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THE ROLE OF THE TEACHER IN ORGANIZING EXPERIENTIAL LEARNING SITUATIONS IN PRESCHOOL EDUCATION

The article analyses the role of the teacher in organizing experiential learning situations in preschool education from the perspective of the theoretical foundations of learning through experience, current curricular orientations, and recent research on the quality of early childhood education. The aim of the study is to clarify the professional functions through which the educator transforms the child's experience into meaningful, reflective, and transferable learning. The study follows a theoretical scoping review design, aimed at mapping and interpreting relevant theoretical, curricular, and empirical contributions on experiential learning in preschool education. The analysis is based on conceptual analysis, source comparison, and narrative synthesis of the specialized literature. Classical works in experiential learning, curricular documents from Romania and the Republic of Moldova, international reports, and recent studies on guided play, reflection, formative assessment, executive functions, and partnership with the family were examined. The results highlight five major dimensions of the teacher's role: designing the experience, organizing the educational environment, mediating exploration and reflection, formative assessment with individualization, and articulating the relationship with the family and the community. It is concluded that the effectiveness of experiential learning does not derive from the child's mere participation in practical activities, but from the quality of pedagogical intervention, the continuity of experiences, and the teacher's ability to support dialogue, initiative, and transfer. The article offers useful landmarks for modernizing kindergarten practices and strengthening teachers' professionalism.

Keywords: *experiential learning; early childhood education; preschool age; teacher; guided play; reflection; formative assessment.*

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Introduction. Over the last two decades, early childhood education has undergone a conceptual and methodological repositioning. The emphasis has shifted from the fragmented transmission of content to the construction of active, relevant, and meaningful learning contexts for the child. In recent international documents, quality in early childhood education is no longer reduced to structural conditions, facilities, or compliance with institutional routines. It is increasingly linked to the nature of the child's experiences and to the way everyday interactions support cognitive, socio-emotional, and moral development. The

United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF) explicitly show that a strong foundation for development is built through rich early experiences that are context-sensitive and supported by high-quality educational relationships (UNESCO & UNICEF, 2024). Along the same line, the Organisation for Economic Co-operation and Development (OECD) highlights that meaningful adult-child interactions and the organization of the pedagogical process are strong predictors of the quality of early childhood education (OECD, 2021).

This paradigm shift reconfigures the teacher's role. Whereas in the traditional instructive model the emphasis fell on explanation, drill, and control of responses, contemporary approaches insist on the teacher as designer of experience, organizer of the environment, mediator of reflection, and formative assessor. From this perspective, the teacher's activity is not limited to selecting content and methods. It also involves designing situations in which the child explores, compares, formulates hypotheses, expresses personal meanings, and transfers what has been learned to other contexts. Such an understanding of the professional role is consonant with the recent literature on developmentally appropriate practice, guided play, and active pedagogies (National Association for the Education of Young Children [NAEYC], 2020; Shih, 2024; Taye et al., 2025).

In pedagogical terms, experiential learning situations can be defined as sets of intentionally organized educational contexts in which the child engages directly with objects, phenomena, relationships, and meaningful situations, acts upon them, explores them, interprets them, and constructs meaning through reflection and mediation. The specificity of such situations in preschool age derives from the fact that learning occurs predominantly through play, manipulation, interaction, imitation, and active participation, while reflection appears in emerging forms supported by language, dialogue, and adult guidance. Consequently, an experiential learning situation should not be reduced to the child's mere participation in a practical activity, but rather understood as a complex pedagogical construction, adapted to developmental characteristics and oriented toward transforming lived experience into meaningful learning.

The theoretical foundations of experiential learning provide a solid framework for this reinterpretation. John Dewey states that "continuity and interaction in their active union with each other provide the measure of the educative significance and value of an experience" (Dewey, 1938, p. 45), which means that the educational value of an experience depends on the way it connects with previous experiences and opens new possibilities for understanding and action. David A. Kolb, in turn, formulates a now classical definition: "learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38). For preschool education, these landmarks are particularly relevant because young children know the world through action, relationship, play, and explo-

ration, while conceptualization emerges gradually, in close connection with lived and mediated experience (Piaget & Inhelder, 1972; Vygotsky, 1978).

