Report On

Application of four major educational theories in early development

By

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Declaration

It is hereby declared that

1. This internship report submitted is my/our original work while completing my degree at Brac University.
2. This report does not contain materials previously published or written by third parties, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material which has been accepted or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

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Letter of Transmittal

Atiya Tafannum

Lecturer

English and Humanities

BRAC University

Merul Badda, Dhaka

Subject: Displaying my position at Canadian Maple International School

Dear Madam,

This is my pleasure to display my entry level position and provide details regarding recruitment and selection procedure by Canadian Maple International School, which I was appointed by your direction.

I have attempted my best to finish the report with the essential data and recommended proposition in as significant a compact and comprehensive manner as possible.

I trust that the report will meet the desires.

Sincerely yours,

_____

Maisha Maliha

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BRAC Business School

BRAC University

Non-Disclosure Agreement

This agreement is made and entered into by and between Canadian Maple International School and the undersigned student at BRAC University.

Executive summary:

This report discusses an internship at Canadian Maple International School and the application of Vygotsky, Piaget, Gardner, and Bloom's educational theories in practical contexts. These concepts supported age- appropriate learning that was inclusive and engaging, facilitating children's mental, social contexts. The experience demonstrated the significance of imparting theory-based instruction to facilitate student development in an international, English- speaking environment.

Keywords: early development, learning, educational environment, theory based approaches.

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Chapter 1

Introduction

Working directly with elementary-level students, I got the chance to finish an internship at Canadian Maple International School as part of my Bachelor of Education program at BRAC University. This internship let me immediately apply the educational ideas covered during the Bachelor of Education degree under the direction of Atia Tafannum in a real classroom environment. My duties included watching the cognitive and social development of children aged 5 to 10, helping with diverse activities, and supporting classroom instruction. Conducted under Professor Atia Tafannum's supervision, this thesis looks at how established educational theories, Jean Piaget's cognitive development theory, Lev Vygotsky's sociocultural theory, Howard Gardner's multiple intelligences theory, and Bloom's Taxonomy, can be effectively integrated into early childhood classroom practice. I examine how these frameworks assist curriculum creation, classroom management, and student involvement by means of both theoretical courses and personal observations. This study aims to close the gap between academic theory and pedagogical practice by showing how basic ideas of developmental psychology and educational planning translate into daily instruction. Drawing on knowledge from my internship, this paper emphasises the importance and flexibility of these ideas in designing inclusive, learner-centred settings. This study seeks to not only further my academic development but also benefits the field of early childhood education by means of pragmatic and reflective theoretical application.

1.1 Institution

Canadian Maple International School is an Islamic English medium school. The school is situated at United City R/A, Madani Ave, Dhaka 1212. The school was established in 2015. The school has 52 teachers and around 600 students. There are both morning and day shifts in the school. The school follows traditional ways of teaching and Islamic rules. The school uniform consists of milky white half shirt, bottle green pants, green tie, white sneakers and black belt for the boys. For the girls they required from pre-play group to grade two, crimson red skirt with crimson red top, white shoes, white hijab and

red belt, from grade three to A level, crimson red kameez, milky white salwar, white shoes are mandatory. They have traditional teaching materials. Such as- white board, duster, marker pen, pencil, pen, eraser, book, notebook, pen, paper etc. This institution guarantees that a child can lead a decent life as they modify their religious traditions to fit daily living and yet fulfil their shared goal of becoming global citizens who are conscious of their obligations in this life and the next. The campus has an auditorium and rooftop swimming pool. outdoor activities and gatherings. The school's computer labs are air-conditioned and have high-speed internet and audio-visual equipment. The Art Room is a place with a workshop area that is meant to get young students' imaginations going and encourage them to use different materials and forms of art, such as paper art, crafts, clay molding, sketching and drawing, and painting on glass and canvas. The school has a Counseling Team that works only with kids to give them both individual and group counseling. The Team gives children a place to talk about their academic, social, emotional, and behavioral issues that come up during adolescence and with their peers.

Modern science and computer labs help with practical learning. A competent counselling staff meets students' requirements; the dedicated art studio stimulates creativity; and multipurpose facilities provide many chances for instruction and play. The campus has an auditorium and rooftop swimming pool.

1.2 Internship experience

This report presents detailed information of my internship at Canadian Maple International School, which I completed from November 2024 to March 2025 as part of my undergraduate program. My internship hours were from 7:30 in the morning to 1:30 pm. My attendance was being recorded by the admin panel everyday. It was my responsibility to take English lessons of KG-2, grade 1 and grade 2. Also, if any teacher was absent in any grade, my responsibility was to take the Bangla and English lessons. My duties were- taking and observing classes, monitoring toddlers, helping teachers in checking scripts, helping students in classwork, making crafts, providing extra help sessions to some weak students. Each class was 45 minutes long. In the first week, I assisted Ms. Rumana Akter who was the class teacher of grade 1. I followed her lecture and observed the classes she took. From week 2, I started to take English lessons regularly in grade 1, Kg 2, grade 2 and differentiation learning to a weak student and applied my teaching techniques. The vice principal of the school Amrin Sultana and my on-site supervisor Nashra Hussain guided me throughout my internship journey and I always got their help everytime I needed it.

1.3 Why is “Educational Theories in early development" chosen?

Early development is a vital period in human development, hence for my final research report for my internship, I have chosen the topic "Application of Educational Theories in Early Development by Learning". Children's cognitive, social, and emotional bases are laid in these critical years. Piaget, Vygotsky, and Montessori among other educational ideas offer perceptive models for comprehending how infant brains grow via learning opportunities. Investigating how these theories might be actually used will help me to look at how instructional strategies and structured learning settings influence a child's development. This subject not only fits my love of early childhood education but also addresses the more general humanistic issue of raising young students to be complete people. Knowing the connection between theory and practice will help me to participate in learning environments where the growth of children is encouraged in a more deliberate and meaningful way. outdoor activities and gatherings. Modern science and computer labs help with practical learning. A competent counselling staff meets students' requirements; the dedicated art studio stimulates creativity; and multipurpose facilities provide many chances for instruction and play.

1.5 Research objectives :

According to Piaget's stages, learning projects should fit developmental readiness; for younger children, hands-on, practical activities should help active investigation and concept development, emphasising social interaction and scaffolding, Vygotsky's theory fosters cooperative learning by letting children learn via guided collaboration inside their zone of proximal development. Gardner's approach encourages curriculum building including many activities to meet several intelligences, therefore guaranteeing that every child can learn in ways consistent with their abilities. Bloom's Taxonomy helps pupils learn on their own by taking them from simple facts to more complex, independent thinking and problem-solving.

1.4 Research questions:

- How might Piaget's stages of cognitive development affect the layout of a successful early learner learning process?
- How may Vygotsky's social development theory support cooperative learning among young children?
- In what ways could Bloom's Taxonomy influence young students' self-directed learning and independence?
- How might Howard Gardner's multiple intelligences theory influence curriculum development for young students?

Chapter 2

2.1 Literature Review

In this section, the previous research on the various educational theories of early development is included such as Vygotsky's early development theories, Piaget's early development theories, Howard Gardner and Bloom's Taxonomy.

