

A STUDY ON THE PROBLEMS OF LEARNING EXPERIENCES MANAGEMENT OF EARLY CHILDHOOD TEACHERS IN XIYUEHE KINDERGARTEN

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ABSTRACT

A Study on the Problems of Learning Experiences Management of early childhood teachers in Xiyuehe Kindergarten. Research objectives are 1)To study the problem of organizing learning experiences of early childhood teachers in Xiyuehe Kindergarten. 2) To know the learning experience of early childhood teachers in Xiyuehe Kindergarten. The Target group useed in research are : The instruments used in this research were teachers who teach in Xiyuehe Kindergarten in Xuzhou City China semester 2, academic year 2023, has 16 were obtained by purposive sampling. The tools used in the research include: Research questionnaire A Study on the Problem of Organizing Learning Experience of Early Childhood Teachers in in Xiyuehe Kindergarten. The consistency value is between 0.80-1.00 Statistics used in data analysis include mean, standard deviation.

The results found the problems in the curriculum management of kindergarten teachers. Through the survey of Xiyuehe Kindergarten, it is found that teachers have many challenges in curriculum management, such as insufficient curriculum resources, difficulties in curriculum implementation, and lack of professional guidance. In order to solve these problems, it is suggested that kindergartens should strengthen the construction of curriculum resources, improve teachers' professional quality, and improve the curriculum evaluation system. This study has certain theoretical and practical significance to improve the curriculum management level of preschool teachers and promote the comprehensive development of young children.

Keywords: Learning Experiences Management; early childhood teachers

_____Major Advisor

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CHAPTER 1
INTRODUCTION

1.1 Background and Significance of the Problem

Early childhood education is the development of children from birth to 5 years. Promote a learning process that satisfies the nature and development of each child according to their potential. within the socio-cultural context in which the child lives. With love, generosity and understanding of everyone. To build a moral foundation for children to develop into complete human beings. Gain value for oneself and society

Early childhood education is classified as one of the important levels of education that managers educate as well as stakeholders, especially mentors. Teachers or caregivers who play a huge role in instilling character in children. To organize various activities to prepare and lead children to develop physically, emotionally, emotionally, and emotionally. According to Bloom (1964), the importance of early childhood learning experiences is a period that greatly influences one's personality. And children with social problems from early childhood are often not accepted by their peers and also lead to problems coexisting with others in society. Organizing learning experiences for early childhood should encourage social behavior by providing experiences and environments that promote social readiness. It encompasses self-awareness and self-help. Dealing with other people adaptation to others, coexistence with others in society; Acceptance of rules and values of society and environmental conservation, as well as organizing activities that meet the needs of children according to their age (Sirima Pinyoanantapong, 1994)

so that children can have desirable behaviors, be able to adapt to others, know their role in cooperation. This will result in children being happy to live with others and be good adults in society. Providing experiences that are appropriate for each child's development should take into account the nature of the child, which all children have in common in terms of development. Every child goes through a sequence of four different developmental aspects , but whether it is faster or slower depends on the fundamentals and factors that affect the child's development.

Under the current educational model, Teaching and learning activities of teachers and students are mainly completed in the classroom. The grade level and classroom atmosphere will directly affect the teaching and learning outcomes and the management of the classroom that teachers perform in the classroom to control

interpersonal relationships. It provides a harmonious teaching environment and guides students to learn to achieve their teaching goals. The objective of classroom management is to achieve the expected teaching goals. It then promotes the sustainable development of students. (Lu Lirong, 2012)

The classroom is a complex system made up of teachers. To achieve and achieve teaching goals, it is through classroom interaction. It can be said that a person's success or failure is determined by the classroom at a high level. When researchers perform an overall analysis of various factors that affect student learning, they are forced to take action. They believe that classroom management is the most important factor in ensuring the quality of classroom instruction. It was found that among the variables that affect learning is classroom management, which is considered one of the most direct variables. Classroom management is not only involved in classroom teaching. Improving quality directly affects the physical and mental development of students. (Pang Lijuan,Ye Zi, 2000)

The basic behavior of classroom management of teachers today can be divided into management, teaching, content. It lacks the ability to think about problems and has little interest in learning, and classrooms must compile applications to encourage and facilitate students to have different learning experiences, such as learning that cultivates thinking. Learning experience in receiving information Learning experience, instilling social attitudes Learning, cultivating interesting experiences, etc. (Wei Chunni, 2017)

At present, many early childhood teachers have a poor understanding of classroom management and believe that classroom management primarily requires students to follow classroom discipline. The new curriculum reform is based on the concept of "people-oriented" classroom management and believes that "students are the ones who develop. Students are unique people. Students are people who are free to meaning" will be able to develop creativity, can instill in students personality. The mood of the students can be. (Sun Changyan, 2019).

This pattern is only one-sided development of young children. However, with the changing times and children's thirst for knowledge, children are increasingly hungry for knowledge. Education needs to change. The new age not only requires students to learn general knowledge. But it also requires students to learn to think. And I want them to be sharp and creative. Under the new educational concept, abandon the traditional classroom arrangement method, adapt to the needs of development according to the times, on the basis of the comprehensive development of the human body, emotions, attitudes, values, and other aspects. (Zhu Jiaxiong, 2006)

In the past, there were not many studies on teachers' classroom management behavior, and the research focused only on primary and secondary schools. There are few studies on the organization of learning experiences in kindergartens, and there is no special research on learning management behaviors of kindergarten teachers. While the child is in a period of lack of readiness in various aspects. The child lacks thinking skills. Lack of reason and judgment abilities and the development of social consciousness is minimal, and the promotion of good habits plays a very important role in the development of children to become self-aware. Perception and future cognitive abilities Organizing effective experiences can instill good classroom behavior habits in children and awareness of learning from an early age. It improves the efficiency of teachers in the classroom and promotes the physical and mental development of children in a positive direction. Early childhood teachers face many difficulties in organizing learning in the classroom. They not only need to educate children. But also pay attention to the overall development and personality traits of the child. However, there are currently some challenges, such as difficulty in managing the behavior of young children and the diversity of students that lead to making a difference in teaching. (Gao Xiaoyi, & Pang Lijuan, 2003)

Based on the above principles and reasons. Therefore, the researcher is interested in studying the problem of organizing learning experiences of early childhood teachers. In Xiyuehe Kindergarten, we aim to explore problems in depth and propose relevant solutions to promote and support the provision of appropriate learning experiences for early childhood teachers, and improve the quality of classroom management of early childhood teachers to contribute to the further development of early childhood.

1.2 Research purposes

1.2.1 To study the problem of organizing learning experiences of early childhood teachers in Xiyuehe Kindergarten.

1.2.2 To know the learning experience of early childhood teachers in Xiyuehe Kindergarten.

1.3 Research hypothesis

A study on the problem of learning experiences Management of early childhood teachers in Xiyuehe Kindergarten has the problem at the highest level.

1.4 Scope of research

1.4.1 Target group

The instruments used in this research were teachers who teach in Xiyuehe Kindergarten in Xuzhou City China semester 2, academic year 2023, has 16 were obtained by purposive sampling.

1.4.2 Variable Study :

Independent variables : Gender, Teaching experience,Educational level

Dependent variable : Learning Experiences Management of early childhood teacher It consists of 3 aspects: School curriculum preparation, Experiences Management , Measurement and evaluation of development

1.4.3 Study Contents

This study mainly understands the problems existing in the Learning Experiences Management of preschool teachers in Xiyuehe Kindergarten by questionnaire survey method.

1.4.4 Peiod of study

Semester 2/2023

1.5 Definition

Kindergarten teachers : Refers to the primary teachers in Xiyuehe Kindergarten Xuzhou City China.

Learning Experiences Management : means the activities that primary teachers have organized as a process to educate children. To promote and develop early childhood learners to cover all 4 areas of development so that early childhood children can develop in all 4 aspects, namely physical, emotional-mental, social, and intellectual, to grow to their full potential according to age, divided into 3 aspects: (Li Baoqiang, 2001)

1. School curriculum preparation refers : to the process of curriculum preparation by teachers. Participate in training/meetings, understand the early childhood education curriculum, participate in brainstorming meetings to create early childhood school curriculum, jointly define learning units according to local conditions, and conduct activities to enhance learning experiences that are in line with the early childhood education curriculum. (Zhang Shaoya, 2020)

2. Experiences Management : refers to the management of learning from the time of determination. Clear objectives, activities, media, and assessments in the learning

plan. A locally appropriate experience plan has been prepared. There are units that come from the needs and interests of early childhood children. The teacher has prepared the materials. Teaching materials correspond to the subject being taught. A variety of teaching techniques are used. Individual activities, small group activities, large groups are organized in accordance with the objectives. A variety of teaching materials are used, and teachers have a variety of reinforcement methods to stimulate children's learning. (Qi Anbang, 2008)

3. Measurement and evaluation of development: meaning the assessment of physical, emotional, mental, social, and conscious development of early childhood. The teacher has a systematic plan of assessment of development. Evaluate all aspects of child development. Individual child development is assessed regularly throughout the year. Assess real-world progress from daily activities with a variety of tools and methods, recorded and collected as a basis for organizing appropriate learning activities for children. The results of the Child Development Assessment are used to improve the activity plan and encourage each child to develop according to their goals continuously. Information is reported to parents to guide the development of children together with the school. (Take off from the Philippines, 2009)

Problem condition : refers to the level of performance according to the actual condition of the in Xiyuehe Kindergarten.

1.6 Expected Benefits

1.6.1 Benefits to schools : The information obtained about the problem of organizing learning experiences is of great importance to kindergarten, it can not only improve the quality of education, promote the overall development of children, but also improve the overall operational efficiency.

1.6.2 Benefits to Early Childhood Teachers: The information provided helps to improve the professional abilities of Early Childhood teachers. Increase self-confidence and teacher satisfaction and build a good relationship between teacher and student.

1.6.3 Benefits to early childhood : The information obtained can create a safe and stable learning environment, provide effective learning opportunities, cultivate good behavioral habits, promote personal development, and cultivate independent learning abilities.

CHAPTER 2
LITERATURE REVIEW

A Study on the Problems of Learning Experiences management of early childhood teachersin in Xiyuehe Kindergarten. The investigators reviewed the relevant literature and the findings in the following order.

1. Early Childhood Learning Program
2. Early Childhood Education in China
3. learning experiences management of early childhood teachers
4. early childhood teachers
5. Related Research
6. Conceptual framework

2.1 Early Childhood Learning Program

2.1.1 Small class society "polite bear"

Objectives of the course: 1) Understand the story while watching, listening, and talking, and experience the need to say hello to friends when meeting each other. 2) Actively participate in activities, and be able to imagine and express boldly in the activities. 3) On the basis of understanding the story, be willing to try to use Greet friends with the language "hello" and different body movements, and feel the joy of communication.