The timeliness of the topic is also supported by curricular orientations in Romania and the Republic of Moldova. The Curriculum for Early Childhood Education in Romania explicitly formulates the "principle of active learning (creating learning experiences in which the child participates actively and can choose and influence the way the activity unfolds)" (Ministerul Educației Naționale, 2019, p. 4). At the same time, the Curriculum for Early Childhood Education in the Republic of Moldova states that "play is the fundamental activity of the child between 0 and 7 years, through which he or she develops naturally" (Ministerul Educației, Culturii și Cercetării al Republicii Moldova, 2019, p. 7). These formulations are not merely terminological options; they indicate a change in pedagogical logic: early childhood education is conceived as the organization of varied, relevant, and child-centered learning experiences.

However, the specialized literature also reveals a certain conceptual dispersion. At times experiential learning is reduced to any practical activity; at other times it is confused with free play; in still other cases it is associated exclusively with the cyclical model proposed by D. Kolb. Likewise, research on playful pedagogies, reflection, and formative assessment uses theoretical frameworks that are close, but not always fully convergent. For this reason, a more careful clarification is needed of how the teacher's role can be described in an analytical and coherent way without losing the specificity of preschool age and the institutional context.

The aim of the study is to analyze the role of the teacher in organizing experiential learning situations in preschool education from the perspective of theoretical foundations, current curricular orientations, and recent research on the quality of early childhood education. To achieve this aim, the following objectives were formulated: (1) to clarify the conceptual landmarks that support the legitimacy of experiential learning in preschool education; (2) to identify the main professional functions of the teacher in designing, mediating, and assessing learning experiences; (3) to synthesize recent evidence regarding the relationship between guided play, reflection, formative assessment, and child development; and (4) to formulate methodological directions useful for kindergarten practice and for the professionalization of teachers.

Research methodology. The study adopts a scoping-oriented theoretical review design. It is oriented toward mapping, systematizing, and

interpreting the main theoretical, curricular, and empirical contributions concerning the teacher's role in organizing experiential learning situations in preschool education. This design was chosen because the paper does not aim to measure variables empirically. Its purpose is to clarify a conceptual and methodological field approached in the literature through related perspectives: experiential learning, guided play, reflective mediation, formative assessment, and family-kindergarten partnership.

The methodological approach was based on conceptual analysis, comparative source analysis, and narrative synthesis of the specialized literature. The review was informed by the general logic of the PRISMA-ScR framework, adapted to the theoretical and narrative character of the study. The process included four stages: identifying relevant sources, screening them according to their connection with the topic, selecting the sources that directly addressed the teacher's role in experiential learning or related pedagogical practices, and synthesizing the results into thematic categories.

The documentary corpus included 22 sources, selected from classical pedagogical works, curricular documents, institutional reports, and recent scientific studies. The sources were grouped into four categories: canonical theoretical works on experiential learning and child development; curricular documents from Romania and the Republic of Moldova; international reports issued by organizations such as UNESCO, UNICEF, and the OECD; and recent scientific articles on guided play, reflective practices, executive functions, formative assessment, pedagogical quality, and family engagement in early childhood education.

Regarding the currency of publications, recent scientific studies and institutional reports published mainly between 2020 and 2025 were prioritized. Older sources were included only when they had canonical value for the theoretical foundation of the study, such as Dewey's theory of educational experience, Kolb's model of experiential learning, Piaget's theory of child development, and Vygotsky's sociocultural theory of learning, or when they represented official curricular documents still relevant for current preschool practice. This approach made it possible to combine contemporary research evidence with the theoretical landmarks required for understanding experiential learning in preschool education.

The selection criteria were: direct relevance to experiential learning in preschool education; explicit reference to the teacher's role, educational environment, play, reflection, formative assessment,

executive functions, or family involvement; academic or institutional credibility of the source; availability of complete bibliographic information; and contribution to clarifying one of the dimensions analyzed in the article. Sources were excluded when they referred only generally to education, did not address preschool or early childhood education, lacked academic reliability, or did not contribute directly to the objectives of the study.

The analysis was conducted in several stages. First, the key concepts were identified: educational experience, guided play, mediation, reflection, formative assessment, individualization, and family-community partnership. Second, the selected sources were compared in order to identify convergences and differences among theoretical, curricular, and empirical perspectives. Third, the findings were organized into five thematic dimensions of the teacher's role: designing the experience, organizing the educational environment, mediating exploration and reflection, formative assessment with individualization, and articulating the relationship with the family and the community.