Theories

2.1.1 Vygotsky's theory in early development

Vygotsky maintained throughout his career that children use speech to regulate their behaviour, but he came to see at some point that the words young children learn do not always have the same meanings as those of adults. Word meaning alters with time. Children and adults may name the same object and, so, be free to communicate, but their interpretations of objects may be rather different. For young children, for instance, the word "farmer" is associated with specific concrete characteristics: Living in a farmhouse, wearing particular attire, and either growing crops or owning livestock. Conversely, adults could see farmers as a subgroup of businesspeople striving to maximise their profits. According to Vygotsky, school education in adolescence shapes the adult knowledge of ideas. While the adult's more mature, academic understanding scientific concepts, a child's concrete concept of items he called. The scientific ideas are better, in his opinion. Vygotsky thought that ordinary ideas and scientific knowledge would complement each other. Children today learn that farmers operate in an economic market and aim to make a profit, therefore enhancing the everyday concept. The

abstract intellectual idea gets more rich when the economic concept of an entrepreneur handling cattle and crops is filled with specific knowledge about the daily existence of a farmer. Stated differently, Vygotsky thought that whereas academic ideas build on common ideas and presume them, they also fundamentally change them once acquired. He hypothesised that the introduction of networks of linked academic ideas in the classroom would change the child's whole way of thinking. Stated differently, according to Vygotsky, education facilitates intellectual growth. Children's cognitive development in basic terms is changed by their education; so, we might anticipate finding different cognitive capacities based on their degree or type of education. Because the degree and kind of education will differ between cultures, Vygotsky, unlike Piaget, expected to find cross-cultural variations in the thinking of children and adults. Based on worldwide studies, Vygotsky also suggested that some psychiatric illnesses, such schizophrenia and Pick's disease, cause a breakdown of conceptual thinking and, consequently, somewhat lower the patient's thinking to a more concrete level. Patients may get caught on explanations depending on the concrete words without catching their metaphorical meaning and become unable to grasp metaphors and proverbs like "a bird in the hand is worth two in the bush." Word meaning as proposed by Vygotsky and his interpretation of his Theory of zone of proximal development Vygotsky (1935) presented several lectures on the diagnosis of children's intellectual development towards the end of his life. Basically, he applied his basic theory that two people share original cognitive skills related to the realm of IQ testing. Vygotsky's theory was that a child's performance should be measured twice: first, with the aid of a more able partner; second, autonomously. First-hand observations reveal the number of issues the child can answer given appropriate hints. This is crucial since the child can only benefit from virtually within reach clues and recommendations; with the aid of the hints, the youngster can do

what lays in the zone of his or her nearest intellectual growth. As noted, children cannot understand and replicate objects that are above their capabilities, so this is of diagnostic significance. Therefore, the difference between children's assisted and independent performances about some information about their intellectual ability. When assessed separately, a group of children may all have the same results; but, those who can profit most from the adult's cues exhibit the best growth potential. Measuring what children can do already helps one to determine their IQ in the conventional sense as well as their capacity for independent learning. Measuring what youngsters can accomplish with the aid of others is measuring what they will be able to do in not too distant future. Designed in a combined performance with a more capable partner, this is what Vygotsky referred to as the zone of proximal development: soon it will become the child's own capacity. Two groups can be distinguished from the enormous number of studies created by the idea of the zone of proximal development (Van der Veer, 2014). The first set of publications addresses the impact of education on children's cognitive development. Researchers have examined how classroom talks including more able peers might foster children's zone of proximal development and what kind of instruction encourages kids to utilise speech for self-regulation. Feuerstein created test batter-ies used in a kind of sympathetic clinical interview (Feuerstein, Falik, Rand, & Feuerstein, 2006). While the child is addressing problems, the psychologist tries to identify the suggestions and supports the specific child needs. Children can pick various kinds of metacognitive skills; so, the emphasis in this kind of research is on cognitive modifiability (Van der Veer, 2014). The objective is to evaluate the child's readiness to enter a new developmental stage and the possibility of a drastic change in approaches to solve problems.

Vygotsky maintained that communication is the first purpose of language. Speaking with young children, parents shape their behaviour and give their babble significance. Children pretty soon pick their native tongue and, most crucially, learn to use words to guide their own behaviour during such conversations. Children acquiring a skill will first only follow the parent's directions. Children will repeat these directions to themselves aloud in the next step. At last, they will only follow these directions. Stated differently, the individual child has suddenly acquired a talent once shared by two-thirds of people. By copying the parents.
the youngster has acquired the traditional verbal signs to direct his or her actions. Examples show how language, or speech, as Vygotsky termed it, structures our capacity to solve issues. Unlike animals, which are limited to the visual field, human beings may solve problems in the semantic field by means of speech merging into verbal thought. Investigating cooperative mother-child problem solving helped Wertsch (1985) confirm Vygotsky's perspective that self-regulation develops in a conversation. He also advocated the notion to combine with those of the group of researchers around Voloshinov and Bakhtin Vygotsky's views on conversation and their significance to self-regulation. Another study looked at parent scaffolding techniques and found that careful observation of a child's behaviour and modification of one's hints and prompts to his or her degree of enhancement helps the child to handle tasks independently. When the youngster makes a mistake, a good tutorial approach seems to be to direct his behaviour at a more clear level and to apply a less concrete level when all goes smoothly. We could find more and less effective ways to lead youngsters from other-regulation to self-regulation.

Vygotsky's social development theory claims that a child's cognitive growth and learning

capacity can be guided and mediated by their social interactions. His theory, also known as Vygotsky's Sociocultural theory—holds that learning is a critically social process rather than an autonomous journey of discovery. He elaborates on this by saying that a more knowledgeable community member, such as a parent or teacher, guiding a child's education substantially benefited the child. Vygotsky's sociocultural theory also implied that children absorb and learn from the beliefs and attitudes they see around them. He thought that cognitive development was significantly influenced by culture and so that it differed between societies. Vygotsky underlined again the need of language as the source of all education. Vygotsky's theory stresses guiding children's education by means of their connection with a more informed person. The more educated other could be anyone who knows more about the task or idea the child is attempting to learn or achieve. Most typically, this would be a parent, carer or teacher; but, it might also be a peer or mentor. This concept is not restricted to academic or educational learning; it can also be applied to leisure learning like using technology or playing games. Under these conditions, a peer or older child is more likely to be the more knowledgeable one. In situations when the program is set up to aid learning using voice prompts or movies, the MKO could potentially be an electronic tutor. Vygotsky's approach emphasises guiding children's learning by means of their interaction with a more knowledgeable other (the MKO). The more educated other could be anyone who knows more about the task or idea the child is attempting to learn or achieve. Most usually, this would be a parent, carer or teacher; yet, it might also be a peer or guide. The idea of the zone of proximal development, also referred to as the zone of potential development, is used to describe a child's possible cognitive development and capacity when they are guided through a task, rather than asked to do it in isolation. The zone of proximal development is the distance between the actual developmental level when evaluated alone and

the level of possible development when evaluated in cooperation with peers or mentors or under the supervision of a teacher. Instructional scaffolding is a technique of guided learning that enables a student to learn by matching them with a teacher. The teacher should have more experience with the task or process than the student, but they should also know the level the student is at and how to address this level. Instructional scaffolding strategies could involve giving feedback, working one-on-one with the student, and using visual aids like diagrams. The purpose of scaffolding is to create an environment in which the student feels comfortable asking questions until they can accomplish the task without any aid.