Curriculum reflection: This activity comes from the problem of children's lack of awareness of greetings found in the observation records during the admission process. Based on the age characteristics of the children in the small class,

Started from the following aspects: (1) Situation introduction: In the activity, I used the picture book "Hello Bear" as the main line, and asked the children to perceive various aspects in the process of guessing, talking and acting. Different ways to say hello (2) Multimedia means: Use PPT to let children easily understand different ways to say hello during appreciation, listening, and discussion. (3) Steps are progressive: from imitating the bears way of saying hello by hugging, bowing, and waving, to using the situation "not shy little pig" to encourage children to interact boldly, and then saying hello to their peers and teachers in their own way. Gradually eliminate children's timidity Of course, children's habits cannot be formed through a group activity. Next, we will continue to follow up on children's awareness of greetings and social behaviors, and guide them in a timely manner. Good manners.

2.1.2 Big My Emotional Little Monster"

Course objectives: 1) Know the five emotions of happiness, sadness, anger, fear and calm. 2) Can match the above five emotions with colors. 3) Like to help others adjust bad mood and maintain good mood. Course reflection: I liked the pop-up book "My Little Emotional Monster" very much when I saw it, and I really wanted to bring it to the children, but in what way should I present it to the children? It can make children as interested as they are exploring by themselves, I don't want to be a general form of picture book activities, so I boldly use animation and interaction to let children promote the development of the plot step by step and explore unknown areas. In this activity, the atmosphere was very active. The children all achieved the three-dimensional goals, mastered the key points, and broke through the difficulties, but there were still regrets. one. Children's participation and interaction are slightly lacking. The large class stage is a critical period for children's language development. I encourage them to express their ideas in complete language. Children dare to speak and are happy to speak in activities. 1) The thinking has been following the progress of the activity. When recognizing different emotions, it can increase the chances for children to express and perform different emotions on stage, and increase the evaluation link. The interaction between teachers and children will come alive. 2) The production of courseware should be humanized. The activities of this section are basically developed with the help of courseware. Therefore, the courseware should be well-made from operation to all aspects to ensure the smoothness of activities.

2.1.3 Middle class language "sweet lollipop"

Course objectives: 1) Understand the content of the story and learn the main dialogues in the story. 2) Able to express one's own thoughts and the dialogue of the characters in the story more completely. 3) Willing to participate in role-playing activities.

Reflection on the course: This time, the content is selected from teacher Ying Caiyun's picture book "Sweet River Water". Teacher Ying's class focuses on extending to the field of science, so that children can understand how sugar melts quickly in water, and sugar is placed in water What will happen to water and water? What will happen to sugar? I focus on language expression, so that children can further improve their listening and expression. Throughout the activity, the children listened to the teacher's lectures and had role-playing dialogues. The advantages of the whole class: the link is coherent, and it pays attention to the participation of all children. Disadvantages: 1) It seems a little rushed when grouping, and children can't distinguish their roles. 2) During group performances, there was some confusion. 3) Two questions left at the end of the final event (1) Little Bear has another lollipop, what will he do? (2) What changes will the lollipop be put in the afternoon that have not been actually resolved. Improvements in the future: 1) The overall performance of the children needs to be improved. You can put pictures on your body so that the children can figure out their roles before performing. 2) Make the ending part more novel.

2.1.4 Small class language "Whose Ear"

Course objectives: 1) Understand the shape characteristics of different animal ears, and memorize nursery rhymes. 2) Use multiple senses to understand the content of nursery rhymes. 3) Be able to boldly express your own ideas and be interested in collecting relevant information. Lesson reflection: During the activity, I paid too much attention to the children's comprehension of the content by looking at the picture cards. According to the sentence pattern of "whose ear" is the children's song, I did not emphasize the rhythm when the children said the children's song. I should beat the children with my hands when they read the content of the nursery rhymes in Tuka, so as to give them a hint of the rhythm, and I can also give a directional response when the children say the nursery rhymes: the words are very complete, if there is It would be better if you talk about the rhythm, would you like to try again? When the children recite the nursery rhymes in full, you can let the children learn to beat the time while saying the nursery rhymes, or one child says the other to beat the time, so that It will allow them to perform the rhyme more frugally and feel the rhythm of nursery rhymes. You can also try to join the expansion and creation link. Through this activity, I think that some of the ear characteristics in nursery rhymes are not too difficult for young children, so you can provide some pictures of animal ears on the basis of children learning to speak the whole nursery rhyme., Let the children talk about the characteristics of these animal ears, and learn to use the words in the nursery rhymes to create nursery rhymes. This will not only consolidate the knowledge that children have learned, but also develop children's imagination and creativity.

2.1.5 Middle class society "the secret in the logo"

Course objectives: 1) Talk about your understanding of the signs you see in your daily life, and initially understand the meaning of the signs. 2) Be able to boldly design the signs in the playground according to your own life experience. 3) Experience the fun of exploring signs while talking about them. Reflective curriculum: Children are very interested in the activities, and the interaction between teachers and children is also very active. I think this is inseparable from the three characteristics of this activity 1) The content is vivid, which can make children have a desire for activities. The content of this activity comes from the picture book story "Mr. Rabbit Going for a Walk" that children love to talk about, and the logo can be seen everywhere in daily life and is familiar to children. Therefore, the vivid and interesting content laid the foundation for the in-depth development of subsequent activities. 2) The atmosphere is pleasant, allowing children to experience the fun of activities. In order to cultivate children's interest in common signs in life and develop children's language ability in the preparation of the activity, the teacher made sound effects for some signs involved in the story and life, and inserted cheerful prompts to bring joy and joy to the children's memories. Fantastic colors, from which to experience the fun of activities. 3) Sufficient interaction can enrich children's activity experience. Children's language expression ability is developed through continuous application, and each child's language development has its own characteristics. Teachers need to vary from person to person, and pay attention to individual communication among children and free conversation. Therefore, in the activity, the teacher not only created a communication environment for the children who want to speak, dare to speak, and like to speak, but also created an environment that is conducive to the full interaction of the children. The first is to let the children talk together independently according to the topic, and the second is to encourage the children to independently guess and express the secrets of the signs they designed, and to give each child the opportunity to express boldly and fully develop the children's language expression ability on the basis of rich experience. Teachers have their own characteristics, and teachers need to be different from person to person, and they should pay attention to individual communication and free conversation between children. Therefore, in the activity, the teacher not only created a communication environment for the children who want to speak, dare to speak, and like to speak, but also created an environment that is conducive to the full interaction of the children. The first is to let the children talk together independently according to the topic, and the second is to encourage the children to independently guess and express the secrets of the signs they designed, and to give each child the opportunity

to express boldly and fully develop the children's language expression ability on the basis of rich experience.

2.1.6 Middle class health "wang team made great achievements"

Course objectives: 1) Learn the movement of side drilling, be able to side drill through arched doors of different heights, and master the essentials of side drilling. 2) Experience the fun of comprehensive sports games and exercise the coordination of large muscle movements. 3) Like to participate in the game, and the mood is positive and happy.

Lesson reflection: The sports game activities in this section are carried out by helping the Wang Wang team complete the task of eliminating bacteria. The children are very active in participating. The differences in children's abilities are more obvious in the activities. When some children drill into the cave, they will use their hands and knees to touch the ground to maintain balance when they stretch their legs and bend down to exchange the center of gravity. Children with more standardized movements can be invited to demonstrate. In addition, when children independently choose to drill three caves, teachers should encourage children to participate in the game repeatedly, try to challenge holes of different heights, and strengthen the essentials of drilling sideways. At the end of the activity, a summary of activities should be added to help children consolidate what they have learned. Skill.

2.2 Early Childhood Education in China

China's early childhood education has experienced a century of development, and has made great progress in the past two decades. The forms and educational methods of contemporary early childhood education are becoming more and more diversified, and adapt to the increasingly open and pluralistic society. Obviously, early childhood education in China is deeply influenced by social and cultural changes, reflecting the integration of traditional culture, communist culture and Western culture. (Liu Yuanjie, 2023)

Early childhood education in China refers to the education of children from birth to 6 years old. There are three main types of early childhood education and care institutions in China. Nursery schools are for children aged 0-3, kindergartens are for children aged 3-6, and so-called "preschool classes" attached to primary schools are for children aged 5-6 Traditionally, the Ministry of Education is responsible for kindergartens and the Ministry of Health for nurseries. At present, kindergartens in some areas have begun to enroll children aged 2-3, and provide educational guidance services for

children aged 0-2 and their families. The Chinese government has formulated a policy of multi-departmental, multi-unit, social forces, and various funds to jointly organize early childhood education and childcare institutions. For example, the "Kindergarten Management Regulations" and "Kindergarten Work and Rest Rules" were promulgated by the State Education Commission (Wang Qicheng, 2002).

The education department, health department, family planning department, women's federation and other departments form a collaborative system under the responsibility of each department.

In China, early childhood education has received attention as a part of basic education. State and local educational resources are generally scarce at the local and state level. When the government allocates the education budget, it focuses on the nine-year compulsory education (six years of primary school and three years of junior high school). Early childhood education is non-compulsory education. In the past 17 years, the Chinese government's investment in early childhood education has only accounted for 1.3% to 1.4% of the national education budget. In 2007, there were 129,100 kindergartens and 951,900 teaching staff. 77,616 private kindergartens. There are 23.49 million children in kindergartens nationwide (Ministry of Education of the People's Republic of China, 2008).

The enrollment rate of children aged 3 to 5 is 44.6%, of which 55.6% in urban areas and 35.6% in rural areas, accounting for about 70% of the total population. Although great progress has been made in early childhood education over the past three decades, Chinese educators and policy makers still face many problems and problems. There are many important policy and research questions, including the one-child policy and early childhood education, the introduction of integrated education and care from birth to six years, early childhood education in rural or remote areas, cultural change and its implications, etc. It has an impact on early childhood education, early childhood curriculum reform, and teacher professional development. (Zhao Dongmei, Wang Weisheng, and Chen Dan, 2021)

Early childhood education in China refers to educational activities and services for children aged 0-6. In recent years, China's early childhood education has received extensive attention and development, and the government, schools, parents and all sectors of society have actively participated in it. In China, early childhood education mainly includes kindergartens and nursery institutions. Kindergartens refer to institutions that provide full-time educational services for children aged 3-6, while nursery institutions refer to institutions that provide care and early education for infants and young children aged 0-3. (Li Wenwen, 2011)

At the policy level, the Chinese government has introduced a series of measures to promote the development of early childhood education. For example, the "Opinions of the Central Committee of the Communist Party of China and the State Council on Deepening Educational Reform in the New Era and Comprehensively Promoting Quality Education" clearly stated that early education should be strengthened to improve inclusiveness, fairness and quality; also emphasized the importance of strengthening early talent training. At the practical level, early childhood education in China pays attention to the cultivation of comprehensive quality, and emphasizes the use of games as the main teaching method. Kindergarten usually adopts a comprehensive curriculum, including language, mathematics, science, art, physical education and other aspects. At the same time, pay attention to cultivating young children's social skills, creativity and autonomy, and encourage them to actively participate in various activities. (Xuzhou Jie, 2021)

In addition, early childhood education in China also faces some challenges and problems. One of them is the problem of insufficient and uneven resources, especially in rural areas and economically underdeveloped areas. In addition, some kindergartens have problems such as uneven quality of teachers and unsatisfactory educational environment.

