A Comparative Study of Experiential Teaching Methods in Chinese and American Preschool Students

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Abstract. With the international development of education, how to improve the quality of preschool education has become a hot issue of concern to all countries. Some researchers have found that the use of experiential teaching methods can improve the quality of kindergarten education, but there is still a lack of comparative study on the application of Chinese and American kindergartens. Therefore, the research topic of this paper is the embodiment of experiential teaching methods in Chinese kindergartens. The study found that experiential teaching in Chinese kindergartens is mainly used for extracurricular quality education, with educators focusing more on teaching knowledge and values to enhance the development of children's sense of community. Therefore, experiential teaching methods are often found in language classes and various extracurricular recreational activities, while in the United States, they are used to cultivate professionalism in various disciplines, with educators favoring the cultivation of children's interests and creativity, and teachers paying more attention to the children's learning and exploratory process. The application of experiential teaching methods in both countries improves students' abilities at different levels. This paper hopes that by comparing the application of experiential pedagogy in kindergartens in China and the United States, the two countries will complement each other's strengths and weaknesses, gain insights from each other's educational practices, and hope that educators in each country will strive for a lifelong improvement in the quality of preschool education.

Keywords: Experiential teaching, kindergarten, comparative education.

1. Introduction

As one of many teaching methods, experiential teaching methods can improve the quality of kindergarten education. The richness of cognitive and emotional experience is the main feature of the physical and mental development of children aged 3 to 6 [1]. Experiential learning can promote the development of imagination within the scope of cognition and help children actively learn independently or cooperatively [2]. Students occupy the main position, so in student-centered experiential teaching, more attention should be paid to students ' active participation and activity experience, to enhance students' comprehension of the activity's theme and enhance education quality. The research shows that the activity theme of experiencing revolutionary life based on field research can achieve good teaching results [3]. Teachers play a leading role. Teachers need to contact students ' existing experience in the design of courses and the implementation of programs to guide them to participate in activities. Their teaching quality has improved significantly compared to their traditional low participation rate. The research shows that teachers make students realize the lofty belief of revolution by reasonably connecting and guiding students to visit memorial halls and other activities. Compared with the traditional teaching of revolutionary history, the quality of education is higher [3]. The differences between China and the West make the two countries have different understandings of experiential teaching and its presentation effects.

From perspectives of family, school, and community, this study examines differences in the use of experiential pedagogy in kindergartens in China and the United States.

2. The Embodiment of Experiential Teaching Method in Chinese Kindergartens

2.1. Influence of Experiential Teaching Method on Children's Family Education

To further complement the work of kindergartens, parents need to realize that, in addition to imparting basic life knowledge and skills to their children, their own experiences also have a profound impact on the formation of their children's character, habits, perceptions, and qualities. Therefore, it is equally important to strengthen parents' family cooperation. In the following, this article will discuss two aspects of children's behavioral habits and knowledge and skill development. Influence on the development of habits, just let parents understand the child's school performance can not be good to change the child's wrong habits, kindergartens also need to let parents learn how to cultivate children's good behavior, how to carry out effective parent-child communication in the process, to avoid the continuation of the harm brought by the family of origin [4]. For example, activities such as parent-child games, garden parties, and parent experience exchange meetings [5], and by carrying out lectures or exhibitions on meal matching, parents can learn about the nutritional ratios required by children of different ages, and then supervise the quality and time of their children's diets at home, to realize the long-term feedback mechanism of home and family co-education [6].

To develop students' knowledge and skills, schools have conducted parent program training courses to expand parents' knowledge while also helping students gain higher learning efficiency, which is especially common in language learning. To enhance the proficiency in Chinese for children who do not speak it, the researcher conducted a questionnaire survey on parents of Chinese classes and parent support groups in kindergartens. The results showed that parents of Chinese classes could master Chinese language skills by increasing the frequency of Chinese language use. In addition, parent support groups are responsible for helping to solve the non-technical problems of their children's Chinese language learning [7].