As a theoretical review, the study did not involve human participants, did not use experimental or survey instruments, and did not generate new empirical data. The rigor of the analysis was ensured through explicit selection criteria, thematic categorization, comparison of sources, and avoidance of unsupported generalizations.

Research results. The analysis of the literature highlighted five major dimensions of the teacher's role in organizing experiential learning situations in preschool education. These are: designing the experience, organizing the educational environment, mediating exploration and reflection, formative assessment with individualization, and articulating the relationship with the family and the community. These dimensions do not operate separately, but together configure a complex professional profile in which the teacher does not merely "carry out activities" but intentionally constructs the conditions through which the child's experience acquires formative and transferable value.

Designing the experience as the basic unit of the didactic process. In the experiential paradigm, the teacher does not start exclusively from a list of contents. Instead, the teacher starts from situations in which the child can observe, manipulate, test, compare, cooperate, and formulate personal meanings. This dimension is grounded in the philosophical foundations of experiential learning. Dewey's theory emphasizes the principles of continuity and interaction, while Kolb's model

explains learning as a process through which knowledge is created by transforming experience (Dewey, 1938; Kolb, 1984). These sources are used in the present article as theoretical foundations, not as recent studies included in the review. Their role is to clarify the conceptual basis on which the analysis of contemporary pedagogical practices is built.

Such a way of understanding didactic design is also supported by the Romanian-language pedagogical literature. Morari et al. (2022) note that “today, teaching approaches are viewed as activities of organizing learning experiences” (p. 124). This statement is important for early childhood education because it shifts the emphasis from the lesson conceived as transmission to activity understood as pedagogical direction of the child’s participation. In practical terms, designing experience involves selecting materials, preparing open questions, anticipating children’s possible reactions, and thinking of ways of revisiting the experience through drawing, symbolic play, conversation, documentation, or mini-projects.

Organizing the educational environment as a space of possibilities. The second dimension refers to the teacher’s ability to transform the educational environment into a space that generates opportunities for exploration, choice, cooperation, problem solving, symbolic expression, and transfer. In this sense, the environment is not limited to furniture, materials, or classroom arrangement. It becomes a pedagogical structure that invites the child to act, ask questions, make decisions, return to previous experiences, and connect what is discovered with new situations. The OECD literature shows that children’s participation, initiative, concentration, and cooperation are decisively influenced by the way the environment offers opportunities for action and interaction (OECD, 2021; Edwards, 2021).

The Curriculum of the Republic of Moldova emphasizes the “principle of the diversity of contexts and learning situations,” which implies the creation of contexts capable of engaging the child cognitively, socially, emotionally, and motorically (Ministerul Educației, Culturii și Cercetării al Republicii Moldova, 2019, p. 7). Along the same line, UNICEF stresses that play enables the child “to explore and make sense of the world around them” (UNICEF, 2018, p. 7). Therefore, the experiential environment is an active factor in learning. It opens possibilities for exploration, choice, revisiting, cooperation, symbolic expression, and transfer. For example, a construction area may support mathematical thinking, spatial orientation, negotiation, and

language development if the teacher enriches it with questions, challenges, and opportunities for children to explain their solutions.

Data from recent studies reinforce this conclusion. Schmitt et al. (2018) show that block-building activities, when carefully organized and mediated, support the development of early mathematics and executive functions. Sonneveld et al. (2024) also show that design activities combined with narrative and construction can accommodate different play and participation profiles. Consequently, the teacher cannot be reduced to the status of observer of an already prepared environment. The teacher must be understood as the author of a flexible pedagogical architecture. In this architecture, materials, space, and time are organized according to the experiential aims of learning.

Mediating exploration and reflection. The third dimension concerns the teacher’s role in transforming action into reflected experience. Many kindergarten activities remain at the level of simply “keeping the child busy” if they are not accompanied by questions, comparisons, verbalizations, and returns to the experience. Mediation is organized through several concrete strategies. The teacher asks open-ended questions, encourages children to describe what they observe, and invites them to compare results. The teacher also names the processes involved, reformulates children’s answers, connects new discoveries with previous experiences, and guides children to express what they would try differently next time. From a sociocultural perspective, Vygotsky shows that learning is socially mediated and that development takes place through guided participation and adequate support in the zone of proximal development (Vygotsky, 1978).