Vygotsky's theory of child development describes four 'elementary mental functions' as the natural talents we are born with. These consist of: Concentration Feeling Cognition Memorisation Social interaction with our community helps to develop these abilities into "higher mental functions". Vygotsky thought learning was an active process instead of a natural or passive activity. HeSocial Influences and Cognitive Development claimed that while their development occurred in the framework of social interaction, children were actively learning and discovering rather than alone or in isolation. Vygotsky underlined as well the need of learning directed by an educator. Vygotsky's theory referred to techniques teachers used to involve children, such as verbal instruction or doing the task themselves as an example, as cooperative or collaborative dialogue. These children participated in their own learning and discovery, but their development occurred in the context of social interaction rather than independently or in isolation. Vygotsky also underlined the need for learning directed by a teacher or mentor. Vygotsky theory described techniques used by the teacher to involve the child, such as doing the task themselves as an example or giving verbal instruction, as cooperative or collaborative dialogue. Learning would take place when the youngster grasped the material, internalised it,

and then applied it to direct their own performance. A child might be given a sudoku problem to finish as a form of guided learning. A teacher or mentor might advise the youngster on particular tactics, such as ruling out locations where each number could go depending on the horizontal and vertical placements of that number, or putting possible options in the corner of the box in pencil to reduce the options. The teacher could also motivate the kid to enquire and offer suggestions just before the correct response. The teacher lessens their impact as the youngster gains more competence. In sport, too, this approach is somewhat prevalent; a coach or more experienced colleague will usually show the talent before expecting the pupil to perform it. For instance, a football instructor may do this skill first themselves to set an example for the pupils if they were teaching them how to dribble a ball through a set.

2.1.2 Piaget's theory in early development

From infancy to adolescence, Piaget proposed four sequential periods of cognitive development separated by various thinking processes. Children actively develop understanding for constructivist approaches to learning by seeing their surroundings as "little scientists," instead of only absorbing knowledge. By means of assimilation and modification as they interact with their environment, schemas, the mental frameworks allowing newborns to arrange knowledge, expanding in complexity. The process by which new knowledge fits into already-existing models is assimilation. Either new schemas to fit fresh data or modified already-existing ones are being developed in accommodation. To proceed through cognitive phases, equilibrium is the process of balancing absorption and accommodation so resolving issues and altering to new mental patterns. The two to seven year Preoperational Period Piaget's second phase of intellectual development is known as the preoperational stage and spans two to seven

years. At the beginning of this stage, the child does not apply operations, a set of logical rules, so logical thinking is substituted with how things look or seem to them. For example, even if two glasses have the same volume, a child could think a tall, narrow glass contains more liquid than a short, wide glass since they focus on the height rather than considering both dimensions. Moreover, the child is egocentric; as the Three Mountains research reveals, he thinks that other people see the world as he does. As the preoperational stage develops, let's pretend play becomes more important; egocentrism declines and children start to welcome the presence of other games. Toddlers may participate in these roles using items that symbolise real objects, pretending to be people they are not, say superheroes or police officers. Young youngsters could even develop a fictitious playmate. Early toddlers and toddlers can use words and mental imagery to inwardly explain the environment. Young children can think symbolically all through this age. This is the ability to depict something different than oneself from one thing, say a sentence or an object. The way a youngster sees the world determines their viewpoint more so than its actuality. It lacks logical, problem-solving type of thinking yet. The child also suffers with class inclusion; he can classify objects but cannot include objects in subsets, so concurrently recognises objects as belonging to two or more categories simultaneously. Children also show animism at this time. The child's instinct is to assume that non-living objects, such as toys with life and feelings like those of a human. From seven to eleven years is the Concrete Operational Stage. By the beginning of the concrete operational stage, the child can use operations, a set of logical rules so they can conserve amounts, realise that others see the world in a different manner, decentering and exhibit improvement in inclusion tasks. Youngsters still struggle with abstract ideas. At this level, children begin to view certain events logically. Young children begin to understand conservation; they recognise some things never change even if appearances

do. At this age, children can mentally undo things (think of a ball of plasticine returning to its original shape). Children also begin to become less egocentric as they start to consider how other people might think and feel at this period. The stage is called concrete as children could think much more logically if they can manipulate real (concrete) items or pictures of them. Piaget considered the concrete stage as a turning point in the cognitive growth of the child since it indicated the beginning of logical or operational cognition.

2.1.3 Howard Gardner's theory in early development

Howard Gardner's multiple intelligences theory holds that individuals have several rather than one overall intelligence. Emphasising a more complete perspective of human capabilities, these sorts span domains including linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and sensory intelligences. Howard Gardner first proposed several intelligences in his 1983 book "Frames of Mind," therefore extending the concept of intelligence and defining many other forms of intellectual capacity. For every "candidate" intelligence Gardner evaluated, he developed eight inclusion criteria grounded on a spectrum of scientific disciplines. While everyone has these intelligences, he observes that experience or inheritance can affect our particular profiles.

Linguistic intelligence, a component of Howard Gardner's multiple intelligence theory, concerns sensitivity to the spoken and written language, capacity to learn languages, and ability to use language to achieve specific objectives. Linguistic intelligence is the capacity to skillfully use language to poetically or rhetorically convey oneself. It comprises the capacity to control language's phonology, syntax, structure, and semantics. Logical-mathematical intelligence is the

ability to logically analyze problems, perform mathematical operations, and scientifically investigate questions. Logical-mathematical intelligence is the capacity to apply logic, abstractions, and critical thinking to solve problems. It comprises the ability to grasp the fundamental ideas behind several sorts of causal systems. Spatial intelligence is the capacity to accurately perceive the visual-spatial world. It covers the capacity to change, alter, or control visual information. High spatial intelligence people excel in map reading, puzzle building, drawing, and visualization. Spatial intelligence includes the ability to identify and control the patterns of broad space, those employed, for example, by navigators and pilots, as well as the patterns of more confined areas, such as those of significance to sculptors, surgeons, chess players, graphic artists, or architects. Bodily-kinesthetic intelligence is the capacity to use one's full body or sections of the body, such as the hand or mouth, to create goods or solve problems. Bodily-kinesthetic intelligence is the ability to use the body with grace, competence, and refinement. It comprises strength, flexibility, coordination, dexterity, and balance. Those with high bodily-kinesthetic intelligence excel in physical crafts, acting, dance, and athletics. Musical intelligence is the ability to appreciate, create, and perform musical patterns. Musical intelligence is the capacity to see, differentiate,