2.2. Application of Experiential Teaching Method in Teaching Implementation

The process of implementing experiential pedagogy in kindergarten education includes understanding and experiencing things, applying, reflecting, and evaluating. For example, in the kindergarten classroom, teachers and students swap roles [8], and students can understand part of the teacher's mental state by observing the behavior of other "children" so that they can find and improve their deficiencies. However, teachers need to focus on the professionalism of their students, such as the inability to control the volume of communication with students, and failure to accurately guide students through planned tasks. To enhance students' understanding and application of knowledge, teachers can set up reasonable situations for students to give free play [8]. For example, students are encouraged to interpret clips with cartoons from their lives. They can choose who is the director, scriptwriter, or actor by themselves. Teachers need not intervene too much. They only need to have the fledgling ability to cooperate and win-win, creative thinking ability, and leadership ability. In terms of evaluation and reflection, unlike the achievement-only evaluation in traditional teaching, diversified analysis is required. Teachers need to pay attention to students' performance in activities promptly to help teachers guide students to give timely and effective feedback. In addition, teachers, as learners, need to reflect and improve on students' feedback and evaluation [9].

2.3. Responsibilities in Community Activities

At present, although China strongly advocates the inclusion of preschool education in the frontier of development to improve the quality of the population, the preschool education system is not perfect, so it has become very important to strengthen the cooperation between schools and communities. As an indispensable part of the ' family, school, society ' system, community groups first need to set up the training goal of changing from ' child rearing ' to 'child-rearing '. For example, the establishment of a children's home provides a place for students to communicate and learn from each other, enhances the sense of participation and experience of team members, summarizes and improves the public

service system under the guidance of professionals, and achieves the theory of "caring" as the central theme and guides the collaborative education of families, schools, and communities [10]. Secondly, give full play to its auxiliary function, and closely integrate the school function with itself. Secondly, gives full play to its auxiliary functions and closely integrates school functions with itself. For example, the content selected for community experience activities should be appropriate to children 's lives, and local resources and parents ' high participation should be effectively utilized [11]. Educational integration in different arenas can also be achieved by organizing regular thematic activities, such as helping children in distress, reading months, and handicraft activities [10].

3. The Embodiment of Experiential Teaching Method in American Kindergartens

3.1. Requirements for Contemporary Kindergarten Education in the United States

Nowadays, the popularization of compulsory education has made education universally accessible to children, so the pursuit of high-quality early childhood education and care is considered a sign of a country's good economic and social development [12]. By examining the care and education systems of six representative countries, the article finds that a complete national curriculum framework is both common to them and can provide safeguards for young children and families. In response, the U.S. proposes to implement the national curriculum framework in depth in terms of local adaptation, and professional development of educators.

To address the problem of the wide variability in the quality of kindergarten programs in the United States, Patty Smith Hill and other educators founded the International Kindergarten Coalition, which Hill chaired. In their published book, they mention controversial views of the kindergarten system, ranging from traditional kindergarten, as advocated by Fulbright, to child-centered kindergarten, as advocated by John Dewey. For Hill, she hoped that by organizing events in poor communities, society would value early childhood education in disadvantaged areas. This great early childhood educator advocated freedom - physical, mental, and gender - she valued play, encouraged females, and believed that having the ability to make self-determination was a key competency in the early years. In her past work with children from poor families, she was struck by the high mortality rates and severe malnutrition caused by poverty. As a result, she spent her life in search of democracy and freedom in education and left her legacy to countless families with young children [13].

3.2. Application of Experiential Teaching Method in Teaching Implementation

An experiential teaching project on rights mentions that students describe the relationship of power in the article by combining their own experience, and students can present the rights they understand through meetings, exhibitions, conferences, and charitable activities. For example, a student criticized those who advocated specific authority through the " Battle of Badges, " and also uncovered the rags of the struggle between racial discrimination and state authority. For teachers, this effect is unexpected, but teachers can also continue to follow up on this project and improve their teaching methods. This paper argues that the implementation of experiential teaching for children is not only children 's exploration and results based on the teacher's invariable teaching process, but also teachers should regard the characteristics of children 's creativity and curiosity at that age as an opportunity and integrate them into their curriculum [14].