To address these issues, the Chinese government has increased investment in early childhood education and promoted teacher training and professionalization. At the same time, encourage social forces to participate in early childhood education, promote the development of public and private kindergartens and improve their quality. Generally speaking, China's early childhood education has made great progress and is gradually moving towards the goal of inclusiveness, quality and fairness. In the future, China will continue to improve the quality and coverage of early childhood education, and provide every child with a good growth environment and development opportunities. (Zhang Jie, 2006)

2.3 learning experiences management of early childhood teachers

The core curriculum of Early childhood education in China is a well-designed education project. It is not only a scientific, systematic and perfect education system, but also a curriculum system full of wisdom, creativity and humanistic care. This course is committed to creating a colorful and entertaining learning environment for every child, so that they can learn in games and grow up in happiness. (Liu Jiao, 2019)

In terms of health education, we put special emphasis on cultivating healthy lifestyles for young children. We will guide children to participate in various sports

activities and outdoor adventure, let them run freely in the sun, feel the charm of nature. In the game, the children will learn the basic skills such as climbing, jumping and balance, and develop the spirit of courage, confidence and teamwork. At the same time, we will also teach them the correct eating and hygiene habits, so that they can develop a healthy attitude towards life from an early age and lay a solid foundation for their future growth. (Xu Ronghua, 2000)

Terms of language education, we will pay attention to cultivating children's language expression ability and reading interest. We will stimulate children's desire to express their language through vivid and interesting stories, children's songs and games, so that they can learn and grow in a pleasant atmosphere. Children will learn to tell their feelings and experiences through stories, and develop a confident and expressive personality. We believe that through our efforts, the children will have clear and fluent language skills and be able to communicate with others confidently. (Shao Jinzhi, 2015)

In terms of social education, we will pay attention to cultivating children's good social communication skills. We will organize various social activities and role-playing games to let children learn how to get along with people, how to deal with interpersonal relationships, how to solve conflicts and so on. Children will learn to respect others, care for others, help others, and become a caring, responsible and team person. We hope that the children can become a person with moral sentiment and public spirit, and make contributions to the future social development. (Yang Lizhu & Wu Wenju, 2015)

In terms of science education, we will focus on cultivating children's interest in and exploring nature and mathematics. We will observe, experiment, exploration and other ways, let the children understand the natural phenomena and scientific principles, master the basic mathematical concepts and operation methods. Children will learn to observe, think, explore and innovate, and develop curiosity and thirst for knowledge. We believe that through science education, children's observation, thinking and creativity will be greatly improved, laying a solid foundation for future scientific exploration and innovation. (Chen Hong, 2015)

In art education, we will pay attention to cultivating children's aesthetic ability and creativity. We will through music, dance, painting and other ways, let children feel the charm of art, improve their artistic appreciation ability and expression ability. Children will learn to appreciate beauty, create beauty, express beauty, and become people with aesthetic taste and cultural accomplishment. We hope that the children can give full play to their own imagination and creativity, create their own works of art, and inject new vitality into the future artistic development. (Xu Shiying, 2015)

In addition, we will also pay attention to cultivating children's safety awareness and mental health quality. In safety education, we will popularize all kinds of practical safety knowledge and countermeasures to young children, and let them know how to protect themselves in an emergency. For example, we will teach them practical skills such as fire escape skills and knowledge of traffic safety. In the mental health education, we will pay attention to young children's emotional needs and psychological changes, and provide the necessary psychological support and counseling, to promote their mental health development. We believe that through the implementation and education of these courses, the children will gain a comprehensive quality and ability to lay a solid foundation for their future growth and development. (Song Guohui & Zhang Xiaokun, 2013)

Based on the five areas of the core curriculum of early childhood education. First of all, teachers need to carefully screen and determine the teaching content of each subject according to children's age characteristics, interests and teaching objectives. These contents should not only meet the development needs of young children, but also stimulate their interest in learning. Next, teachers need to make the annual curriculum plan of the kindergarten to clarify the teaching focus and teaching progress of each semester. In this process, teachers need to consider children's learning characteristics and cognitive development rules to ensure the rationality and feasibility of the plan. (Li Huan, Yan Jiacen & Zhang Jinsong, 2019)

On the basis of the annual curriculum plan, teachers need to further refine the curriculum arrangement of each semester and each month. This includes the specific planning of the weekly teaching content, teaching time, teaching methods, etc. In this process, teachers need to pay attention to the connection and integration of subjects, and stimulate children's interest in learning and creativity through various ways and means. For example, we can design colorful classroom teaching activities, such as games, experiments, role-playing, etc., so that children can learn knowledge in a relaxed and happy atmosphere. (Jiang Wenjing & LAN Ying, 2023)

In the process of curriculum implementation, teachers also need to pay attention to the use of teaching resources. It is very important to use various teaching AIDS and teaching media resources to improve the teaching effect. For example, the use of vivid pictures, courseware or toys to assist teaching, can help children better understand and master knowledge. At the same time, teachers also need to constantly evaluate and reflect on their own teaching implementation process, summarize the experience and lessons learned, and improve the teaching methods and means. Through regular evaluation of children's learning situation, teachers can understand which teaching methods are more effective and which teaching content is more suitable for children's

learning. This can help teachers to continuously optimize the teaching process and improve the teaching effect. (Zhao Wenjun, 2011)

In short, the whole process of curriculum implementation for preschool teachers requires teachers to carefully design and carefully plan in each link, and pay attention to the use of teaching content, teaching methods and teaching resources. Only by comprehensively considering various factors and paying attention to the connection and integration between different disciplines can children's interest in learning and creativity be truly stimulated and help them better master knowledge and skills. (Lv Jiarong, 2004)

2.4 Early Childhood Teachers

Kindergarten teachers are the main promoters and practitioners of early childhood education, and they play an important role in children's development and learning. Kindergarten teachers should have professional knowledge, skills, attitudes and values that enable them to provide high-quality educational services for children and families. Kindergarten teachers are also expected to participate in continuous learning and improvement to address the changing needs and demands for early childhood education. However, kindergarten teachers in China have always faced many challenges and difficulties in their professional development and practice, including: (1) low social status and recognition of kindergarten teachers; (2) low education level and qualification of kindergarten teachers; (3) lack of professional standards and guidance; (4) lack of professional training and support; (5) high workload and pressure of kindergarten teachers. (Feng Xiaoxia, 2012)

Therefore, it is necessary to improve and improve the professional development and practice of Chinese kindergarten teachers, such as: (1) improving the social status and recognition of kindergarten teachers; (2) improving the educational level and qualification of kindergarten teachers; (3) establishing professional standards and guidance for kindergarten teachers; (4) providing professional training and support for kindergarten teachers; and (5) reducing the work burden and pressure of kindergarten teachers. (Fang Jianhua, 2012)

2.5 Related Research

Yun Shaohui (2017) pointed out that learning from experience is an important aspect of organizational learning. This paper systematically reviews and analyzes previous research results and viewpoints in this fieldincluding the model and process of organizational learning from experienceinfluencing factors of organizational learning from experienceobstacles of organizational learning from experience organizational learning from experience Effect etc. Analyzed the shortcomings of previous studies: lack of system framework, lack of in-depth mechanism, lack of case studies and method systems that have practical guiding significance for enterprises. Aiming at this series of problems, the article puts forward the further research direction and framework.

Jiang Nan (2015) proposed that the new curriculum reform, while drawing on Taylor's principles, expanded the basic standard from the application of learning experience to the scope of the organization process of curriculum content. "Principle of Continuity" is a generalization of "continuity standard, sequence standard and integration standard" of Taylor's principle. And the combination of the final implementation reflected in the teaching materials is a basic way to improve the effectiveness of teaching in all types of schools at all levels in our country. Make the curriculum reform goals of the new curriculum reform more in line with the characteristics of the times.

Yang Kaihong (2014) pointed out that children's teaching is a means of children's comprehensive development education. Through learning activities organized by teachers and children's relatively free spontaneous learning activities, children gain experience and knowledge in life, society, nature, art, etc. Because the experience formed in children's consciousness is simple and superficial, it is necessary to develop children's innovative ability, intellectual activity methods, and cultivate children's initial interest in learning.

Hu Rongkun and Zhao Yuxin (2004) pointed out that organizational learning is a weak link in teachers' learning activities. Teachers' personal learning focuses on metacognitive learning, teaching-assisted learning and professional skills learning, and less reflective learning; teachers' organizational learning is mostly traditional routine activities, focusing on personal professional development, while organizational learning with school development as the core is less. Teachers' learning activities have obvious positive effects on learning effects, but they are limited to individual learning and professional development.

Zhou Zuoyu and Li Qingfeng (2007) pointed out that the study of teachers' learning experience is an important topic for teachers' professional development. The connotation of teacher learning experience in this study includes teachers' reflective understanding of five aspects: learning engagement, learning attitude, learning activities, learning environment and learning effect in the formal and informal learning process. Compared with the relatively mature research abroad, domestic research on teacher learning experience is still in the stage of understanding and beginning to pay attention. In this issue, the topic of "Teacher Learning Experience and Professional Growth" is launched, which is to introduce the overall situation of domestic teacher learning experience from the two levels of individual teachers and school organizations, and to provide a basis for the construction of teacher learning theory and the practice of teacher professional development., the cultivation of teacher learning community and the policy of teacher learning or teacher education.

Zhang Hongyan (2007) pointed This study aims to explore the learning experience and ability performance of children in the learning area of children in a mixed-age class from the perspective of scaffolding theory. The subjects were 17 young children of a mixed-age class in the affiliated kindergarten of an elementary school in Taichung City. Based on a case study which lasting for six months, data was collected from observations, interviews, and related documents for the purpose of analyzing and interpreting. The findings were summarized as follows:

1. In the learning area, children of different ages and stages of development showed their learning initiative, accumulating their learning experience as well as demonstrating their abilities.

2. In the learning area, children's learning experience and ability performance were affected by age, advantageous intelligences and interaction modes, etc.

3. In the learning area, teachers applied different types of scaffolding strategies together or alternately, which could deepen children's learning experience and enhance their abilities.

4. Teachers' use of scaffolding strategies varied according to children's abilities and developmental stages: for older or more capable children, teachers often used "low-guidance and low-involvement" prompting scaffolds; for less capable or slower developing children, teachers often used "high-guidance and high-involvement" demonstration scaffolds.

Finally, the researcher proposes specific recommendations based on the research conclusions as a reference for preschool educators, educational and academic institutions, as well as future researchers.

Feng Xuyang (2006) proposed Dewey's democratic thoughts were produced to meet the needs of the great social changes in the United States at that time. He believed that there were two basic characteristics or standards to measure democracy, namely, the amount of shared interests of the people, and the degree of free contact between various social groups. Doctrine is not only a form of government, it is above all a way of united life, a way of sharing experience together. Therefore, in his view, education is the most effective tool to realize his ideal of a democratic society, and at the same time education itself should be democratic. The combination of the two is the complete connotation of nationalist education advocated by Dewey. The so-called education is life. My understanding is that education comes from life and is a part of life. What we learn in education in turn helps us live better. Education is also preparing our life; It is a kind of growth to gain more new experience through education, so as to know our practice in unknown fields and open up our new life, so it is "educational growth", and the knowledge we have learned is a kind of test This behavior itself is a kind of experience, so, "education is experience".