2.1.3 Bloom's Taxonomy in early development

The theory of Bloom's taxonomy has provided a set of three hierarchical models for cognitive, emotional, and psychomotor domains that are utilized for the classification of educational learning objectives into degrees of complexity and specificity. Its cognitive domain as a classifying tool has been created to classify intellectual talents and behaviors critical to learning. This theory develops many applications from a lower degree to a greater degree through its six stages: remembering, comprehending, applying, analyzing, evaluating, and producing. Scholars have looked at the taxonomy's core premise: that teachers want their students to better grasp what they want them to know in an order from basic to complex. The stages are meant to be hier-archical; mastery of one level requires advancement to the following. Using Bloom's taxonomy, which emphasizes the application of information and skills to a larger range of activities and settings, many researchers have found learning goals requiring higher degrees of cognitive skills. The data gathering strategy used is a qualitative method to examine, and to develop conclusions based on studying and synthesizing book and article sources on Bloom's Taxonomy. This paper looks at Bloom's Taxonomy's contribution to assessment, the teaching-learning process, classroom management, curriculum development, and its many applications in other sectors of education. Improving the teaching-learning process and the assessment system at the level of secondary and higher education will provide an idea of the

applicability of this taxonomy in diverse educational domains. Keywords: Bloom's taxonomy · Applications. Education First section Released in 1956, Benjamin Bloom and his colleagues' The Taxonomy of Educational Objectives was a framework for examining learning objectives. Used by university and college students, primary and secondary school teachers, and academics for many years, Bloom's Taxonomy is a highly well-supervised learning tool. It offers a consistent vocabulary and a unified structure that academics and teachers could use. These taxonomies mostly emphasize analytical reasoning that falls under the cognitive realm. Then, depending on set standards, the student can select the appropriate approach to handle the issue. Usually, Bloom's taxonomy is employed to specify cognitive learning skills rather than psychomotor or affective capacities, two categories very vital for health professionals to succeed. Research academics who teach or lead others might use it to help them establish learning goals that specify the skills and capacities they want their students to gain and exhibit. Bloom's taxonomy has consequences for teaching and learning since it promotes the development of learning objectives that emphasize the skills a student must acquire. Adams claims this system lets in learning objectives needing more cognitive skills into the framework. Yildirim and Baur claim that improved class organization, the application of a range of tools to guide all students, greater knowledge of learning philosophies, and more control over the results of instructional strategies form part of a framework for developing learning goals. Assessment techniques that will improve the learning process include case study, team projects, and problem-based courses. Furthermore, Dubey claims the domains in the original Bloom's taxonomy can be used for educational purposes like creating quality question papers to verify students' cognitive levels are categorized, quality control of a question paper to monitor an assessment, and question designation for the progress of automatic question-answering systems.

The six stages of Bloom's original taxonomy can be used to organize the learning processes to fit the teaching goals. Nkhoma et al. found that higher-order thinking was increased by combining case-based educational approaches with the revised Bloom's taxonomy. A higher practical assessment could lead to more knowledge, which could inspire and drive research. Then, depending on set standards, the student can select the appropriate approach to handle the issue. Usually, Bloom's taxonomy is employed to specify cognitive learning skills rather than psychomotor or affective capacities, two categories very vital for health professionals to succeed. Research academics who teach or lead others might use it to help them establish learning goals that specify the skills and capacities they want their students to gain and exhibit. Bloom's taxonomy has consequences for teaching and learning since it promotes the development of learning objectives that emphasize the skills a student must acquire. Adams claims this system lets in learning objectives needing more cognitive skills into the framework. Yildirim and Baur claim that improved class organization, the application of a range of tools to guide all students, greater knowledge of learning philosophies, and more control over the results of instructional strategies form part of a framework for developing learning goals. Assessment techniques that will improve the learning process include case study, team projects, and problem-based courses. Furthermore, Dubey claims the domains in the original Bloom's taxonomy can be used for educational purposes like creating quality question papers to verify students' cognitive levels are categorized, quality control of a question paper to monitor an assessment, and question designation for the progress of automatic question-answering systems.The six stages of Bloom's original taxonomy can be used to organize the learning processes to fit the teaching goals. Nkhoma et al. found that higher-order thinking was increased by adopting the revised Bloom's

taxonomy together with case-based teaching methods. A higher practical assessment could lead to more knowledge, which could inspire and drive research efforts.

2.1.4.1 Studies

2.1.4.2 Outside Bangladesh

2.1.4.3 Applying Vygotsky's theory in early education

The discussion of a study is going to be discussed that looked at how pre-service teachers felt that using Vygotsky's Zone of Proximal Development (ZPD) in early childhood social studies classes was done by an unknown researcher. The text that is given does not name a specific author.

This study, based on Vygotsky's Zone of Proximal Development (ZPD) theory, examined pre-service teachers' perceptions of applying the theory in the classroom. The study involved five junior students from a university in the southern US. Researchers prepared open-ended interview questions based on a literature analysis of Vygotsky's ZPD's usefulness in the classroom. The data for the final report was analysed using axial coding. The study found that Vygotsky's ZPD is recognised by Educator Preparatory Providers (EPPS) as a key instructional approach to improve student achievement. However, some pre-educator candidates face challenges when implementing this innovative approach to teaching social studies in early childhood classrooms. The study expands our understanding of how Vygotsky's ZPD can be applied in early childhood social studies classrooms.

According to Marzano and Brown (2009, p. 10), teaching is a science and art based on principles, rules, and theories (Muth & Alvermann, 1999; Ornstein & Sinatra, 2005; Snowman & McCown, 2015). Others like Arends (2009, p. 2) and Moore (1999, p. 44) support this idea. Teaching is a science, according to Arends, as it is founded on research and scientific data (p. 4). Arends argues that teaching is an art since it relies on the teacher's experiences and practice (p. 4). Marzano and Brown (2009, p. 1) contend that teaching is an art; there is no set script for great teachers to follow. Marzano and Brown (2009, p. 1) propose that teaching is a science by utilising tactics proven to improve student accomplishment over time. Teaching is not automatic. Effective planning, presentation, and assessment are essential for success. Existing literature suggests that knowledge building enhances meaningful learning (Berger & Luckmann, 1991; Bodrova, 1997; Henson, 2004; Snowman & McCown, 2015). Years of debate and research have focused on knowledge formation. Greeks, Romans, and Egyptians all proposed methods for instructing students to acquire knowledge (Essa, 2011; Powell, 2009). According to Powell (2009) and Schickedanz et al. (2001), teaching and learning primarily rely on cognitive development or knowledge production. According to Henson (2004), constructivists identify learning as a process of producing new understanding rather than just receiving information (p. 13). . Many constructivist theorists, including Piaget, Locke, Rousseau, Pestalozzi, Johann Herbart, and Dewey, have contributed to knowledge construction, but the search for the ideal learning ecosystem continues (Goodman, 2000; Henson, 2004). Constructivist contributions have been consistently debated. Vygotsky (1986) asserts that all knowledge, from significance to the everyday, is socially created (Schckedanz et al., 2001, p. 21). Vygotsky's ZPD was crucial in knowledge building by transforming simple perception, involuntary attention, and memory into categorical perception, conceptual thinking, logical memory, and self-regulated