In addition, project-based teaching (PBL) instruction can be applied to higher-age preschools. Teachers need to be clear that the main goals for preschoolers are to understand word sounds and shapes, to develop a sense of language, and to develop curiosity and good habits, etc. PBL, as a highly participatory and experiential teaching method, is particularly suitable for older preschoolers [15], as opposed to traditional early childhood education, which is teacher-centered, monotonous, and procedural. Compared to traditional early childhood education, which is teacher-centered monotonous, and procedural, PBL not only allows students to be highly involved in the creation of

projects and stimulates their curiosity, but also, more importantly, teaches them to be open to failure and reflective thinking. Therefore, for scientific language exploration type of learning, teachers can utilize PBL. For example, one participant talked about how student fatigue with the same old teaching methods will affect his motivation to learn, and that PBL is not only for elementary and middle school students but also for preschool children to engage and solve problems that are appropriate for them, as long as they have the right projects [15].

3.3. Responsibilities in Community Activities

The COVID-19 epidemic has had a significant impact on the economic development of different nations, and education is no exception. The results show that during the epidemic period, the two communities reduced inequality by rationally mobilizing and allocating resources within the region to shorten the gap in students ' performance. Community School Initiative (CSI) research shows that it can identify the needs of some students and families in marginal and resource-poor situations. Although this kind of coalition and mobilization is passive, it still helps to promote the educational concept of racial equality and equal distribution of educational resources, because it expounds the real needs of differentiated families and students. Therefore, it is particularly important to correctly and rationally view the impact of the epidemic on early childhood education. Although the epidemic has blocked the opportunities for children to communicate with each other in schools, they can communicate more deeply with students in different situations in the community and help each other [16].

For example, different educators develop personalized guidance and programs for different students and families or find community members who are trusted by the public to understand the situation and needs of families in the community for early childhood education to solve problems directly [16].

4. Differences in Experiential Teaching Methods in Chinese and American Kindergartens

4.1. Differences in Teaching Philosophy

For American Kindergartens, the teaching concepts adopted today mainly include Dewey's child-centered, school-as-society concept, supporting interdisciplinary integration in classroom content, and giving children full respect and equality between teachers and students. For example, the article mentioned that in the process of explaining mathematical calculations, teachers regularly add professional language vocabulary and language frameworks such as ' I notice ', ' decomposition ', and other words, and always pay attention to students ' use of language, so that students can fully integrate into the classroom. This not only enables students to repeat professional vocabulary in the subconscious to achieve the purpose of learning but also enables them to develop the habit of consciously complying with social rules. In addition, the most indispensable teaching stage in experiential teaching is reflective teaching. Therefore, the article also mentions that teachers post public records on the wall, which depicts a variety of ways of thinking adopted by students in different periods for a certain mathematical task. These ways of thinking originate from students ' life experiences such as shopping, visiting, and discussing [17].

For China's kindergartens, due to the differences in traditional culture and population size, Confucius first proposed that ' good learning is official ', which laid the foundation for the learning objectives of Chinese students in later generations. Therefore, the overall academic system is more focused on preparing for good academic performance and getting a good job, such as the tendency of kindergarten and primary school. The theory proposes that the relationship between teachers, students and the curriculum is harmonized through four processes: presentation, motivation, regulation and orientation [18]. In the process of curriculum implementation, this article adheres to the concepts of ' innate my material will be useful ', ' green out of the blue and green in the blue ', ' three people, there

must be my teacher ', and so on. Make sure students have the opportunity to find the right area for self-growth and maximize their potential, rather than just enable children to adapt to school life and compete with each other in advance. For example, using self-writing portfolios and growth records, summarizing and reflecting on project activities such as ' Snow in the City ' and ' I'm a small debater ' to advocate the scientific concept of early childhood education [18].