Yang Linlin (2013) proposed that learning experience is an important link in kindergarten education, and is the basic guarantee for the successful completion of kindergarten teaching tasks. For a long time, due to the restriction of children's physical and mental development, preschool teachers need to create an orderly learning and life situation through scientific learning experience management, help children form a sense of rules, cultivate children's good learning and living habits, and ensure the smooth completion of classroom teaching and children's healthy development. However, there are many problems in the learning experience management behavior of preschool teachers, which can be solved by enriching children's theoretical knowledge of children's cognition and intellectual development, enhancing teachers 'emotional regulation ability, improving reflective ability, and establishing the evaluation mechanism of children's learning experience management behavior.

Yang Jin (2004) proposed forward the classroom teaching is a complex and challenging work, there will always be unexpected problems in the classroom, to make the teaching work effectively, teachers must deal with various classroom problems, the implementation of effective learning experience management, can say, the study of learning experience management is the key factor to ensure the teaching task. Effective management depends on teachers to establish the correct people-oriented management concept, master the strategies and skills of learning experience management skillfully, and form their own effective teaching management style.

Xiong Dehai (2004) proposed Students' needs and interests should be combined with highly customized teaching plans that can attract them immediately. While each course is unique, faculty members should be able to develop effective semester plans based on the students' level of knowledge. Teachers should also focus on which learning experiences can have the greatest impact on students by trying different strategies. With the specific goals of the day, teachers can work in the reverse and develop an engaging method to enhance students' abilities and make them more curious about the subject. Students tend to engage more in activities engaged in a multisensory manner. Tools and techniques that allow direct, indirect, and group involvement in the learning experience can better activate the cognitive, emotional, and psychomotor domains of knowledge. The result of this will be more cognitive stimulation of students' thinking, and more attention to rational thinking and logical reasoning. These skills are difficult to instill through teaching and require learning experience and long-term practical contact with students. It is very important for teachers to encourage first-hand experiential learning when dealing with new subjects and difficult topics. Through a variety of role-play exercises, experiments, and challenges, students can be asked to present the day's lessons in a fun and engaging manner. This can improve students' understanding and application of subject areas, while allowing teachers to analyze knowledge gaps. Students also feel proud when they complete the task themselves, which increases information retention.

2.6 Conceptual Framework

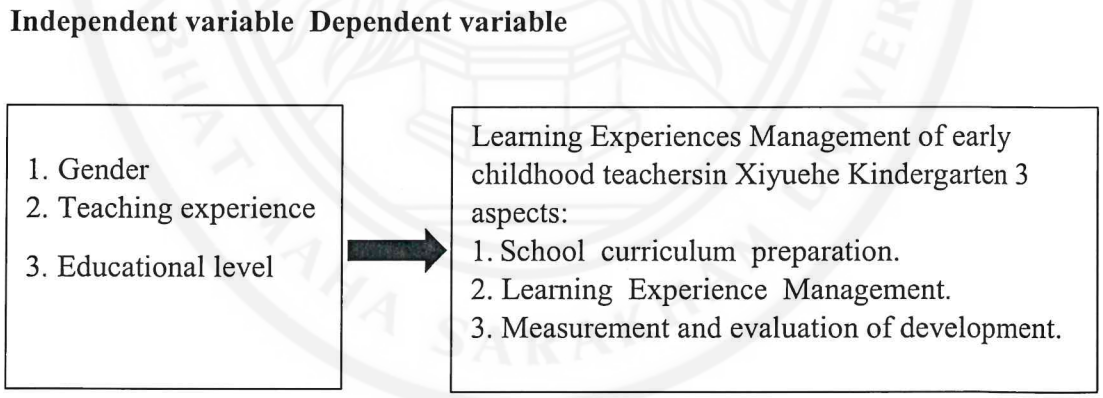


Figure 2.1 Conceptual Framework

CHAPTER 3
METHODOLOGY

Research on the study of the problem of Learning Experiences Management of early childhood teachers in Xiyuehe Kindergarten performed the following steps:

1. Target group
2. Research tools
3. Creating and finding quality research tools
4. Data Collection
5. Data analysis
6. Statistics used in research

3.1 Target Group

The instruments used in this research were teachers who teach in Xiyuehe Kindergarten in Xuzhou City China semester 2, academic year 2023, has 16 were obtained by purposive sampling.

3.2 Research Tools

This research is exploratory. Survey Research Design, a research tool, is a questionnaire on the conditions of learning experiences of early childhood teachers in Xiyuehe Kindergarten. It is divided into 3 parts as follows:

Part 1 Questionnaire on the general condition of the respondents, Gender, Teaching experience,Educational level.

Part 2 Questionnaire on the problem of organizing learning experiences of early childhood teachers in Xiyuehe Kindergarten.

Part 3 Questionnaire on the problem of organizing learning experiences of early childhood teachers in Xiyuehe KindergartenIn.

3.3 Creating and finding quality research tools

We have established the procedures used to create research instruments as follows:

1. Study the concepts and theories about the curriculum of early childhood education, the organization of learning experiences of early childhood teachers, and the creation of questionnaires.

2. Define the structure of the tool as a questionnaire. 1 set includes:3-part questionnaire as follows

Part 1 Questionnaire on the general condition of the respondents are: Gender, Teaching experience,Educational level

Part 2 Questionnaire on the problem condition of organizing the learning experience of the teacher Early Childhood in Xiyuehe Kindergartenin 21 items.

Part 3 Questionnaire on the problem of organizing learning experiences of teachers Early Childhood in Xiyuehe Kindergarten 5 items.

3. Present the questionnaire to the thesis advisor for verification and consideration for suggestion and revision according to the suggestion.

4. Take the revised questionnaire with the approval of the thesis advisor and present it to an expert to check the accuracy of the content. Index of Item Congruence (IOC) and make suggestions for improvement by using the criteria of 0.60-1.00, which is considered to be content accuracy and accuracy in the use of language.

4.1 Assist. Prof. Suchada Wangsitidet M.Ed. (Early Childhood Education) Lecturer, Department of Early Childhood Education, Faculty of Education, Rajabhat Maha Sarakham University Specialist in Early Childhood Education Programs

4.2 Ajarn Bongkocharat Phuwanna, Lecturer in Early Childhood Education, Faculty of Education, Rajabhat Maha Sarakham University content specialist

4.3 Assist. Prof. Dr. Anusorn Chanpratak Ph.D. (Research, Measurement and Statistics Education) Lecturer in the Department of Educational Research and Evaluation, Faculty of Education, Rajabhat Maha Sarakham University Research and Evaluation Specialist

4.4 Ajarn Chinnawat Sripol M.Ed. (Teaching in Chinese) Lecturer in Chinese Language Teaching Department Faculty of Education Rajabhat Maha Sarakham University Chinese expert

4.5 Ms. Sirilak Mohsri M.Ed. (Curriculum and Teaching) Teacher at Demonstration School, Rajabhat Maha Sarakham University teaching specialist

5. Take the questionnaire to the expert for review. Bring it to precision. Content Validity The completion of the question by determining the index of conformity between the question and the characteristics of the content (IOC) as follows:

+ 1 When the question is consistent with the objective

0 When the question is not sure that the objective is

- 1 When the question is not consistent with the objective

The results of the questionnaire assessment from 5 experts were analyzed and adjusted accordingly. Expert Suggestion Consider questions with IOC values ranging from 0.60-1.00.

6. Apply the revised questionnaire and publish the complete version for further use to the sample.

3.4 Data Collection

The researcher collected the data by performing the following steps:

3.4.1 Bring a letter from the Faculty of Education, Mahasarakham Rajabhat University to in Xiyuehe Kindergarten , to request permission and courtesy to collect data with early childhood teachers in the school.

3.4.2 We distributed questionnaires to a sample of 16 early childhood teachers in Xiyuehe Kindergarten

3.4.3 The researcher collects the questionnaire and checks the completion of the returned questionnaire.

3.4.4 Analyze the results and draw conclusions. Discuss the results

3.5 Data analysis

Perform data analysis using ready-made computer tools.

Part 1 information on the general status of respondents was analyzed by Frequency distribution and percentage values Information from

Part 2 Information on the study of the problem of organizing experiences. Learning of early childhood teachers in Xiyuehe Kindergarten is analyzed using basic statistics. Calculate the mean standard deviation The interpretation of the average value of the estimation scale questionnaire is defined as follows (Boonchom Srisa-saat 2545, pp. 23-24).

An average of 4.51 – 5.00 indicates the most practical level.
An average of 3.51 – 4.50 indicates a very practical level.
An average of 2.51 – 3.50 indicates moderate practice.
An average of 1.51 – 2.50 means a low practical level.
An average of 1.00 – 1.50 indicates the least practical level.

3. Information from Part 3 gathers answers from all 5 questions.

3.6 Statistics used in research

3.6.1 The basic statistics are:

3.6.1.1 Percentage using formula (Boonchom Srisaart, 2013, p. 122)

$$P = \frac{f}{N} \times 100 \quad (3\text{-}1)$$

when p Mean the percentage
f Mean the frequency that you want to convert to a percentage.
N Mean the total number of frequencies.

3.6.1.2 nalyze the mean (Arithmatic Mean) by using the formula (Boonchom Srisaart, 2013, p. 124).

$$\overline{X} = \frac{\sum X}{N} \quad (3\text{-}2)$$

when $\overline{X}$ Mean of the mean
$\sum X$ Mean the sum of all scores in the group.
N Mean the number of points in the group

3.6.1.3 Analyze the standard deviation (Standard Deviation) by using the formula (Boonchom Srisaard, 2013, p. 126)

$$S.D. = \sqrt{\frac{\sum(X - \overline{X})^2}{N-1}} \quad (3\text{-}3)$$

when $S.D.$ Mean instead of the standard deviation
X Mean instead of each score
$\overline{X}$ Mean instead of average
N Mean the number of points in the group
$\sum$ Mean instead of sum

3.6.2 Statistics used to determine the quality of questionnaires

3.6.2.1 Contentual accuracy of questionnaires Find it by using a calculation formula (Somnuk Pattiyathani, 2551, p. 220)

$$\text{IOC} = \frac{\sum R}{N} \quad (3\text{-}4)$$

when IOC Mean overrides the Objective Consistency Index with Content
$\sum R$ Mean represents the sum of all expert opinion scores.
N Mean represents the total number of experts.

