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THE RESPONSIBILITY OF EARLY CHILDHOOD EDUCATORS IN PROMOTING PLAY-BASED LEARNING

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Preceptors are pivotal to the education and growth of their pupils. Moment's generation has a wide range of learning methodologies that are salutary to pupils' growth and education. For all kindergarten preceptors, encouraging play- grounded literacy is an excellent literacy system, especially for kindergarteners. preceptors play a pivotal part in integrating play into assignments so that kiddies like literacy and preceptors may more fluently instruct young ones. To describe the subjects' gests, this study used a descriptive phenomenological exploration design. The research was conducted at a preschool. The study's actors are kindergarten preceptors who have previous experience promoting play- grounded literacy in their classrooms and who have knowledge of how to do so. The experimenters conducted a face- to- face interview with each party, lasting 30 to 40 twinkles, because the study used a descriptive approach. Open- ended, semi-structured interview questions were employed by the experimenters. To dissect the data gathered for this study, Collaizi's analysis approach was applied. With the help of this approach, the experimenters can conduct a complete disquisition, produce a detailed interpretation of the data, and eventually produce a dependable result. Following a thorough examination of the interview's motifs, four generalities were eventually developed, climaxing in a broad idea known as the kindergarten preceptors' Formative Journeying. thus, the effective and advised part that kindergarten preceptors must play in promoting play- grounded literacy in their conversations is the formative trip of the kindergarten preceptors. The Formative trip is a generalized notion that may be deduced from the four themes to help preceptors come great and effective. By encouraging play- grounded



literacy, this will help preceptors in reflecting on and perfecting their styles of instruction while also advancing the literacy of the young ones.

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