Research on guided play consistently confirms this mediating function. Skene et al. (2022) show that guidance in play produces, for certain learning outcomes, effects superior both to completely free play and to direct instruction, precisely because it maintains the child’s initiative while introducing a discreet but clear pedagogical intentionality. Likewise, Omoeva et al. (2024) show that systematic reflection on playful practices supports both the child’s learning and the teacher’s professional development. These results suggest that the teacher’s role is not to control activity excessively, but to know when and how to intervene in order to sustain focus, extend language, and build meaning.

Formative assessment and individualization. The fourth dimension refers to the teacher’s capacity to observe, document, interpret, and regulate

the child's learning during experiential activities. In the experiential paradigm, assessment cannot be reduced to registering a product or a correct answer, because the stake of early childhood education also lies in the way the child observes, tries, persists, cooperates, verbalizes, and transfers. Formative assessment is carried out through several tools: systematic observation, short notes, children's drawings and products, photographs of activities, learning portfolios, and conversations with children. It also involves comparing different moments of the same learning sequence. These tools allow the teacher to identify what the child understands, what support is needed, and how the next experience should be adjusted. The Curriculum of the Republic of Moldova states that "continuous/formative assessment is carried out permanently by the teacher through observation of children's behaviours and reactions in various situations" (Ministerul Educației, Culturii și Cercetării al Republicii Moldova, 2019, p. 124). Therefore, the teacher observes the process, documents progress, and regulates support according to the child's needs. For instance, during an activity on floating and sinking, the teacher may observe whether the child predicts, tests, explains, changes the strategy, or transfers the idea to other objects. The assessment result is not only whether the answer is correct, but how the child thinks, experiments, and explains.

Individualization naturally derives from this same logic. Developmentally appropriate practices require the adjustment of task, degree of structure, and type of support in accordance with each child's interests, pace, and resources (NAEYC, 2020). Madanipour et al. (2025) show that teachers who better understand executive functions use more nuanced pedagogical strategies to support children's self-regulation and participation. Taye et al. (2025) likewise highlight that the teacher's role in promoting developmentally appropriate practice includes adapting the environment, diversifying experiences, and collaborating with the family. In this sense, individualization does not mean a mechanical multiplication of tasks, but pedagogical sensitivity and the capacity to turn individual differences into formative opportunities.

Articulating the relationship with the family and the community. The fifth dimension is the articulation of the relationship with the family and the community. In experiential learning, educational experience does not begin and end at the classroom door. Many of the most consistent learning experiences are strengthened when the child can connect what is lived in the institution with what is observed at home, in the park, on the way, or in family activities.

UNESCO and UNICEF show that a high-quality Early Childhood Care and Education (ECCE) ecosystem presupposes functional relationships among services, family, and community (UNESCO & UNICEF, 2024). Dereli and Türk Kurtça (2023) confirm that teachers perceive family involvement as an essential factor for the coherence of learning experiences and for supporting child development.

The analysis also reveals other important results. First, language appears as an indispensable mediator of experience. Although experiential learning is often associated mainly with action, experience does not become cognitively stable without verbalization. When the teacher asks, "what did you notice?", "what changed?", "why do you think it happened this way?", he or she transforms action into an experience that is discussed and reinterpreted. Second, the experiential environment has an evident affective dimension: the child engages more deeply in activity when he or she feels safe, valued, and competent. In this context, the observation of Morari et al. (2022) that "artistic-plastic activities constitute the most effective means of stimulating children's creative potential" (p. 118) can be extended to the idea that experience should also be conceived as a space of expressiveness and affective climate.

Third, experience has educational value insofar as it is organized in continuity. J. Dewey warned that not every experience is educative and that some experiences may remain episodic if they are not integrated into a progression (Dewey, 1938). Translated to the preschool level, this principle means that isolated activities, even attractive ones, have limited impact if they are not revisited, compared, documented, and connected to new questions. Therefore, the teacher also has the role of building continuity: leaving materials available to children, preserving traces of the experience, returning to conversations, and turning children's observations into starting points for future experiences.

Discussion. The results of the analysis confirm that experiential learning is structurally compatible with the characteristics of preschool age. However, its effectiveness depends decisively on the teacher's professionalism. This conclusion is relevant because in practice two opposite simplifications still persist. The first consists in reducing experiential learning to any practical activity, without reflection, continuity, or pedagogical mediation. The second consists in over-regulating experience, that is, turning it into a rigid sequence of steps that leaves very little space for the child's initiative. The literature analyzed suggests that maximum formative value appears

between these extremes. This value emerges when the teacher maintains a balance between freedom of exploration and pedagogical intentionality (Dewey, 1938; Kolb, 1984; Skene et al., 2022).