CHAPTER 4
DATA ANALYSIS RESULTS

A study of the problem of organizing early childhood teachers' learning experiences. Xiyuehe Kindergarten School with the objectives: 1) To study the problem of organizing learning experiences for early childhood teachers. Xiyuehe Kindergarten School. 2) To know the learning experience arrangement of early childhood teachers of Xiyuehe Kindergarten School. The target group used in the research is 16 teachers in Xiyuehe Kindergarten School, Suzhou City, China, second semester of academic year 2023, obtained from purposive sampling The research instrument was a questionnaire on problems in organizing learning experiences for early childhood teachers. Xiyuehe Kindergarten School Data Collection The researcher collected data by sending out questionnaires and collecting them back. There were 16 self-administered questionnaires, accounting for 100 percent. It was a complete questionnaire that could be used to analyze all data. Results: The researcher presents the results of the above data in 3 details as follows.

Part 1: General information about the respondents, including gender, teaching experience, and educational level.

Part 2: Problems in organizing learning experiences for early childhood teachers at Xiyuehe Kindergarten.

Part 3: Current situation in organizing learning experiences for early childhood teachers. Xiyuehe Kindergarten School

Part 1: General information of the respondents, including gender, teaching experience, and educational level

Table 4.1 Number and percentage of general condition information of respondents.

Data	list	quantity	percentage
gender	Man	3	18.75
	female	13	81.25
	Total	16	100.00
teaching experience	Less than3 years	5	31.25
	3~5 years	5	31.25
	6~10 years	4	25.00
	More than 10 years	2	12.50
	Total	16	100.00
educational level	Less than a bachelor's degree	2	12.50
	Bachelor degree	14	87.50
	Total	16	100.00

From Table 4.1, of the 16 respondents, there were 3 male teachers (18.75%) and 13 female teachers (81.25%) with less than 3 years of teaching experience. There were 5 people (31.25%) .5 students for 3-5 years(31.25%). 4 people (25.00%) had 6-10 years of teaching experience, and 2 people had more than 10 years of teaching experience (12.50%), with 2 people (12.50%) having a bachelor's degree or less, followed by 14 People (87.50%) have a bachelor's degree.

Part 2: Problems in organizing learning experiences for early childhood teachers. Xiyuehe Kindergarten.

Table 4.2 Mean and standard deviation Problems in organizing learning experiences for early childhood teachers Xiyuehe Kindergarten School

Number	Tabulation	Mean	S.D.
1. Curriculum preparation for educational institutions		4.08	0.821
1.1	Organize training and meetings often, so that teachers can understand the early childhood education courses	4.13	0.806
1.2	In order to better develop the early childhood education curriculum, preschool teachers to participate in the theme meeting	4.13	0.806
1.3	Preschool teachers work together to develop local learning units	4.00	0.816
1.4	Teachers should carry out practical activities in line with the early childhood education curriculum to enhance the learning experience	4.06	0.854
2. Organize learning experience		3.99	0.942
2.1	Identify the objectives, activities, materials, and assessments of the course study	3.75	0.931
2.2	Develop practical activities suitable for school-based activities	4.25	0.683
2.3	Set up the necessary learning units according to the children's needs and interests	3.75	0.931
2.4	The prepared teaching materials and the teaching equipment are consistent with the content taught	3.94	0.998

(continued)

Table 4.2 (continued)

2.5	Use a variety of teaching methods	4.00	0.894
2.6	Goal setting is applicable for individuals, groups and collectives	3.94	0.854
2.7	Organize activities both inside and outside the classroom	4.19	0.911
2.8	Use a variety of textbooks	4.00	1.155
2.9	Teachers use a variety of reinforcement methods to stimulate children to learn	4.06	1.124
3. Measurement and evaluation		3.95	0.893
3.1	Systematic development assessment is planned.	4.13	0.806
3.2	Assessment of children's development in all aspects, including physical, emotional, mental, social, and intellectual.	4.25	0.775
3.3	Individual child development is assessed regularly throughout the year.	3.56	0.814
3.4	Progress is assessed based on actual conditions from daily activities.	3.69	0.793
3.5	Assessments are conducted using a variety of assessment methods and tools.	4.00	0.966
3.6	It is systematically recorded and compiled for use as a basis for organizing appropriate learning activities for children.	4.19	1.109
3.7	The assessment results are taken into consideration for improvement. Plan activities and encourage each child to develop according to their goals continuously.	3.81	1.109
3.8	Information is reported to parents to guide the development of children together with the school.	3.94	0.772
Total		3.99	0.210

From Table 4.2, it is found that there are problems in organizing learning experiences for early childhood teachers. Xiyuehe Kindergarten School is at a high level ($\overline{X}$ = 3.99 , S.D.=0.21), arranged from the most to least problematic in organizing learning experiences, as follows: in creating educational institution curricula ($\overline{X}$ = 4.08, S.D.=0.81) in organizing learning experiences. knowledge ($\overline{X}$ = 3.98, S.D.=0.93) and developmental evaluation ($\overline{X}$ = 3.94, S.D.= 0.88)

Part 3: Current situation in organizing learning experiences for early childhood teachers. Xiyuehe Kindergarten School.

1. How do you understand learning experiences?

It was found that most understood that organizing learning experiences focused on allowing children to play. Emphasize the importance of play, exploration, and hands-on activities. which is the basis of children's learning Child-centered Emphasize the importance of learning experiences that are tailored to each child's interests, needs, and abilities. Provide a structured but flexible environment. By balancing daily routines with opportunities for independent learning. and emphasizes holistic child development It emphasizes the importance of promoting not only academic skills. but also social, emotional, and critical thinking skills. emphasized the importance of creating an inclusive and diverse learning environment that encourages children's curiosity, discovery and active participation. from playing But there are some teachers who value structured lessons. Specific learning units or individual learning plans And the role of the teacher must be facilitator and guidance through setting the curriculum and structuring activities.

In addition, there is an emphasis on technology integration. Learning from nature, art or working together too. And teachers' learning goals should strike a balance between academic background and emotional and social support. Overall, it was agreed that the main principles of the learning experience were play-based. Centered on children and holistic learning Recognize the importance of providing a

lively and engaging environment for children. It addresses individual needs while fostering a love of learning.

2. What do you think is the most important task in organizing a learning experience?

It was found that basically The differing perspectives among teachers highlight the complexity of early childhood education. Instead of just taking the "right" approach. This diversity highlights the importance of a holistic approach to education that considers the diverse nature of child development and the uniqueness of each student. Each teacher's unique perspective contributes to a diverse educational landscape. This ultimately benefits the diverse needs of the children in their care.

3. Your relationship with children What is it like in class?

It was found that kindergarten teachers in China place importance on fostering strong relationships with students by creating a supportive environment. They aim to understand the individual needs of each child. Build trust in each other and promote academic and social and emotional growth. Their focus is on developing relationships that go beyond academics. By paying attention to the uniqueness of each child. At the same time, they aim to be mentors and role models in their educational journey.

4. What are the most important questions to ask students when organizing a learning experience?

It was found that kindergarten teachers emphasized asking questions that promoted a variety of skills and participation. Effective open-ended questions Promote creativity critical thinking and problem solving Allow children to connect learning with real experiences. Questions that stimulate curiosity and promote collaboration and communication. By giving importance to observing emotions Storytelling language and promoting exploration to support children's holistic development.

5. What do you think about learning experiences at your school?

It was found that kindergarten teachers in China used a variety of teaching methods. with an emphasis on interactive play Promote creativity and giving children direct experience to promote holistic development Focus on social and emotional learning. using storytelling, music, and daily routines to maintain discipline Focus on individual child attention There is integration of technology. and language development At the same time, children are encouraged to explore. Know how to solve problems

and critical thinking through story-based learning, play and natural integration. Promote a safe parenting environment Create a balance between child-initiated and teacher-initiated activities. and attach importance to family participation The goal is to instill in children a love of learning. Adapt to various needs and cultivate creativity curiosity and feeling part of the community.

CHAPTER 5
CONCLUSION DISCUSSION AND RECOMMENDATION

A study of the problem of managing the learning experience of early childhood teachers in Xiyuehe Kindergarten, the researcher summarized the findings. Discuss the findings and recommendations in the following order:

1. Research objectives
2. Research hypothesis
3. How to conduct research
4. Data analysis
5. Conclusions
6. Discussion of results
7. Feedback

5.1 Research objectives

5.1.1 To study the problem of organizing the learning experience of early childhood teachers in Xiyuehe Kindergarten.

5.1.2 To know the organization of the learning experience of early childhood teachers in Xiyuehe Kindergarten

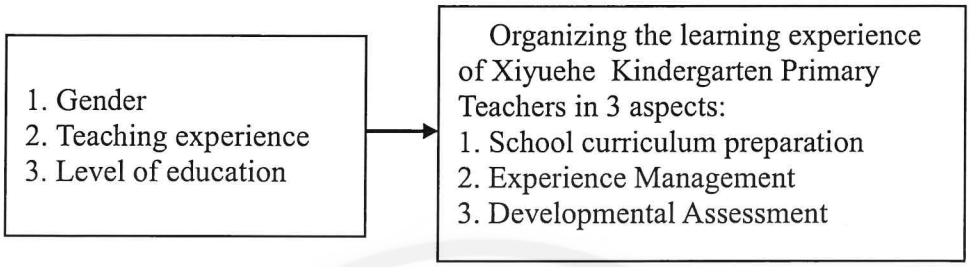
5.2 Research hypothesis

Learning Experience Problem Study Early Childhood Teacher Management Xiyuehe Kindergarten in Suzhou There are problems to the greatest extent.

5.3 How to conduct research

5.3.1 Research Conceptual Framework

Studying the problem of organizing the learning experience of early childhood teachers of Xiyuehe Kindergarten, the researcher created the following conceptual framework:



5.3.2 Research Scope

5.3.2.1 Target Group

The target group used in the research was teachers in Xiyuehe Kindergarten, Suzhou City. China Semester 2, Academic Year 2023, 16 students were obtained from specific random sampling.

5.3.2.2 Variables studied

Primary variables : gender, teaching experience, and education level Dependent variable: organization of the learning experience of early childhood teachers, kindergartens. Xiyuehe 3 aspects: 1. School curriculum preparation 2. Experience management 3. Development evaluation

5.3.2 build and quality of the tool;

The instrument used in this research, the Early Childhood Teacher Learning Experience Organizing Questionnaire, defines the steps used to create the research tool as follows:

5.3.2.1 Study concepts and theories about the early childhood education curriculum and create questionnaires.

5.3.2.2 Define the structure of the instrument as 1 questionnaire consisting of 3 parts. as follows

Part 1: Questionnaire on the general condition of respondents, including gender, teaching experience, and education level.

Part 2: Questionnaire on the problem of organizing learning experiences of Xiyuehe Kindergarten teachers, 21 questions

Part 3: Current Situation Questionnaire on Early Childhood Teachers' Learning Experience Total 5 Items

5.3.2.3 Present the questionnaire to thesis advisors and experts to verify the accuracy of the content. Question integrity by determining the index of consistency between questions and content characteristics (IOC) The results of questionnaire assessment from 5 experts. The IOC value is between 0.80-1.00.

