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## The Study of Learning Management with Fairy Tales and Storytelling for Early Childhood in an Inclusive Education Classroom

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### Abstract:

Mergers and Acquisitions (M&A) is an attempt to combine two or more companies into one that Using narrative materials for young children is one of the most important learning management techniques, to assist students learn and grasp concepts as well as feelings, experiences, attitudes, and proper values, teachers use a variety of tools and approaches known as learning management strategies. Children like listening to stories as leisure, and various storytelling tools may be used ingeniously to capture and retain more of their attention. The tools for children's storytelling also address the skills and methods that educators should encourage students to use while telling stories to friends and having them watch and listen. Due to their already very high levels of imagination, children can occasionally help one another use media to independently create creative stories. To promote inclusive learning, teachers should mentor children while they role-play tales they have seen or heard. A fairy tale is seen as a retelling of a narrative that has been repeated and uses a variety of tools, including picture books, puppets, oral storytelling, and performers. It may also be a genuine tale or a tie-in that employs verbal or visual narrative to enlighten and entertain the audience. Fairy stories are occasionally used to interfere with maxims or virtues, which can educate the mind to decelerate, as well as a type of leisure, to communicate beliefs and faith in the holy. The importance of these tales and narratives may be inferred from the fact that they amuse and relieve tension, foster creativity, promote morals and ethics, and enhance family bonds. They also serve to shape children's life qualities, personalities, knowledge, and intelligence, and their linguistic skills and talents.

**Keywords:** fairy tales, storytelling, early childhood, inclusive education classroom.

## 全纳教育课堂中幼儿童话和讲故事的学习管理研究

### 摘要:

并购是一种将两个或多个公司合并为一个公司的尝试，使用幼儿叙事材料是最重要的学习管理技巧之一，

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帮助学生学习和掌握概念以及感受、经验、态度和正确的价值观，教师使用各种称为学习管理策略的工具和方法。孩子们喜欢听故事作为休闲，巧妙地运用各种讲故事的工具，可以吸引和留住他们更多的注意力。儿童讲故事的工具还涉及教育工作者在向朋友讲故事并让他们观看和聆听时应鼓励学生使用的技能和方法。由于想象力已经非常高，孩子们偶尔可以互相帮助，利用媒体独立创作创意故事。为了促进包容性学习，教师应该在孩子们角色扮演他们看到或听到的故事时对他们进行指导。童话故事被视为对已经重复的叙述的重述，并使用各种工具，包括图画书、木偶、口头讲故事和表演者。它也可能是一个真实的故事或一个利用口头或视觉叙事来启发和娱乐观众的搭配。童话故事偶尔会被用来干扰格言或美德，可以教育心灵放慢脚步，也是一种休闲方式，传达对神圣的信仰和信仰。这些故事和叙述的重要性可以从以下事实推断出来：它们可以娱乐和缓解紧张，培养创造力，促进道德和伦理的增多，并增强家庭纽带。它们还有助于塑造儿童的生活品质、个性、知识和智力以及语言技能和才能。

**关键词：**童话、讲故事、幼儿教育、融合教育课堂。

## 1. Introduction

The term “inclusive education” refers to the admittance of children to education without making exceptions to their impairments or excluding the most vulnerable students from the classroom. Instead, it uses suitable management and development strategies to help kids meet their unique learning and developmental needs (Hu, 2010). When compared to other types of education, inclusive education has the fewest restrictions for kids with special needs. It will also be discovered that inclusive education will have a realistic environment in line with contemporary culture. Every student at the school will understand their right to an equal education, their individual learning potential, how to work together to achieve learning objectives, how to practice living harmoniously in society, how to be adaptable, and how to behave appropriately under different circumstances. However, inclusive education is based on the idea that students choose their school, not the other way around. Every student has the right to study with his or her peers, and teachers are required to adapt the learning environment, the curriculum, the learning objectives, the teaching methods, the teaching materials, and the evaluation procedures in order for every student to receive instruction that is specific to their needs (Sukbunpant, 2013).

In order to provide inclusive education, relevant governmental and non-governmental organizations, parents, and communities must work together through fostering awareness of and attitudes toward providing education to all children, granting equal rights to everyone without favoring any specific individual, but considering individual potential differences or individual impairments. Because of each kid being unique in terms of their physical characteristics, intellectual abilities, emotional makeup, and social skills, inclusive education management is rooted in this educational philosophy. Since every kid has different requirements, even those in the same class, schools and teachers must make adjustments to ensure that all students learn together and reach their full potential.