An important contribution of the study is the highlighting of the fact that the teacher's roles are simultaneous and interdependent. In a single learning situation, the teacher performs several roles at once. For example, while children plant seeds, build a route, or explore the properties of water, the teacher designs the sequence, selects the materials, mediates language, observes individual differences, and adapts support. The teacher can also value children's reactions and connect the experience with activities in the family or community. In this sense, experiential learning does not diminish the adult's role, but refines and professionalizes it. OECD recommendations concerning meaningful interactions and the quality of the pedagogical process explicitly support this interpretation (OECD, 2021; Edwards, 2021).

The analysis also shows that meaningful experience is closely linked to the quality of the environment and the quality of interactions. The simple fact that a child manipulates materials or takes part in an "interesting" activity does not guarantee learning. Without time for exploration, revisiting, verbalization, and mediation, activity risks remaining episodic. By contrast, when the teacher transforms experience into a meaningful sequence, learning gains consistency and can be transferred to other contexts. For this reason, the emphasis on the pedagogical process formulated in OECD and UNICEF reports is particularly useful for the practical understanding of the teacher's role (UNICEF, 2018; OECD, 2021).

Another relevant aspect concerns the tension between curriculum and spontaneity. One of educators' real difficulties lies in respecting curricular requirements without cancelling the authenticity of the child's experience. If there is exclusive insistence on spontaneity, there is a risk of dispersion and fragmentation. If strict planning dominates the activity, the child's initiative is reduced. Experience also loses its personal meaning. The analysis of sources supports a middle solution: flexible planning. This means preparing the environment, anticipating formative intentions, and having an open didactic scenario capable of integrating children's reactions and questions without losing the educational purpose (Ministerul Educației Naționale, 2019; Shih, 2024).

The results can also be discussed in relation to the problem of excessive standardization. Pressure for rapid results and for immediate "evidence" may

lead to more directive practices, poorer in play, and less oriented toward reflection. Yet recent research on playful programmes, construction, design, and guided play shows that early development benefits from contexts in which the child can try, fail, revisit, and reconstruct (Gibb et al., 2021; Schmitt et al., 2018; Sonneveld et al., 2024). In this light, defending authentic experience is not a romantic discourse, but a scientifically and curricularly grounded position.

A particularly important aspect is the professionalization of the educator. The roles described in the article cannot be sustained exclusively through goodwill or intuition; they require competences in observation, design, organization of the environment, verbal mediation, reflection on one's own practice, and collaboration with the family. Research on the initial and continuing preparation of teachers shows that playful practices and pedagogical reflection can support the development of these professional competences (Darwich et al., 2025; Omoeva et al., 2024). It follows that the development of experiential learning in kindergarten depends equally on the extent to which teacher education moves beyond a transmissive model and offers authentic learning experiences to future professionals themselves.

The analysis also has an ethical and social significance. For many children, kindergarten is the place where they first encounter systematic contexts of exploration, cooperation, dialogue, and participation in shared cultural activities. When the teacher organizes experiences that are accessible, relevant, and sensitive to children's diversity, he or she contributes not only to learning, but also to participation, belonging, and self-confidence. Global early childhood education documents insist precisely on the fact that high-quality ECCE services are fundamental to equity and inclusion (UNESCO & UNICEF, 2024). Consequently, the teacher's role also has a dimension of educational justice, not only a methodological one.

The paper nonetheless has limitations. As a theoretical study, it does not provide its own empirical data from kindergartens and does not allow quantitative comparisons among distinct institutional contexts. In addition, the literature on experiential learning sometimes uses the concept in a very broad sense, which requires caution in transferring conclusions. Future research could deepen, through field studies, the ways in which teachers in the Republic of Moldova and Romania design experiences, document children's reflection, and capitalize on partnership with the family under different institutional conditions.

A useful perspective for interpreting these results is the relationship between experience and curriculum. Traditionally, curriculum has often been understood as a sequence of contents to be covered. In the experiential paradigm, curriculum functions rather as an architecture of formative opportunities. It provides domains, goals, and landmarks, but the concrete experience through which the child reaches these goals is constructed in relation to the child's interests, cultural context, and group dynamics. Therefore, the competent teacher does not abandon the curriculum, but translates it into life contexts and into accessible and meaningful learning situations. Here one can see one of the essential differences between the formal application of the curriculum and its pedagogical capitalization: in the first case activities are merely checked off, in the second case experiences are organized.