5.3.2.4 Continue to apply the enhanced questionnaire to the target audience.

5.4 Data analysis

In analyzing the research data on the study of the problem of organizing learning experiences of early childhood teachers of Xiyuehe Kindergarten, the researcher analyzed the data as follows:

5.4.1 Analyze the general condition of the respondents, including gender, teaching experience, and Level of education

5.4.2 Analyze the problem condition, organization of learning experience of early childhood teachers, Xiyuehe Kindergarten

5.4.3 Study the understanding of kindergarten teachers about the organization of learning experiences in schools. Problems that arise when organizing learning experiences and self-reflection after learning experiences in schools.

5.5 Conclusions

A study of the problem of organizing learning experiences of early childhood teachers of Xiyuehe Kindergarten, the researcher summarized the findings as follows:

Part 1 General Information of Respondents

Out of 16 respondents who were Xiyuehe Kindergarten early childhood teachers. It was found that there were 3 male teachers (18.75%) and 13 female teachers (81.25%) with less than 3 years of teaching experience. There were 5 (31.25%) with 3-5 years of teaching experience, 4 (25.00%) with 6-10 years of teaching experience, and 2 with more than 10 years of teaching experience (12.50%), of which 2 (12.50%) had a bachelor's degree or below. This is followed by 14 (87.50%) with a bachelor's degree.

Part 2 Problems of Organizing Learning Experiences of Early Childhood Teachers Xiyuehe Kindergarten

It was found that the condition was a problem in organizing the learning experience of early childhood teachers. Xiyuehe Kindergarten as a whole was at a high level ($\overline{X}$ = 3.99 , S.D.=0.21) when sorted from descending to descending learning experience arrangement problem. These are school curriculum preparation ($\overline{X}$ = 4.08, S.D.=0.81), learning experience management ($\overline{X}$ = 3.98, S.D.=0.93) and development evaluation ($\overline{X}$ = 3.94 , S.D. = 0.88).

Part 3 Current Situation of Early Childhood Teachers' Learning Experience Xiyuehe Kindergarten from 5 questions

Question 1: How do you understand how to organize learning experiences?

It was found that most of them understood the organization of learning experiences through play. Exploration and hands-on activities are fundamental to children's learning. Child-centered, with the emphasis on interest-based learning experiences. To provide a structured yet flexible environment that balances daily routines with self-learning opportunities and emphasizes holistic child development. It emphasizes the importance of promoting not only academic skills. But also social skills. It also affects emotions, emotions, and critical thinking.

Question 2: Think about what is the most important task in organizing a learning experience?

It was found that, basically, differences in views between teachers underscored the complexity of education. Emphasis should be placed on the importance of a holistic approach to child development by considering the development of diverse children. Emotional, psychological, social, and intellectual, according to the age and abilities of the individual, need to be supported. Support from parents, caregivers, instructors and other related personnel

Question 3: How is your relationship with the children in class?

It has been found that kindergarten teachers in China place great emphasis on fostering strong relationships with their students by creating a supportive environment. Aim to understand the individual needs of each child. Build mutual trust and promote academic, social and emotional growth. The focus is on developing good relationships with children in addition to focusing on academics. It focuses on the potential of each child. At the same time, we aim to be a good mentor and role model for children.

Questions 4: What are the most important questions to ask students when organizing learning experiences?

It was found that kindergarten teachers emphasized asking questions that fostered diverse skills and participation. Effective open-ended questions It encourages creativity, critical thinking, and problem-solving, allowing children to connect learning with real-world experiences. Questions that stimulate curiosity and encourage collaboration and communication, with an emphasis on emotional observation, narrative language, and the promotion of exploration to support the holistic development of children.

Question 5: What do you think about organizing your school learning experience?

It was found that kindergarten teachers use a variety of teaching methods, with an emphasis on interactive play, encouraging ideas. Emphasis is placed on social and emotional learning through play and natural integration, using storytelling, music, and routine to maintain discipline. Promote a safe parenting environment Balance

activities initiated by children and initiated by teachers, and prioritize family involvement.

5.6 Discussion

A study of the problem of managing the learning experience of early childhood teachers in Suzhou City. The results can be discussed as follows:

5.6.1 Problem conditions for organizing early childhood teachers' learning experiences Xiyuehe Kindergarten found thatProblem conditions for organizing early childhood teachers' learning experiences Xiyuehe Kindergarten as a whole was at a high level ($\overline{X}$ = 3.99 , S.D.=0.21) when sorted from the problem of organizing learning experiences in descending order. These are the aspects of school curriculum preparation ($\overline{X}$ = 4.08 , S.D.=0.81), learning experience management ($\overline{X}$ = 3.98, S.D.=0.93) and development evaluation ($\overline{X}$ = 3.94 , S.D. = 0.88) and development evaluation ($\overline{X}$ = 3.94 , S.D. = 0.88). The most problematic issue is that teachers do not attend training/meetings to understand the early childhood education curriculum and early childhood teachers do not participate in brainstorming meetings to prepare the early childhood education curriculum. Therefore, there is a problem in the preparation of school curricula. As for the problem of organizing learning experiences, it was found that the problem was the preparation of an experience plan that is suitable for the local area. and the use of a variety of teaching techniques. (Hu Rongkun and Zhao Yuxin (2023)

Organizational learning is seen as a weakness in teachers' learning activities. Teachers' private learning focuses on metacognitive learning, teaching-assisted learning and professional skills learning, and less reflective learning. Whereas, learning in school-based organizations is minimal. Teacher learning activities have a noticeably positive effect on learning outcomes, but are limited to personal learning and professional development. (Zhou Zuoyu and Li Qingfeng, 2007)

It sees the study of teachers' learning experiences as an important topic for teachers' professional development. The teacher's learning experience in this study consists of teachers' understanding in five areas: participation in learning; Learning attitudes, learning activities Learning environment and learning outcomes in both formal and non-formal learning processes: The teacher's learning experience is still in the stage of understanding and starting to pay attention. The theme "Teacher Learning Experience and Professional Growth" is the basis for its creation. Teacher Learning Theories and Practices in Teacher Professional Development Cultivating Teacher

Learning Communities and Teacher Learning Policies Compliant with (Zhang Hongyan, 2007)

Scaffolding Theory surveyed the learning experience and performance of children in mixed age classes from the scaffolding theory, a sample of 17 mixed age children in a kindergarten affiliated to an elementary school in Taichung City. Based on a case study for 6 months. Collect data from observations, interviews, and relevant documents for analysis and interpretation. The results showed that 1) Children of various ages and developmental stages have shown initiative in learning, accumulating learning experiences as well as demonstrating their abilities. 2) Children's learning experience and performance are affected by age, advantageous intelligence, and interaction patterns, etc. 3) Teachers use different types of help-based strategies together or alternately, which deepens the child's learning experience and increases their abilities. 4) Teachers' use of supportive strategies varies according to the child's ability and developmental stage: For older or more talented children, teachers often use "low guidance and low engagement" to encourage help. For children with little ability or slow development. Teachers often use "highly suggestive, highly engaging" demonstrations. (Yang Kaihong, 2014)

It points out that children's teaching is one of the ways to comprehensively improve children's education through teacher-organized learning activities and children's spontaneous learning activities. Since the experiences that occur in the child's consciousness are simple and superficial, it is necessary to develop the child's innovative abilities. How to intellectual activity and cultivate the child's initial interest in learning

5.6.2 Current Situation of Early Childhood Teacher Learning Experience Xiyuehe Kindergarten Based on the 5 questions,

5.6.2.1 how do you understand the organization of the learningexperience?

It was found that mostUnderstand the organization of play-oriented learning experiences, the importance of play, exploration, and hands-on activities as the basis of children's learning. Child-centered, with an emphasis on interest-based learning experiences. To provide a structured yet flexible environment that balances daily routines with self-learning opportunities and emphasizes holistic child development. It emphasizes the importance of promoting not only academic skills. But also social skills. The emphasis is on creating an engaging and diverse learning environment that encourages children's curiosity. In addition to that, it is seen that although most see learning as play-based, there are some teachers who value structured lessons. And the role of the teacher must be facilitator and guidance to curriculum formulation and activity structuring. In addition to that, the emphasis is on technology

integration. And teacher learning goals should also balance academic foundations and emotional and social support. Overall, there is an opinion that the core principles of the learning experience emphasize play. It recognizes the importance of providing a vibrant and engaging environment for children that caters to individual needs while also fostering a love of learning.

5.6.2.2 The most important task in organizing a learning experience?

It was found that, basically, differing views between teachers underscore the complexity of early childhood education. Instead of just taking the "right" approach. This diversity highlights the importance of a holistic approach to education that considers the diverse development characteristics of children and the differences of each student. Each teacher's unique perspective contributes to the diverse educational landscape. This ultimately benefits the diverse needs of the children in their care.

5.6.2.3 What is your relationship with the children in class?

It has been found that kindergarten teachers in China place great emphasis on fostering strong relationships with students by creating a supportive environment. They aim to understand the individual needs of each child. Build mutual trust and promote academic growth.and social and emotional. Their focus is on developing relationships that go beyond academics, with an emphasis on each child's uniqueness. At the same time, they aim to be a mentor and role model in their educational journey.

5.6.2.4 What are the most important questions to ask students when organizing learning experiences?

It was found that kindergarten teachers emphasized asking questions that fostered a variety of skills and participation. Effective open-ended questions It encourages creativity, critical thinking, and problem-solving, allowing children to connect learning with real-world experiences. Questions that arouse curiosity and encourage collaboration and communication, with an emphasis on emotional observation, narrative language, and promoting exploration to support the holistic development of children, and

5.6.2.5 What do you think about organizing your school learning experience?

It has been found that kindergarten teachers in China use a variety of teaching methods. It emphasizes interactive play, encourages creativity, and provides children with hands-on experience to promote holistic development. Emphasis is placed on social and emotional learning, using storytelling, music, and routine to maintain discipline. Focus on individual children's interests. Technology integration and language development are encouraged, while encouraging children to explore. Know how to solve problems and think critically through story-based learning,

through play, and natural integration. Promote a safe parenting environment Balance child-initiated and teacher-initiated activities and prioritize family involvement, aiming to instill in children a love of learning. Adapt to diverse needs and cultivate creativity. This is in line with Yang Linlin (2013). It is proposed that learning experiences are an important link in kindergarten education and a fundamental guarantee for success in kindergarten teaching for a long time due to the limitations of children's physical and mental development. Early childhood teachers need to create organized learning and life scenarios through the management of scientific learning experiences, help children establish rules, cultivate good learning and lifestyle habits of children, and facilitate smooth classroom instruction and healthy development of children. However, there are many problems in early childhood teachers' learning experience management behaviors, which can be solved by reinforcing the theoretical cognition of child development. Brain development of children and increase the teacher's ability to control emotions. In line with Yang Jin (2013)

Teaching in the classroom is a complex and challenging task, there are always unexpected problems in the classroom. Teachers will have to deal with various classroom problems. Implementing effective learning experience management In other words, managing the learning experience is an important factor. Effective management depends on teachers to build child-centered management concepts and skills of expert learning experience management and create their own effective teaching management styles, in line with Xiong Dehai (2004). It states that the activities in the lesson plan must be activities that are of interest to the student. Although each course is unique. Teachers should be able to develop lesson plans for that semester to be effective according to the student's level of knowledge. Teachers should also highlight which learning experiences can have the greatest impact on students by trying different strategies. With the purpose of each day. Teachers can work backwards and develop interesting methods to enhance students' abilities and make them more curious. Students are more engaged in activities using their five senses. Tools and techniques that enable direct and indirect participation in learning experiences can stimulate cognitive boundaries. Improved emotional and mental well-being The result will be more stimulating for students' thinking and a greater emphasis on rational thinking and logical reasoning. These skills are difficult to cultivate through teaching and require long-term learning experiences and interaction with students. It is very important for teachers to encourage first-hand experiential learning when dealing with new subjects and difficult topics. A variety of experiments and challenges. Students can present their daily curiosities in a fun and engaging way. At the same time, it helps teachers analyze knowledge gaps. Students also feel proud when they complete their work on their own.