attention (Gredler, 2001, p. 297). The constructivist revolution has transformed learning and teaching theories (Marginson & Dang, 2017; Susan, 2003). Constructivism emphasises active learning, where learners utilise sense-making to create coherent and organised information (Henson, 2004; Mayer, 2004). In the classroom, learning occurs through interactions between teachers and pupils. Select the most productive option. According to Vygotsky, children have a specialised learning zone (Maxim, 2010). Two zones are identified: the Zone of Actual Development (ZAD) and the Zone of Proximal Development (ZPD). Students in the ZAD range can complete assignments independently without assistance. For children to successfully complete things on their own, researchers consider it to be within their Zone of Actual Development (ZAP). In the ZPD, students require assistance from adults/significant people with knowledge to solve problems or complete activities. In light of this, educators have recently focused on Vygotsky's ZPD concepts on knowledge formation. As John-Steiner and Mahn (1996, p. 191-192) note, Vygotsky's multifaceted theory explored art psychology, language and thought, learning and development, and special education, while psychologists focused on simple explanations of human behaviour. Children can show their learning methods with Vygotsky's ZPD. Everyone knows that people learn differently. Some individuals learn best through listening, while others prefer visual, tactile, or kinaesthetic methods (Lerner, 2006, p. 238; Slavin, 2015, p. 93). Teachers in the ZPD can identify appropriate learning styles and employ effective teaching strategies to help children become learners. This research examines the ZPD theory, founded by Russian educator and psychologist Vygotsky (1986), to illuminate teacher preparation through an EPP. Vygotsky's theories on knowledge creation have been included into teacher development (Henson, 2004; Mayer 2004; Tuckman & Monetti, 2013) to foster critical thinking and empower learners to take ownership of their learning. The Soviet government

suppressed Vygotsky's ideas (1986) due to his methods not being considered rigorous or revolutionary enough to encourage revolution in learners, particularly young children (Schickedanz et al., 2001; Susan, 2003; Marginson & Dang, 2017). Nonetheless, Vygotsky's cognitive development theories have revolutionised teaching and learning by fostering intellectual growth in students (Cox, 2008; Maxim, 2010). Larson and Keiper (2011, p. 92) emphasise the importance of development, appropriate instructional environments for children, particularly young ones. To teach Helen Keller, a blind and dumb student, reading and writing, Annie Sullivan established the necessary instructional environment (Davidson, 1965). Research suggests that limited support during instruction might not be sufficient to engage children positively in the course. Kritschner, Sweller, & Clark (2006) found a strong argument against education with minimum assistance, based on empirical data. Mayer (2004) investigated over 50 teaching methodologies and found that many educators prefer knowledge construction systems like Vygotsky's ZPD, particularly for young learners.

2.1.4.4 Applying Piaget's theory in early education :

We are discussing a case study that expresses Jean Piaget's Ideas about how the mind grows. It looks at a boy named Johnson to see how he thinks, like how self-centered he is and how he doesn't save.

Piaget's work is widely used as secondary material in psychology and biology to study child psychology. The writer shall use Piaget's work to study children and cognitive development in this research report. A researcher conducted a weekend assessment on a 3-and-a-half-year-old (42 months) for this paper. Before this interview with the youngster, the researcher explained to

the parents why the researcher needed to analyze their child. About a week earlier, he told both parents about the project and how he would use the findings for teaching. Because they knew him well, the child's parents didn't worry about his safety. After explaining why he wanted to interview their son, the parents agreed. A three-and-a-half-year-old boy was my subject. Johnson [name] is the boy. Because Johnson and the researcher were related, he wanted to study him. He knew the child would be easy to handle. Johnson would also feel comfortable around me. He knows Johnson because he lives a few blocks away and we often hang out. Johnson spends most of his time outside with his friends Mary(5), Steve (54 months), and Stanley (4). It was a Saturday afternoon interview last week. As usual, Johnson was playing with his pals outside his house while the researcher did the task. His preference is this place because Johnson is more comfortable there. Since he's only free on weekends, he scheduled the interview. Unlike weekdays when Johnson is at school, the researcher knew he would be available on weekends. After getting ready at midday, he headed to her aunt's house to find Johnson playing with his pals. He gave Johnson and his pals gifts to make him feel at ease. They were playing outside the home, so he joined them and they all played. When playing with the kids, he wanted Johnson and his pals to feel comfortable around me. During the group play, the researcher was vigilant and made several observations. He compared the cognitive aspects of the four children after watching them play. His observations led researchers to key conclusions. The four children behaved similarly despite their little age difference. Johnson would be upset if the ball wasn't handed to him. If he gave Steve's toy to a friend, he would sob. Other than that, most feigned to be exhausted and sat on the floor. The researcher learned how to handle youngsters this age from these kids, especially Johnson, the youngest. When he knew Johnson was sleepy, he sat with him under a shade while the other kids played. His 35-minute assessment began at this point. To

get valid findings, the researcher merely made the session look normal, his judgment showed that Johnson was egotistical and easily persuaded. He would promise him a gift to calm him when he was upset. Johnson's actions and age indicate preoperational status. Johnson's pals are also in this stage since they act similarly. He designed two exercises for Johnson to assess his cognitive growth in addition to observing the youngsters playing. Both tasks were done outside Johnson's house. He observed the child being comfortable during the assessment. After the kids were exhausted, Johnson and the researcher started the lesson in the shade. To acquire valid results, he did not tell the child that he was assessing him. Children had to choose a bottle of juice for themselves and a friend first. Another assignment was to show acquaintances one of the child's favorite images. Following Johnson's gift, the researcher withdrew two bottles of juice with the same amount but different shapes. The first bottle was tall and narrow, the second short and wide. The researcher then instructed the child to call his best friend, which he did excitedly. He had Johnson choose one bottle of juice for himself and give the other to his friend. The child immediately chose the tall-thin bottle and offered his pal the short-wide bottle of juice. Why he chose the tall-thin juice bottle over the other was intriguing. When the researcher questioned this, Johnson said he chose the tall-thin bottle because it had more juice. He noticed his companion was disappointed because he wanted the tall-thin bottle with "more juice." Second, he went into Johnson's house and took one of his favorite images. He requested the child share his pals with his lovely snapshot. It took a few minutes to convince the child to show his pals his photo. He gripped his photo possessively, which caught researcher's attention. He could tell he wouldn't show his pals. While explaining the photo to his companions, Johnson held it the whole time. Despite their repeated complaints that they couldn't see the photo, he wouldn't let his buddies hold it. An angle only Johnson could see was used to hold the photo. His pal Steve,

who was almost crying, wanted to hold the image too. The shot was readily visible to Johnson, so he didn't understand why his pals were protesting. Johnson thought everyone could see his photo-angle. After this work, the researcher investigated why Johnson couldn't understand his friends. He said everyone could see the photo because he could at the moment when I asked why he held it. He said his pals were stubborn by complaining. Johnson thought the tall-thin bottle had more juice than the short and wide one from the first task. Piaget's theory of cognitive development states that Johnson lacked conservancy since he couldn't realize that both containers had the same amount of liquid (Boeree 1). Conservancy ability is Piaget's term. At this age, Johnson and his buddies lack conservancy. Additionally, Johnson was self-centered. He assumed his friends could see his photo clearly, but he held it from an angle that gave him the view alone. He believed all the kids could see the snapshot from his perspective. Johnson was possessive and selfish by holding the image. Selfish behavior (Boeree 1). equal volume. Because it seemed fuller, Johnson felt the tall-thin glass held more liquid. It didn't occur to him that liquid amounts were the same regardless of container shape and size. Lacking conservancy, Johnson Piaget's theory expands on this idea. Johnson is normally smart, so the researcher didn't anticipate him to fail these activities. The exercises astonished him because he anticipated Johnson, a bright young boy, to understand the easy ideas. How he didn't recognize that others couldn't see the picture from his angle was beyond the researcher's thinking. He also didn't realize that glass form didn't affect bottle liquid.