Within this logic, the teacher's role can also be described as that of a "curator" of experience. The teacher selects from the surrounding reality those situations, objects, questions, and relationships that have formative potential for the child. For example, a walk in the kindergarten yard can become a simple outing in the fresh air, or it can become an opportunity for systematic observation, classification, comparison, and conversation, depending on the questions posed, the way children's observations are valued, and how the experience is later continued in the classroom. Thus, the difference between activity and educational experience is produced by pedagogical intentionality, and this depends directly on the teacher's competence.

Another line of analysis concerns the relationship between experience and autonomy. Child-centered approaches may sometimes be interpreted superficially as the withdrawal of the adult and leaving the child "to discover alone." In reality, autonomy does not develop in a vacuum, but in well-supported contexts. The child needs freedom of initiative, but also safety, landmarks, language, and models of participation. In this sense, the teacher creates the framework in which autonomy can emerge without the activity becoming chaotic. He or she regulates the pace, formulates clear limits, supports trying again, and normalizes error as part of learning. Precisely through this combination of support and freedom, experience becomes a space for the formation of real autonomy, not merely spontaneous expression.

The results of the analysis also allow the outlining of a typology of didactic interventions in experiential learning. Some interventions are anticipatory in nature: preparing the space, choosing

materials, formulating aims and questions. Others are interactive in nature: questions asked during the activity, reformulations, support offered to children who hesitate, additional challenges for those who move ahead more quickly. There are also retrospective interventions: revisiting the experience through discussion, documentation, comparing products, or connecting the experience to future situations. Such a typology shows that the teacher's role is exercised not at a single moment, but throughout the entire trajectory of the learning experience.

Moreover, the analysis of the literature shows that experiential learning is relevant not only for cognitive development, but also for the development of language, self-regulation, social relationships, and self-image. When the child participates in activities in which he or she can test, explain, negotiate, cooperate, and revisit his or her own actions, the child exercises not only thinking, but also emotional control, listening, expression, and responsibility for the shared task. In this sense, experiential learning aligns with the holistic view of development promoted by contemporary early childhood education, according to which developmental domains cannot be artificially separated in daily practice.

Another important finding concerns pedagogical documentation. Even though not all sources explicitly use this phrase, many studies and institutional documents converge on the idea that traces of the child's experience must be made visible. Drawings, photographs, products, children's statements, narrative observations, and comparisons between stages allow not only the assessment of progress, but also the revisiting of experience and the construction of a collective meaning of learning. Pedagogical documentation can function as a tool of reflection for the child, as a source of analysis for the teacher, and as a bridge of communication with the family. For this reason, it deserves to be understood as an integral part of the teacher's role within the experiential paradigm.

Finally, the analysis also allows a discussion of the pedagogical sustainability of experiences. In kindergarten practice, there is a risk that spectacular activities will be valued excessively, to the detriment of simple but recurrent and well-mediated experiences. Yet the literature consulted suggests that it is not the logistical complexity of an activity that guarantees its quality, but the coherence among aim, context, participation, and reflection. An apparently modest experience - observing shadows, preparing the table, sorting objects, cultivating a plant - may have strong formative value if it is linked to questions, comparisons, documentation, and revisiting. Thus,

the teacher's professionalism is visible not only in the capacity to organize elaborate activities, but also in the ability to extract formative potential from everyday situations.

In relation to day-to-day practice, these conclusions also have implications for the management of educational time. Meaningful experience requires time for preparation, time for exploration, time for discussion, and time for revisiting. If the programme is excessively fragmented or if the teacher feels pressure to move quickly through many tasks, experiences risk remaining superficial. Therefore, the temporal organization of activities is part of the didactic role: the teacher decides when it is worthwhile to prolong an experience, when to revisit it the next day, when to leave materials available for autonomous exploration, and when to close a sequence in order to preserve children's interest. Pedagogical temporality thus becomes a strategic resource of experiential learning.

Conclusions. Experiential learning is one of the paradigms best suited to preschool education. It capitalizes on the natural ways in which the child comes to know the world: action, play, exploration, interaction, and reflection. The analysis conducted showed that the teacher's role is structured around five major functions: designing the experience, organizing the environment, facilitating exploration and reflection, formative assessment with individualization, and articulating partnership with the family and the community. Through these functions, the educator transforms ordinary situations into formative contexts and makes possible the transition from immediate experience to understanding, expression, and transfer.