Therefore, the activities in the lesson plan must be activities that are the needs and interests of the students. Although each course is unique. Teachers should be able to develop effective lesson plans based on students' level of knowledge. Teachers can work backwards and develop interesting methods to enhance students' abilities and make them more curious. Students are more involved in activities using their five senses, involve them directly or indirectly in the learning experience, and value rational thinking. experiment Students can present their daily curiosities in a fun and engaging way. Make students feel proud when they complete their work on their own.

5.7 Recommendations

5.7.1 Recommendations from this research

5.7.1.1 Be clear about what the problem is. Student behavior Classroom environment Identifying specific questions will help improve research.

5.7.1.2 Observation of teaching in kindergarten classes to understand teachers' teaching styles. Formats Manage and conduct student activities in the classroom. Observation can help researchers understand real-world situations and identify existing problems and challenges.

5.7.1.3 Classroom management is an ongoing process that requires attention and improvement.Therefore, communication and cooperation with kindergarten teachers should be maintained after the end of the study, and regular visits and follow-ups should be followed up to ensure that the improvement results are durable.

5.7.1.4 The results of this study will be summarized as a research report or thesis. This information will be used to further develop other kindergarten learning experiences.

5.7.2 Recommendations for the next research

5.7.2.1 The participation of parents in organizing experiential activities should be studied to promote Early Childhood Development.

5.7.2.2 Appropriate forms of experiential activities for early childhood should be studied according to the guidelines Education reform.

5.7.2.3 Techniques for organizing experiential activities for early childhood should be studied to prepare for it before moving on to the next elementary school.

5.7.2.4 There should be a comparative study and problems of organizing early childhood experiences in affiliated schools. Such as government vs. private sector.

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APPENDIX

Appendix A

Official letter requesting permission from experts and collecting data



บันทึกข้อความ

ส่วนราชการ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม
ที่ อว ๐๖๑๙.๐๒/ว๔๓๐ วันที่ ๒๘ สิงหาคม ๒๕๖๖
เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือการวิจัย
เรียน อาจารย์ชิณวัฒน์ ศรีพล

ด้วย Miss Lihua Liu รหัสประจำตัว ๖๕๘๑๑๐๑๑๐๒๐๑ นักศึกษาปริญญาโท สาขาวิชาการศึกษาปฐมวัย รูปแบบการศึกษานอกเวลาราชการ ศูนย์มหาวิทยาลัยราชภัฏมหาสารคาม กำลังทำวิทยานิพนธ์ "การศึกษาสภาพปัญหาการจัดประสบกาณ์การเรียนรู้ของครูปฐมวัย โรงเรียนอนุบาล Xiyuehe" เพื่อให้การวิจัยดำเนินไปด้วยความเรียบร้อยบรรลุตามวัตถุประสงค์

คณะครุศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม จึงใคร่ขอเรียนเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความถูกต้องของเนื้อหาการวิจัย

เพื่อ ☐ ตรวจสอบความถูกต้องด้านเนื้อหา ภาษาการวิจัย
☐ ตรวจสอบด้านการวัดและประเมินผล
☐ ตรวจสอบด้านสถิติ การวิจัย
☐ อื่นๆ ระบุ .....

จึงเรียนมาเพื่อโปรดพิจารณา

(นายอนุสรณ์ ถูสินแก่น)
คณบดีคณะครุศาสตร์



บันทึกข้อความ

ส่วนราชการ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม

ที่ อว ๐๖๑๙.๐๒/ว๔๓๐ วันที่ ๒๘ สิงหาคม ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือการวิจัย

เรียน คุณครูศิริลักษณ์ เหมาะศรี

ด้วย Miss Lihua Liu รหัสประจำตัว ๖๕๘๑๑๐๑๑๐๒๐๑ นักศึกษาปริญญาโท สาขาวิชาการศึกษาปฐมวัย รูปแบบการศึกษานอกเวลาราชการ ศูนย์มหาวิทยาลัยราชภัฏมหาสารคาม กำลังทำวิทยานิพนธ์ "การศึกษาสภาพปัญหาการจัดประสบกาณ์การเรียนรู้ของครูปฐมวัย โรงเรียนอนุบาล Xiyuehe" เพื่อให้การวิจัยดำเนินไปด้วยความเรียบร้อยบรรลุตามวัตถุประสงค์

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เพื่อ ☐ ตรวจสอบความถูกต้องด้านเนื้อหา ภาษาการวิจัย

☐ ตรวจสอบด้านการวัดและประเมินผล

☐ ตรวจสอบด้านสถิติ การวิจัย

☐ อื่นๆ ระบุ .....

จึงเรียนมาเพื่อโปรดพิจารณา

(นายอนุสรณ์ ถูสินแก่น)

คณบดีคณะครุศาสตร์



บันทึกข้อความ

ส่วนราชการ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม

ที่ อว ๐๖๑๙.๐๒/ว๔๓๐ วันที่ ๒๘ สิงหาคม ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือการวิจัย

เรียน อาจารย์บงกชรัตน์ ภูวันนา

ด้วย Miss Lihua Liu รหัสประจำตัว ๖๕๘๑๐๑๑๐๒๐๑ นักศึกษาปริญญาโท สาขาวิชาการศึกษาปฐมวัย รูปแบบการศึกษานอกเวลาราชการ ศูนย์มหาวิทยาลัยราชภัฏมหาสารคาม กำลังทำวิทยานิพนธ์ "การศึกษาสภาพปัญหาการจัดประสบกาณ์การเรียนรู้ของครูปฐมวัย โรงเรียนอนุบาล Xiyuehe" เพื่อให้การวิจัยดำเนินไปด้วยความเรียบร้อยบรรลุตามวัตถุประสงค์

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☐ ตรวจสอบด้านการวัดและประเมินผล

☐ ตรวจสอบด้านสถิติ การวิจัย

☐ อื่นๆ ระบุ .....

จึงเรียนมาเพื่อโปรดพิจารณา

(นายอนุสรณ์ ถูสินแก่น)

คณบดีคณะครุศาสตร์



บันทึกข้อความ

ส่วนราชการ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม
ที่ อว ๐๖๑๙.๐๒/ว๔๓๐ วันที่ ๒๘ สิงหาคม ๒๕๖๖
เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือการวิจัย
เรียน ผู้ช่วยศาสตราจารย์สุชาดา หวังสิทธิเดช

ด้วย Miss Lihua Liu รหัสประจำตัว ๖๕๘๑๑๐๑๑๐๒๐๑ นักศึกษาปริญญาโท สาขาวิชาการศึกษาปฐมวัย รูปแบบการศึกษานอกเวลาราชการ ศูนย์มหาวิทยาลัยราชภัฏมหาสารคาม กำลังทำวิทยานิพนธ์ "การศึกษาสภาพปัญหาการจัดประสบกาณ์การเรียนรู้ของครูปฐมวัย โรงเรียนอนุบาล Xiyuehe" เพื่อให้การวิจัยดำเนินไปด้วยความเรียบร้อยบรรลุตามวัตถุประสงค์

คณะครุศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม จึงใคร่ขอเรียนเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความถูกต้องของเนื้อหาการวิจัย

เพื่อ ☐ ตรวจสอบความถูกต้องด้านเนื้อหา ภาษาการวิจัย
☐ ตรวจสอบด้านการวัดและประเมินผล
☐ ตรวจสอบด้านสถิติ การวิจัย
☐ อื่นๆ ระบุ .....

จึงเรียนมาเพื่อโปรดพิจารณา

(นายอนุสรณ์ ถูลินแก่น)
คณบดีคณะครุศาสตร์



บันทึกข้อความ

ส่วนราชการ คณะครุศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม
ที่ อว ๐๖๑๙.๐๒/ว๔๓๐ วันที่ ๒๘ สิงหาคม ๒๕๖๖
เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบเครื่องมือการวิจัย
เรียน ผู้ช่วยศาสตราจารย์ ดร.อนุสรณ์ จันทร์ประทักษ์

ด้วย Miss Lihua Liu รหัสประจำตัว ๖๕๘๑๐๑๑๐๒๐๑ นักศึกษาปริญญาโท สาขาวิชาการศึกษาปฐมวัย รูปแบบการศึกษานอกเวลาราชการ ศูนย์มหาวิทยาลัยราชภัฏมหาสารคาม กำลังทำวิทยานิพนธ์ "การศึกษาสภาพปัญหาการจัดประสบกาณ์การเรียนรู้ของครูปฐมวัย โรงเรียนอนุบาล Xiyuehe" เพื่อให้การวิจัยดำเนินไปด้วยความเรียบร้อยบรรลุตามวัตถุประสงค์

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เพื่อ ☐ ตรวจสอบความถูกต้องด้านเนื้อหา ภาษาการวิจัย
☐ ตรวจสอบด้านการวัดและประเมินผล
☐ ตรวจสอบด้านสถิติ การวิจัย
☐ อื่นๆ ระบุ .....

จึงเรียนมาเพื่อโปรดพิจารณา

(นายอนุสรณ์ ถูสินแก่น)
คณบดีคณะครุศาสตร์

Appendix B

Research tools

Research questionnaire

A Study on the Problem of Learning Experience Managment of Early Childhood Teachers in Xuzhou City

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explanation

1. The questionnaire has 3 parts. as follows

Part 1 Questionnaire on the general condition of the respondents. Gender, Teaching experience , School name

Part 2 Questionnaire on the problem of organizing learning experiences of early childhood teachers

Part 3 Questionnaire on the Current situation of learning experiences Managment of early childhood teachers.

2. Answering the questionnaire Ask to answer the questionnaire according to the fact that you Practice and that You have seen it for research purposes. To improve the teacher learning experience. The information obtained from the survey will be presented as an overview that does not affect you and the school you belong to in any way.

3. Your answers are very important, it will be very useful to improve the quality of Organizing the Learning Experience of Primary Teachers There is no right or wrong answer to all the answers. Good or bad? Questionnaires are anonymous and will not be published or leaked. The results of this inquiry are only required for the researcher's graduated thesis. Therefore, we kindly ask you to answer all 3 parts of the questionnaire according to the actual condition. We sincerely hope that we will receive the courtesy of this survey.