2.1.4.5 Applying Bloom's Taxonomy in early education :

This is a qualitative case study that looks at how fourth-grade students at SDN Sawojajar 6 in Malang City, Indonesia, use smartbooks to help them learn English vocabulary. The study looks at how Bloom's Taxonomy, especially its cognitive domain, is used to judge and improve students' learning outcomes through the use to help them learn English vocabulary. The study looks at how Bloom's Taxonomy, especially its cognitive domain, is used to judge and improve students' learning outcomes through the use of smartbooks. The study includes seven fourth-grade students, their homeroom teacher, and their English teacher.

One of the ways students can improve their skills is by using a smartbook loaded with content and practice problems spread across several digital platforms. Particularly in the cognitive domain, Bloom's Taxonomy has been extensively referenced to gauge students' capacities during the learning process. This study employs a case study approach using qualitative methods. Seven children, the homeroom teacher, and the fourth-grade English teacher at SDN Sawojajar 6, Malang City were the respondents of this study. Interviews and records helped to gather data. The findings of the study show that students struggle with medium to HOTS (Higher-Order Thinking Skills) level questions because of their poor motivation in learning English, limited usage of devices at school, and lack of knowledge with HOTS-type problems in English courses. According to Hardiansyah et al. (2023), teaching fourth-grade students about the life cycle of animals using smartbooks is rather successful. Smartbooks have been found to help students understand the animal life cycle (metamorphosis). The attractive cover design, use of clear text, clear material-explaining visuals, and readable size and kind of paper of Smartbooks all help to engage students and motivate them to be more ready to learn. Students especially like the smartbook as a learning tool since it provides visualisations with folding, moveable, and pop-up

features, therefore surprising and amazing them as they turn each page. This approach enables the material to be retained in memory (Rahmawati & Rukiyati, 2018). Asyiah (2017) conducted a study called "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery". Since they are regarded as a powerful instrument for enhancing students' language skills, including cognitive, affective, and behavioural aspects, teaching and acquiring vocabulary were found to be necessary. Moreover, vocabulary instruction and learning were seen as particularly effective in enhancing students' cognitive abilities, including their retention, comprehension, and use of language in daily speech. Moreover, these strategies were considered important in promoting students' emotional growth, and thus affected their conduct. The study by Anita & Astuti (2022) reveals that instructors feel they have had quicker access to educational policies in the field of digitalising communication in education policy. By means of several information sources, they can track direct central government recommendations and more fully understand national education policies. On the other hand, in terms of digitalising education, instructors have not yet demonstrated sufficient digital readiness. They have not taken use of the many programmes available to maximise learning. The author of the paper thus aims to enable teachers to use technology in the digitization age more efficiently. In this work, the author examines how Bloom's Taxonomy is used in the educational environment. A framework for categorizing learning objectives in the education field, Bloom's Taxonomy was first proposed by Benjamin Bloom in 1956. This taxonomy consists of three basic areas: cognitive, emotional, and psychomotor. The writer underlines in this article students' ability to learn English vocabulary using a smartbook. Seventy-one percent of students' finished questionnaires showed that the smartbook content is fairly intriguing and easy to understand. This implies that the majority of them can understand the smartbook's material. The

smartbook has many digital apps including YouTube, quizizz, Kahoot, and wordwall to enable students to understand the material and serve as assessment tools. Every digital platform has a barcode allowing students to scan and access the content free of spatial and temporal limits wherever and anytime. Many subjects in this study, however, battled with assessment questions. Many pupils nonetheless find the exercises following the smartbook's application difficult. The exercises were supposed to be according to Bloom's Taxonomy. Some of them think that studying English is not a straightforward subject and are losing interest in learning it. They find it difficult to use the barcodes provided by the smartbook as well.

2.1.4.5 Applying Gardner’s theory in early education :

We're talking about case studies in the field of educational psychology or teaching, focusing on the theory of multiple intelligences, especially Howard Gardner's idea of multiple intelligences, as they apply to third Give students' grades.

The subjects of this study are 60 third grade pupils from "Regele Ferdinand", Național Pedagogical College în Sighetu-Marmașii, Maramures county, aged between 9 years and 6 months and 10 years and 2 months (Average age = 9 years and 7 months). Results from the experimental group of 30 pupils aged between 9 and 10 years old, presented in table 3, during the pre-test phase prove to be lower than those of the control group of equal size. Analysing the results of the two pre-test groups reveals them as the lowest grade point averages for linguistic intelligence in both groups, so we conclude that these students struggle with oral expression as well as writing, text composition, reading apathy, the outcomes being different communication issues, a poor vocabulary, etc. Apart from the low grade point average in linguistic intelligence achieved by both groups, there is also the highest average achieved by the experimental group in the case of corporal-kinaesthetic intelligence, which leads to students being physically well coordinated, skilled in sports, dancing and in terms of motor skills. The greatest average in interpersonal intelligence for the control group indicates to us that these students are quite social, enjoy teamwork, and prefer to be with others.

Research gap:

To find a research gap in relation to Vygotsky's theory and Gardner's theory of multiple intelligences, we need to think about the following subjects that might be developed in my report. Classroom Environments Combining Vygotsky's and Gardner's Theories. Although Vygotsky's zone of proximal development (ZPD) emphasises how children learn with direction and Gardner's multiple intelligences theory highlights individual differences in intelligence, there is little study on how these two theories might be combined to customise teaching to various students. Teachers could scaffold learning for pupils with various dominant intelligences like musical, spatial, bodily-kinesthetic and how this influences cognitive development inside their ZPD. Emphasising how this integration might improve students' metacognitive capacities would also provide depth. Application of Vygotsky's ZPD and Gardner's Multiple Intelligences in Cultural and Cross-Cultural Settings. Although Vygotsky admitted that cognitive development differs between cultures owing to variations in schooling, there has been scant study contrasting cross-cultural educational settings implementing both ZPD and multiple intelligences theories. Research based on these beliefs has not yet addressed how different cultural settings affect cognitive development. Vygotsky's ZPD and Gardner's several intelligences are applied in various cultural contexts and how they affect cognitive growth. In particular, children's problem-solving skills, creative thinking, and intellectual development are influenced by teaching strategies using these frameworks. Vygotsky believed scientific ideas created in school changed daily thinking. Gardner's theory holds that every intelligence grows differently depending on experience. Using ZPD and Multiple Intelligences in Special Education. Especially in the framework of Gardner's multiple intelligences, there is little study on applying the ZPD to children with learning disabilities or neurodiverse conditions (e.g., autism, ADHD)