4.2. Differences in Experiential Teaching Strategies

Modern Chinese children are becoming more and more isolated and self-centered due to the modernization of society and the intervention of electronic information. Coupled with the fact that parents and elders in the family devote all their efforts to cultivating a child's mentality and behavior, children can easily be spoiled into "giant babies", who can easily obtain the material wealth they want, but don't have adequate emotional balance and They can easily obtain the material wealth they want, but they do not have enough emotional balance and resilience, therefore, frustration education is very necessary. Literature mentions that kindergartens organize one-day trips for children to military schools to help them develop a correct mindset, such as respect for the military [19].

On-the-spot investigation and extracurricular communication in experiential learning are good ways to improve students ' interest in learning. Different from the traditional indoor classroom environment, it provides students with a real situation in the field of interdisciplinary courses. Students use their bodies to feel the details, to obtain a strong learning experience. In terms of instructional design, first of all, the site selection and traffic safety of field visits reflect the ability of teachers, such as organizing children to plan details and clear visiting tasks and making ' Know, Want to Know, Learned ' charts (K-W-L). Secondly, different subject skills training will also produce different designs. For example, in the process of cultivating mathematical skills, teachers guide students to consciously use numbers, find rules, and collect information. In the visit of cultivating artistic accomplishment, students accumulate professional vocabulary explained by professionals, participate in local cultural activities, and listen to community members tell their own experiences. In short, care for every child in the whole process, and let them be fully involved. Finally, in the summary and reflection section, children are encouraged to express their ideas, fill out K-W-L charts to show results, and combine different experiences to make every experiential learning meaningful [20].

4.3. Differences in Teaching Evaluation

Nowadays, China advocates the concept of developmental evaluation of kindergartens. The initial kindergarten evaluation was only a formal description of the development of young children. After emphasizing the importance of observing children, some tools were added to measure and record children 's performance. However, the fixed model did not meet the requirements of giving students personalized evaluations. Therefore, several principles of educational evaluation are proposed. The following combination of experiential teaching mainly focuses on the two principles of teachers creating meaningful situations and dynamic evaluation processes. For collective activities, for example, if teachers want students to explore the relationship between water and paper, 10 minutes before the end of the course allow children to comment on each other about whether a child ' can clearly express the relationship between water and paper ', ' can dare to ask questions ', ' can lead other children to make flags ' and so on. Only when everyone analyzes meaningful situations can students discover their strengths and problems [21].

For the United States, the use of qualitative assessment in teaching can diagnose whether a certain experience method is feasible. For example, researchers ask children and parents questions in the form of questionnaires, which include aspects of children's self-confidence, social skills, willpower, and comprehension. These eight aspects assess children 's comprehensive performance in the course of activities. Since the object is a young child, these questions need to be easily understood. In addition, it also involves parents ' assessment of whether their children 's abilities have improved, and teachers ' daily activity logs to assess the success of the activities [22].

5. Conclusion

Through research, this paper finds that experiential teaching in Chinese kindergartens is mainly used in after-school quality education, while in the United States is used to cultivate the professional quality of various disciplines. Young children's experience effects are more important to the United States, which is why every activity has a strong personalized aspect. There is no obvious boundary between courses and activities, and there is a relatively mature system of teaching evaluation. However, China pays more attention to cultivating students ' rules and group consciousness. The degree of students ' self-exploration is low, and the courses and activities are not coherent. It also puts forward the concept of diversified teaching evaluation but less practice. The principal contribution of this document is to compare and analyze the application of experiential teaching methods in kindergartens in China and the United States, which promotes meaningful learning for children and improves the quality of preschool education. Due to the limited research conditions, the current research cannot fully cover the application of each experiential teaching, and the research area is limited to two countries. In the future, research should expand its scope and improve the analysis of experiential teaching in many aspects.

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