

THONGCHAI RATANOPAS : THE IMPLEMENTATION OF THE KINDERGARTEN
LEARNING EXPERIENCES GUIDELINES FOR SCHOOLS IN THE RURAL KINDERGARTEN
PROJECT UNDER THE JURISDICTION OF THE OFFICE OF PROVINCIAL PRIMARY
EDUCATION, EDUCATIONAL REGION SEVEN. THESIS ADVISOR : MR. SWAT
CHONGKOL, 320 PP.

The purposes of this study were to identify the state and problems of implementing of the kindergarten learning experiences guidelines in rural kindergarten project schools under the jurisdiction of the Office of Provincial Primary Education, educational region seven.

Findings were as follows :

Most kindergarten classes administrators and teachers had 1-2 year experiences in kindergarten education. They had already been trained for pre-primary educational personnel development. The policy of education organizing in this level was emphasized on students' readiness before they further their studying in pratomsuksa 1. Moreover, the method of selecting kindergarten teachers was concentrated on various qualities such as love of children and competency in teaching art. However, kindergarten teachers were willing to teach though they did not possess aptitude to teach at this level. Most of them obtain professional knowledge and skill by attending the in-service training programme. Most kindergarten classrooms were at the first floor of the building with good ventilation and adequate light. There were experienced corners organized in the classroom, such as home corner, books corner and block corners. The daily activity program was applied from example prescribed by the Office of the National Primary Education Commission by appropriately rearranging times, as well as adjusting activities. Teachers arranged activities for students in order to promote their development like outdoor activities for physical development, creative activities (art education) for mental and emotional development, corner activities for social development and educational games for intellectual development. The methods of providing experiences and activities was group work. Moreover, most student activities were conducted in the classroom as well as outside the building. Activity difficultly organized was educational games. Activity popularly organized was singing. There was a follow-up supervision by the school administrators as well as the developmental measurement and evaluation was done observation.

Problems found were (1) inadequate budget, insufficient documents, shortages of audio-visual aids, insufficient instructional materials for primary education experiences organization; (2) small playground space; (3) students' differences in intellectual and competence.