even if Vygotsky claimed psychiatric disorders can cause a breakdown in conceptual thinking, lowering thinking to a concrete level. Investigate how customised scaffolding inside the ZPD might be used to special education pupils depending on their particular intelligence profiles and how this strategy might enhance their learning results. The study might look at how using both models improves cognitive and social development in children with developmental impairments or neurodiversity. The growth of digital tools and online learning environments offers a chance to investigate how technology could assist Vygotsky's ZPD as well as Gardner's multiple intelligence. There is, thus, little study on how digital educational tools may properly scaffold learning for youngsters with various intelligence profiles. Examine how digital learning platforms that include adaptive learning strategies support knowledge development within the ZPD while also meeting students' many intelligences. The study could examine if learning environments improved by technology raise involvement, information retention, and intellectual development for students with different cognitive profiles. Particularly in fields like cross-cultural education, special education, and technology integration, my paper could provide fresh perspectives on the application and integration of Vygotsky's theory of cognitive development and Gardner's multiple intelligences theory in contemporary educational environments by means of exploration of these domains.

Chapter 3

Methodology

As I have already mentioned, this paper is focused on how the young students are encouraged to learn through various educational theories. Applications of Piaget, Vygotsky, Gardner and Bloom's taxonomy were very visible in various classes and fun activities in the school. This section mentioned the research type, ways of collecting data and how all the data was collected and analyzed.

3.1 Research Type

This is qualitative research. For this research, all the data was collected by observing the classes and taking oral exams. The researcher's experience of teaching was also utilised for this research. Having an in-depth investigation of applications of educational theories on the young pupils for their growth led this paper to emphasize qualitative research.

3.2 Instruments for data collection

I choose 15 students from pre-play, kg-2, grade 1, grade 2. In some cases, one student was interviewed at a time and in some other cases, more than one student attained oral exams at a time. I took a maximum of 5 student's oral exams based on what I have taught at a time.

My internship supervisor also took classes of the students to see if they are taught well. The researcher was present in all classes for the whole time while she was observing the class. The notes that researchers took while having classes were also used here. Moreover, some students were really encouraged to follow the rules that the researcher set up for applying theories.

3.3 Data collection

The data was collected from the school where the internship was started. The researcher had a face to face conversation with the supervisor and students, and the supervisor noted down all the data. As recording audio and video was not permissible, I always took notes.

Furthermore, the consent of the Supervisor and the students were taken while taking notes of their words. Interviewing times were not fixed, it could be 5 minutes as well as 30 minutes according to the number of students.

Lastly, the notes of the observation of classes were taken.

3.4 Data analysis

The data was examined topically. In the findings part of the paper, several themes or patterns were identified from the data. Qualitative research was thus selected by the researcher to fully grasp students' drive. Interviews and class observations provided the data; the researcher's teaching background was also part of this study. Apart from that, the interview was recorded and noted by the school where the internship took place. Moreover, the information was examined topically.

Chapter 4

Findings

In this section, we mentioned the data of the interview, supervisor and other teacher's way of applying educational theories on students for learning, and also the way of applying educational theories. The data is organised thematically in this section.

4.1 Finding from Piaget's and vygotsky's theory in early development

According to the findings, theories of Piaget and Vygotsky are more prominent for early learners than Gardner's multiple intelligences theory and Bloom's Taxonomy. Most of the students are influenced by the educators more than at home. Then again, most of the students found differentiated learning more applicable for regular classes to grow their inner qualities.

The researcher's lesson plan is split into days, learning goals, instructional materials, teaching strategies, and tools. Vygotsky, Piaget Jean Piaget asserts that early childhood children, those between the ages of four and seven are in the preoperational stage of cognitive development. At this age, children learn best by means of practical, hands-on activities letting them engage with concepts and objects. The burger example provides a clear graphic representation of an abstract concept (paragraph structure). The researcher assists kids to understand and use the concept when the researcher compares the paragraph structure to something they know like a burger. Developed by Lev Vygotsky, social constructivist theory emphasizes the significance of social interaction and scaffolding for education. By guiding researcher's pupils through the process of writing a paragraph and helping with a craft, the researcher is giving them scaffolding, incremental support that allows them to finish a task they may not be able to accomplish on their

own yet. This group endeavor also promotes social learning, when students get knowledge from one another and me in a shared environment. Comparing the burger to Cognitive load theory, which says that too much information could overload the brain and so hinder learning, is one good way to lighten cognitive load.

The burger metaphor truly helps one to simplify a challenging idea by dissecting it: subject Sentence as top bread of burger, supporting sentences as burger patties and last sentence as bottom bun. This enables pupils to focus on each component individually, hence preventing information overload and enhancing comprehension. Vygotsky underlined the need for social connection and assistance in the learning process. Including children in conversations and exposing them to new vocabulary helps their language grow in their Zone of Proximal Development (ZPD). They learn skills by interacting with adults who provide verbal guidance by showing language use and supporting proper application. The researcher's scaffolding of the paragraph writing assignment that which helps students build the craft and guides them through writing, places them in their Zone of Proximal Development (ZPD) according to ZPD or zone of proximal development, where they can participate in activities guided by their lack of ability to yet complete independently. Eventually, by steadily reducing support, the researcher will allow children to independently produce clearly organised paragraphs. Using color papers, water color, colorful markers, sign pens, scissors, pen, pencil, eraser, etc., The researcher has set the Preplay classroom by herself. The Constructivist theory (Vygotsky, Piaget) holds that students build knowledge by means of experiences and interactions. Encouraging kids to create their own recipes helps them actively interact with the content and build meaning by means of practical exercises. A perfect example of experiential learning is the "Ice Breaking" session, in which students name components and processes in creating various dishes. Vygotsky's ZPD implies

that pupils learn most when assignments are marginally beyond their present capacity but possible with instructor or peer direction. The researcher's lecture clearly shows the scaffolding approach, which is offering support while learning. Students in their Zone of Proximal Development, or ZPD, are working when they progress to "Write Your Own Recipe." Though they are provided the framework - title, components, procedures, they have to finish the assignment alone. This enables them to absorb the knowledge. A Preplay workshop, which focuses on the sense of scent, has been planned by me. Emphasizing the importance of social connection in children's learning process, activities like "Discussion on Family Members" and "Family Relation Types" assist in fostering social learning as per Lev Vygotsky's theory. These events enable young children to grasp family dynamics and create social links, hence supporting their emotional development. A youngster may grow a complete awareness by combining many topics including nature, seasons, family, and animals into a kid-friendly approach After the test, the teacher engages pupils by asking about their exam experiences and previewing the subject for the following day. This shows Piaget's theory of actively constructing knowledge. This approach improves cooperative learning skills and promotes self-efficacy. So students will be able to have an idea about his resources, vocals, main activity such ice breaking session for 5 or 6 minutes, review time for 8 minutes, intro for 20-25 minutes, book reading activities for 10 minutes, plenary for 2 minutes and then the researcher handover the student a copy with proper homeworks in it, the researcher have divided the lesson plan in time, subject, and objective. The researcher has taught him the phonetic sounds of s,a,t,p,n,m,d,k,o,g,u,i. Since he has already picked it up, the researcher has begun instructing him how to combine these terms. Given that viewing YouTube videos was insufficient to acquire reading proficiency, the researcher has now begun assigning him assignments in his copy and . The researcher must alter her lesson plans

daily and have to adjust it before I begin instructing him since pupils are busy throughout these two weeks. The researcher's focus on interesting, tactile learning materials, for example, vibrant practice books and interactive tools, fits Piaget's idea about the concrete operational stage (ages 7–11), where students flourish via physical and sensory interaction. Planning classes with clear objectives, sequenced activities, and quick feedback (such as homework review and plenary sessions) supports preferred behaviors.