The scientific contribution of the study consists in systematizing the teacher's role in experiential

learning. This role is organized into an analytical framework structured around five interrelated dimensions. This framework clarifies a conceptual area that is often treated diffusely in the literature and shows that experiential learning in preschool education cannot be reduced either to free play or to practical activity alone. Rather, it depends on intentional design, mediated exploration, reflective dialogue, formative assessment, and continuity between kindergarten, family, and community.

At the practical level, the results support the need for continuous teacher training. Such training should focus on experiential design, organization of the learning environment, pedagogical documentation, formative assessment, and collaboration with families. For kindergarten practice, the study suggests that educators should plan experiences as coherent learning sequences, create environments rich in possibilities for action and interaction, use open questions to support reflection, document children's progress, and adapt support according to individual needs. At the institutional level, strengthening the teacher's role in organizing experiential learning situations should be regarded as a strategic direction for improving the quality, equity, and relevance of early childhood education.

In conclusion, the effectiveness of experiential learning does not derive from the child's mere participation in practical activities, but from the quality of pedagogical intervention, the continuity of experiences, and the teacher's ability to support dialogue, initiative, and transfer. To the extent that these dimensions are understood and systematically cultivated, preschool education can become an authentic space of early formation, participation, equity, and holistic child development.

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РОЛЬ ПЕДАГОГА В ОРГАНІЗАЦІЇ СИТУАЦІЙ ДОСВІДНОГО НАВЧАННЯ В ДОШКІЛЬНІЙ ОСВІТІ

У статті проаналізовано роль педагога в організації ситуацій досвідного навчання в дошкільній освіті в контексті теоретичних засад навчання на основі досвіду, сучасних навчальних орієнтирів і новітніх досліджень якості ранньої освіти. Метою дослідження є з'ясування професійних функцій, за допомогою яких педагог перетворює дитячий досвід на осмислене, рефлексивне й таке, що може бути перенесене в нові ситуації, навчання. Дослідження виконано в межах теоретичного дизайну оглядового дослідження з метою картування наукового поля, спрямованого на систематизацію та інтерпретацію релевантних теоретичних, курикулярних і емпіричних напрацювань щодо досвідного навчання в дошкільній освіті. Дослідження ґрунтується на концептуальному аналізі, порівнянні джерел і наративному синтезі спеціалізованої літератури. Було розглянуто класичні праці з проблематики досвідного навчання, курикулярні документи Румунії та Республіки Молдова, міжнародні звіти, а також сучасні дослідження, присвячені керуваній грі, рефлексії, формувальному оцінюванню, виконавчим функціям і партнерству з родиною. Результати висвітлюють п'ять основних вимірів ролі педагога: проектування досвіду, організацію освітнього середовища, посередництво в дослідженні та рефлексії, формувальне оцінювання з урахуванням індивідуалізації, а також вибудовування зв'язків із родиною та громадою. Зроблено висновок, що ефективність досвідного навчання зумовлено не лише участю дитини в практичній діяльності, а й якістю педагогічного втручання, наступністю досвідів і здатністю педагога підтримувати діалог, ініціативу та перенесення здобутого досвіду. У статті запропоновано корисні орієнтири для модернізації практик у закладі дошкільної освіти та зміцнення професіоналізму педагогів.

Ключові слова: досвідне навчання; дошкільна освіта; дошкільний вік; педагог; керована гра; рефлексія; формувальне оцінювання.

Декларація про використання інструментів штучного інтелекту. Відповідно до рекомендацій GAIDeT, автор заявляє, що ChatGPT, розроблений OpenAI, був використаний для перекладу. Внесок штучного інтелекту мав допоміжний та редакційний характер. Інструмент не генерував дослідницьку ідею, не самостійно відбирав та не інтерпретував наукові джерела, не генерував емпіричні дані та не приймав наукових рішень. Концептуальна основа, відбір та інтерпретація джерел, аргументація, висновки та остаточна відповідальність за зміст повністю належать автору.

Заява про доступність даних. Дослідження має теоретичний характер і не передбачало участі людей, експериментальних процедур, інтерв'ю, опитувань або обробки персональних даних. Тому офіційне етичне схвалення не було потрібним.

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Фінансування. Дослідження не отримувало зовнішнього фінансування.

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