We would like to thank you for your cooperation in answering the survey. And if you have already answered the questionnaire, please send the questionnaire back to the researcher.

Thank you very much for your kindness

Miss Liu Lihua
Master's Degree in Early Childhood Education
Mah asarakham Rajabhat Univers

Part 1

General information of respondents

Statement Please tick in the ( ) box in front of the message that matches your status.

1. Gender ( ) Male ( ) Female
2. Teaching experience _____year
3. Education level

( ) Less than a bachelor's degree

( ) Bachelor degree

A Study on the Problem of Learning Experience of Early Childhood Teachers

explanation

1. This Part 2 Questionnaire We wish to know the problem of organizing learning experiences of early childhood teachers. Consider the current state of the Primary teacher learning experience in your school.

2. The questionnaire has 21 questions, please answer all questions. Check in the box the problem of organizing learning experiences of early childhood teachers in Xuzhou City. based on criteria. as follows

5 means that there is an opinion on the condition / problem at the highest level.

4 means that there is a high level of opinion on the condition / problem.

3 means that there is a moderate opinion on the condition/problem.

2 means that there is a small level of opinion on the condition / problem.

1 means that there is a minimum level of opinion on the condition/problem.

Number	Tabulation	realistic scale				
		Most 5	a great many 4	centre 3	Few 2	little 1
1. Curriculum preparation for educational institutions						
1.1	Organize training and meetings often, so that teachers can understand the early childhood education courses					
1.2	In order to better develop the early childhood education curriculum, preschool teachers to participate in the theme meeting					

Number	Tabulation	realistic scale				
		Most 5	a great many 4	centre 3	Few 2	little 1
1.3	Preschool teachers work together to develop local learning units					
1.4	Teachers should carry out practical activities in line with the early childhood education curriculum to enhance the learning experience					
2. Organize learning experience						
2.1	Identify the objectives, activities, materials, and assessments of the course study					
2.2	Develop practical activities suitable for school-based activities					
2.3	Set up the necessary learning units according to the children's needs and interests					
2.4	The prepared teaching materials and the teaching equipment are consistent with the content taught					
2.5	Use a variety of teaching methods					
2.6	Goal setting is applicable for individuals, groups and collectives					
2.7	Organize activities both inside and outside the classroom					
2.8	Use a variety of textbooks					
2.9	Teachers use a variety of reinforcement methods to stimulate children to learn					
3.Measurement and evaluation						
3.1	Systematic development assessment is planned.					
3.2	Assessment of children's development in all aspects, including physical, emotional, mental, social, and intellectual.					

Number	Tabulation	realistic scale				
		Most 5	a great many 4	centre 3	Few 2	little 1
3.3	Individual child development is assessed regularly throughout the year.					
3.4	Progress is assessed based on actual conditions from daily activities.					
3.5	Assessments are conducted using a variety of assessment methods and tools.					
3.6	It is systematically recorded and compiled for use as a basis for organizing appropriate learning activities for children.					
3.7	The assessment results are taken into consideration for improvement. Plan activities and encourage each child to develop according to their goals continuously.					
3.8	Information is reported to parents to guide the development of children together with the school.					

Additional comments/suggestions

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Part 3

The current situation of the Early Childhood Teacher Learning Experience explanation

1. Questionnaire Part 3 We would like to know the current situation of the Primary teacher learning experience.

2. There are 5 questions, please answer all of them.

Answer the following questions:

1. How do you understand the organization of the learning experience?

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.....

2. What do you think is the most important task of providing a learning experience?

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.....

3. How is your relationship with your children in class?

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4. What do you think are the most important questions to ask when organizing a learning experience??

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5. How to think about your organizational learning experience?

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Thank you for your cooperation

Appendix C

Expert evaluation results

Results of the conformity assessment of the questionnaire used in the research subject. A study on the problem of organizing early childhood teachers' learning experiences in Suzhou By experts

Part 2 Deals with the problem of organizing the learning experience of early childhood teachers in Suzhou City.

Assessment Items	Expert opinion					Total	IOC	Analysis results
	1	2	3	4	5			
1. Curriculum preparation for educational institutions								
1.1 Organize training and meetings often, so that teachers can understand the early childhood education courses	+1	+1	+1	+1	+1	5	1.00	Pass
1.2 In order to better develop the early childhood education curriculum, preschool teachers to participate in the theme meeting	+1	+1	+1	+1	+1	5	1.00	Pass
1.3 Preschool teachers work together to develop local learning units	+1	+1	+1	+1	+1	5	1.00	Pass
1.4 Teachers should carry out practical activities in line with the early childhood education curriculum to enhance the learning experience	+1	+1	+1	-1	+1	3	0.60	Pass
2. Organize learning experience								
2.1 Identify the objectives, activities, materials, and assessments of the course study	+1	+1	+1	+1	+1	5	1.00	Pass
2.2 Develop practical activities suitable for school-based activities	+1	+1	+1	+1	+1	5	1.00	Pass

Assessment Items	Expert opinion					Total	IOC	Analysis results
	1	2	3	4	5			
2.3. Set up the necessary learning units according to the children's needs and interests	+1	+1	+1	+1	+1	5	1.00	Pass
2.4 The prepared teaching materials and the teaching equipment are consistent with the content taught	+1	+1	+1	+1	+1	5	1.00	Pass
2.5 Use a variety of teaching methods	+1	+1	+1	+1	+1	5	1.00	Pass
2.6 Goal setting is applicable for individuals, groups and collectives	+1	+1	+1	0	+1	4	0.80	Pass
2.7 Organize activities both inside and outside the classroom	+1	+1	+1	+1	+1	5	1.00	Pass
2.8 Use a variety of textbooks	+1	+1	+1	+1	+1	5	1.00	Pass
2.9 Teachers use a variety of reinforcement methods to stimulate children to learn	+1	+1	+1	+1	+1	5	1.00	Pass
3.Measurement and evaluation								
3.1 Systematic development assessment is planned.	+1	+1	+1	+1	+1	5	1.00	Pass
3.2 Assessment of children's development in all aspects, including physical, emotional, mental, social, and intellectual.	+1	+1	+1	+1	+1	5	1.00	Pass
3.3 Individual child development is assessed regularly throughout the year.	+1	+1	+1	+1	+1	5	1.00	Pass
3.4 Progress is assessed based on actual conditions from daily activities.	+1	+1	+1	+1	+1	5	1.00	Pass

Assessment Items	Expert opinion					Total	IOC	Analysis results
	1	2	3	4	5			
3.5 Assessments are conducted using a variety of assessment methods and tools.	+1	+1	+1	+1	+1	5	1.00	Pass
3.6 It is systematically recorded and compiled for use as a basis for organizing appropriate learning activities for children.	+1	+1	+1	+1	+1	5	1.00	Pass
3.7 The assessment results are taken into consideration for improvement. Plan activities and encourage each child to develop according to their goals continuously.	+1	+1	+1	+1	+1	5	1.00	Pass
3.8 Information is reported to parents to guide the development of children together with the school.	+1	+1	+1	+1	+1	5	1.00	Pass
Total	+21	+21	+19	+20	+21	102	0.97	Pass

Additional comments/suggestions

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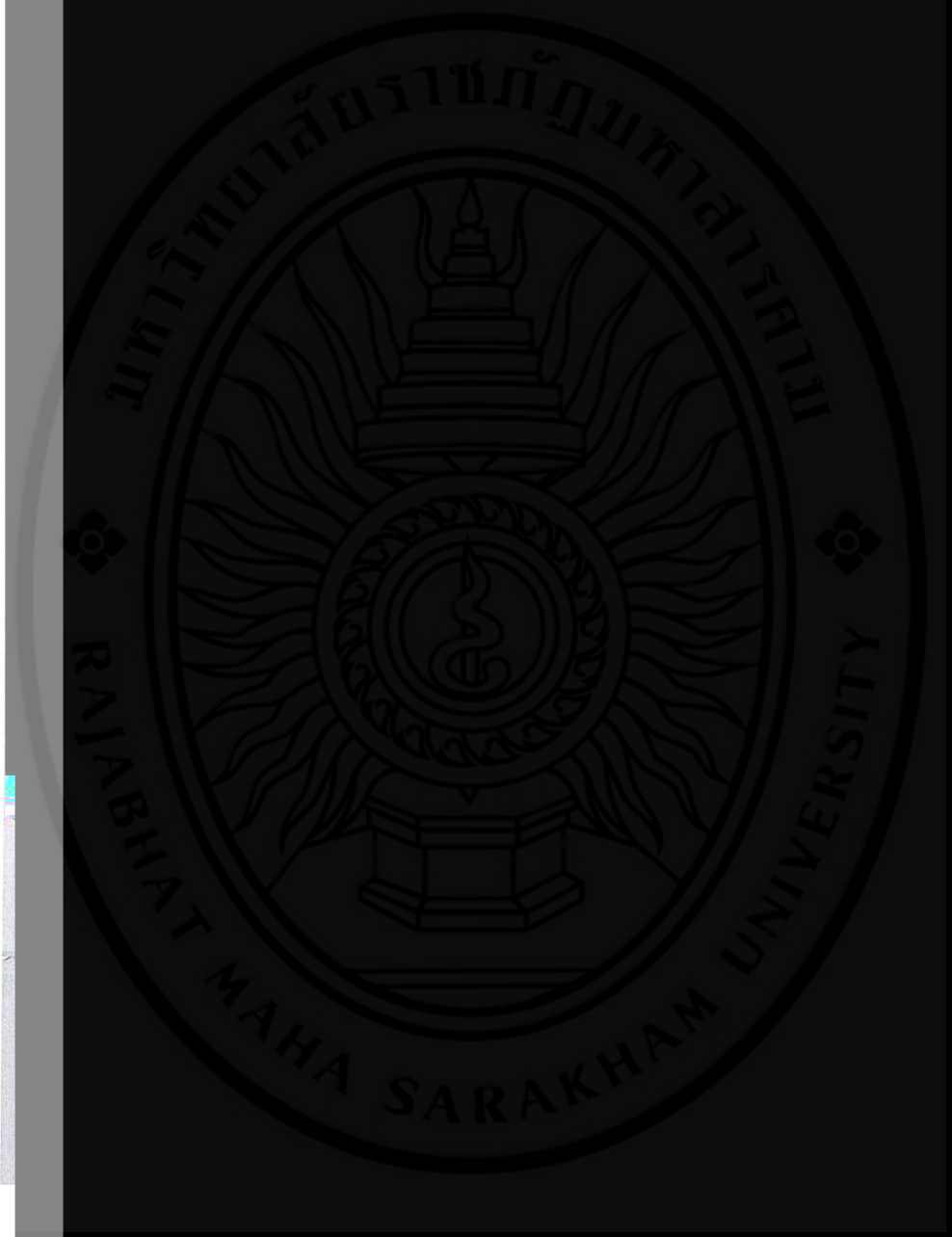
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Appendix D

Interview



Figure D.1 Sends qu


มหาวิทยาลัยราชภัฏมหาสารคาม
RAJABHAT MAHA SARAKHAM UNIVERSITY