more (PUSAT PERMATA NEGARA)</p> <p>d) Home-based childcare centres with fewer than 10 children</p>
2 nd Group	4-6	<p>Ministry of Education</p> <p>Ministry of Rural and Regional Development</p> <p>National Unity Department.</p>	<p>1. Preschools or kindergartens or tadika</p> <p>a) Ministry of Education Preschools</p> <p>2. b) KEMAS Preschools</p> <p>c) PERPADUAN Preschools</p> <p>d) Preschools Education for children with special needs</p> <p>e) Preschools operated by Private Sectors and NGO</p>

Basic Skills especially socialization process and personality development are among the skills that's emphasized to strengthen on among the pre-school children in Malaysia. Thus, curriculum that been taught in class is merely on developing their communication, social and various skills based on the general objective being set up.

The general objectives of pre-school education are to enable the children to:

1. develop love for their country;
2. be well mannered and practice moral values;
3. master basic communication skills;
4. respect the national language;
5. master the basics of the English language;
6. appreciate physical activities as a basis for good health;
7. develop physically and practice good health and safety measures;
8. develop critical thinking skills through enquiry and the use of all the senses

(Education Aspiration and Preschool Education Goal)

Based on the above objectives pre- schools teacher in Malaysia taught pre-schools children by the following learning areas;

1. Language and communication;
2. Cognitive development;
3. Socio-emotional development;
4. Spiritual and moral development;
5. Physical development;
6. Aesthetic and creative development.

(UNESCO 2006)

Apparently, the learning areas cover the bloom taxonomy as a whole. UNESCO (2006) was reported that many third parties have involve and