

Implementation of Play-Based Learning Practices among Kindergarten Teachers at Bala-City International School in Kazan, Russia towards A Proposed Action Plan

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Abstract

The experience of kindergarten teachers integrating play-based learning methodologies into their teaching practices is examined in this thesis, "Implementation of Play-Based Learning Practices Among Kindergarten Teachers at Bala-City International School in Kazan, Russia Towards A Proposed Action Plan." The goal of the research is to comprehend the difficulties, advantages, and general effects of incorporating play-based learning into the creation of action plans within a global educational framework. This study's research approach is quantitative, and it collects data from a certain subset of kindergarten teachers through the distribution of survey questionnaires. The selection of the participants was based on their background and level of competence in using play-based learning strategies. The respondents for this study were chosen using a simple random sampling procedure based on Slovin's Formula. The firsthand accounts of early childhood educators incorporating play-based learning into the creation of action plans are essential for comprehending the difficulties, achievements, and optimal methodologies in this domain. The purpose of this study is to investigate the distinct viewpoints and insights of kindergarten educators as they negotiate the challenges of implementing play-based learning into their curricula. Through quantitative research techniques including interviews and questionnaires, this study aims to reveal the complexity of play-based learning integration and how it helps shape action plans in a range of educational contexts. The research findings will significantly affect curriculum creation, teacher preparation programs, and educational policy that support play-based learning methodologies for holistic child development. The study also emphasizes how crucial it is to create action plans to incorporate play-based learning. Teachers use action plans as a guide to implement play-based learning successfully and sustainably. Clear goals must be established, suitable teaching techniques must be chosen, curriculum objectives must be matched with play-based activities, and the plan must be regularly assessed and modified in response to student input. In conclusion, this thesis provides insight into the real-world experiences of early childhood educators incorporating play-based learning into creating action plans. In addition to stressing the enormous advantages this strategy offers to students' learning outcomes, it also highlights the difficulties teachers encounter when putting it into practice. To ensure successful implementation and long-term sustainability, the findings also highlight the significance of developing well-structured action plans. The goal of this study is to shed light in incorporating play-based learning practices into the process of developing an action plan. By documenting the kindergarten teachers' distinct viewpoints and experiences, this research seeks to support the teachers in acquiring more knowledge and effective teaching methods to promote the development of the whole child, while they are learning in the kindergarten.

Keywords: Kindergarten Teachers, Play-Based Learning, Action Plan Proposal