Piaget taught kids in the preoperational stage, ages 2 to 7, learned most successfully by means of play, discovery, and sensory experiences. Participating in activities like singing rhymes, dancing, and letting children touch and feel various food textures and toys helps to promote Piaget's emphasis on sensory experiences as vital for cognitive development. Children at this period grow their awareness by means of sensory inputs and bodily actions. Encouraging the use of vivid toys and puzzles helps to promote symbolic thinking, a main feature of the preoperational stage, when toddlers begin to mentally picture objects and events. Regular conversation helps kids to transition from egocentric speaking to more social relationships. They are also starting to grow their ability to utilize symbols including words to represent activities and objects.

Teaching them ideas like colors, numbers, and hygiene helps to create schemas (mental frameworks) that guide their perspective of the world. For example, they begin connecting numbers with amounts and colors to items.

4.2 Bloom's Taxonomy in early development

All levels of Bloom's taxonomy, remembering (phonetic sounds), understanding (blending), applying (practicing via homework), and analyzing (finding patterns in words) are included in

my lesson plan. Using movies, games, and hands-on activities, I help students to create their own knowledge by designing a fun and engaging learning environment. The burger metaphor actually helps one to simplify a challenging idea by deconstructing it and composing an organized paragraph: the subject Sentence as top bread, supporting sentences as burger patties, and last sentence as bottom bun. This enables pupils to focus on each component individually, hence preventing information overload and enhancing comprehension. Using this method also fits with the lower-order thinking skills of Bloom's Taxonomy (Remembering, understanding and applying). Visualizing a burger helps students to remember the components of a sentence. By connecting them to sentence types, students begin to understand how the many parts of a burger interact to form a coherent whole. Using the burger framework, students compose a paragraph about themselves, demonstrating their knowledge. This allows them to actively use their information. As students learn to arrange their thoughts independently and produce increasingly complex paragraphs as they become more familiar with this structure, they can ultimately go to higher-order thinking skills (Analyzing, evaluating and inventing).

4.3 Applying Gardner’s theory in early development

The study investigated the views of administrators, teachers, and parents on including the many intelligences theory (MI) into the early childhood curriculum (prekindergarten through third grade). Findings showed that generally, managers would not modify anything in the integration of several intelligences. They said the instructional efficacy was quite good. The teachers said the integration was an exciting and enjoyable continuous learning experience. The teachers, however, would want additional time to prepare and carry out the MI integration into the course of study. The parents showed the MI integration to be a wonderful idea that lets the kids show

their intelligence. By letting their kids design their own creations, they said, their kids especially appreciated the MI integration. Results from parents, teachers, and administrators showed approval of the MI integration into the curriculum and especially the show of respect for how children use various learning modalities. The integration showed an increase in students' strengths and enjoyment of the MI experience.This school not only focuses on traditional education but also extra curricular activities.

Applying Gardner's Multiple Intelligences (MI) hypothesis in an Islamic English medium school shows several favourable results in both academic and character development. The different intelligences,linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalistic, enable teachers to meet the many learning preferences of their pupils while including Islamic principles. Teachers that included MI into their lesson preparations saw more student involvement, especially when teachings matched with students' dominant intelligences. For instance, while musical students related strongly with nasheeds and rhythm-based dua memorisation, language learners thrived in Quranic recitation and narrative. For physically active pupils, kinaesthetic activities like role-playing Islamic historical events improved understanding and memory recall. Group conversations on moral topics from Hadith and personal reflection exercises helped to develop interpersonal and intrapersonal intelligences, therefore promoting spiritual development and empathy. Framed within Islamic beliefs, nature walks and environmental projects encouraged naturalistic intelligence and enhanced the enjoyment of Allah's creation. Among the difficulties were insufficient funds and the requirement for teacher training to properly implement MI techniques. Still, the approach promoted a more inclusive, student-centered atmosphere that honoured individual strengths and

Islamic identity. When carefully considered, Gardner's MI theory generally helps both academic performance and holistic development in Islamic English medium environments.

Chapter 5

5.1 Recommendations

Below, some points that teachers can take into consideration are mentioned

- As the students are more influenced by differentiated learning, teachers should focus on it. After the school break, weak learners can have extra help sessions in small groups of 5 from an assigned teacher.
- Teachers should make a lesson plan that has small segments instead of a big lesson plan with so much content. Because in many classes, teachers couldn't complete the lessons in time.
- This school organises too many extracurricular activities. Regular class attendance is crucial. The students miss a lot of classes since the institution has frequent holidays. Teachers thus have to attend classes on weekdays. Every teacher should attend every class and should be on time. Classes should still take place even if the school environment becomes festive for any occasion, such as the yearly sports program. Regular lessons will enable professors to explore more with their methods.

Chapter 6

6.1 Limitations

- Some elements that could be included in this study to improve the report are not mentioned given time limits and other limitations. These elements are listed below: The researcher lacked sufficient time to speak with the pupils. More time in student interviews would allow her to develop more efficient questions, therefore enhancing the report's appropriate data.
- Both qualitative and quantitative studies would be preferable since if both of these studies were conducted, one could have the data of a good number of students as well as an in-depth understanding of student motivation. The researcher has not conducted quantitative studies, though, as she lacks knowledge to do quantitatıve research.

Chapter 7

7.1 Conclusion

Therefore, researchers have found out how important educational theories help in early development. Although almost every educational theory is related to early development ,Piaget, Vygotsky, Gardner and Bloom's theory is mostly related to the early phase of human development. In summary, the incorporation of educational theories at early developmental stages (ages 2.5 to 7) is essential for influencing the cognitive, emotional, and social development of children in an English medium school environment. Theories including Piaget's stages of cognitive development, Vygotsky's social constructivism, Gardner's multiple intelligence theory and Bloom's Taxonomy approach offer significant insights into the acquisition of language skills, the development of critical thinking, and the formation of meaningful interactions among young learners. By implementing these theories, educators can cultivate engaging and supportive learning environments that accommodate individual learning styles and requirements. Moreover, comprehending these theories provides educators with methodologies to enhance language competence, creativity, and problem-solving skills, establishing a robust basis for lifelong learning. The application of educational ideas in early education promotes comprehensive development, enabling children to excel intellectually, socially, and emotionally in an English medium school environment.

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