Because every child enjoys listening to fairy tales and because they can help children develop their imagination, dreams, ideas, understanding, and

perception, fairy tales are very effective tools for promoting early childhood learning in early childhood classrooms that organize inclusive education, because they encourage spontaneous learning, and storytelling is a crucial practice for young children (Ausubel, 1968). When telling a story to a child, it is important to remember that the purpose is not just for the child to enjoy it; rather, the story's content must be engaging and include educational elements so that the child can gain knowledge from listening to it. Additionally, the characters must be dramatic in order to foster imagination and contain both good role models for children to emulate and bad role models for them to avoid. In telling the story, the storyteller may add a variety of techniques to accompany the story to make it more interesting, such as using picture tales, hand puppets, finger puppets, dolls, or other materials, including a suitable environment to create interest for children. In order to help the kid develop traits that fit the ideal requirements of the early childhood education curriculum, the story material must be of a length adequate for the child's age and area of interest.

## 2. Principles of Inclusive Education Management

Children with special needs or impairments are given the chance to learn about the social and academic environment of regular classrooms through inclusion, allowing them to become more accustomed to society through the learning environment and interactions with peers. All Thais have access to educational opportunities wherever they are available to both normal and non-normal persons, including the disabled, those with health issues, and kids with special needs. This is because of the National Education Policy. However, it is an educational policy that fosters humanity and social integrity with the goals of social equality, human acceptance, understanding, and empathy. However, one factor that educational policy makers must think about and consider is the development of a structured operational framework, not just the ability to do it, in order to create educational opportunities and people who understand each other and are kind. However, it must be done while

considering educational standards and creating opportunities that have genuine value; otherwise, the created policy is difficult to implement and falls short of the country's desired educational value.

Because learning is a generally permanent shift in behavior from an old behavior to a new one because of experience or practice, individual variations impact the degree of learning success. Because human learning depends on the senses—including the ears, eyes, nose, tongue, body, and mind—as the primary elements of learning and perception, if any of these are lost or damaged, learning and perception will be negatively impacted, which could result in the child's learning failing, preventing them from studying as effectively as they should, or causing a disruption in their routine, which may be classified into 3 large elements which are;

1. The liberal component is tied to the child's own bodily issues and is brought on by the body's operating system malfunctioning.

2. Cognitive abilities learning potential, self-concept, emotional and social adaption, and relationships with family and peers are examples of psychological components.

3. Children with special needs affected learning in various areas by environmental factors and experiences. If a child has disabilities in various fields, repetition will have a greater impact on learning, so it is considered separately the effect of disabilities on the learning of children with various needs.

In this regard, the form of inclusive learning for early childhood children has six forms (Crow, 1962):

1. Full-day regular classes, by organizing children with special needs to attend classes with normal children and just like normal children in all respects, based on the homeroom class supervised by the homeroom teacher, should supplement (1) organize media services, (2) organize teachers for special education teachers, and (3) organize whole-school teacher training.

2. As in number one, regular classes are full-day and have a special education teacher to consult with, but there is also a special education teacher assisting the class teacher as a mentor teacher. The teacher advisor does not actually teach the class, but instead advises the class teacher by offering assistance with everything, such as providing materials or evaluating developmental outcomes.

3. Full-day regular classes and walking teacher service, which is a regular learning arrangement in a regular classroom under the supervision of the class teacher, receive additional school teaching services and necessitates the employment of about 3–4 people who must instruct in a variety of schools.

4. Full-day regular courses with tutoring services are normal classes with special education teachers providing tutoring in certain areas in accordance with the requirements of the students in the academic

tutoring room.

5. Co-education in some subjects and special classes in regular schools organize co-education, combine different types of special needs children into one group, have special education teachers supervise and teach most subjects, and some subjects for special needs children study together in regular classes with normal children, such as music and dance subjects.

6. A special class in a regular school is set up for special children with a variety of disabilities to study in special classes all the time, with special education teachers teaching all subjects, where children are given the opportunity to participate in activities along with normal children in school, such as respecting the national flag and teacher's day, etc.

Children with special needs or impairments have the chance to learn about the social and physical environment of regular classrooms through inclusive learning in early childhood, which will help them become more sociable and able to participate in activities with their peers. The National Education Policy guaranties educational opportunities for all Thai citizens to be able to study wherever they are available to both normal and non-normal persons, including people with disabilities, people with health issues, and kids with special needs (Etscheidt, 1999). It is an educational strategy that fosters humanity and social integrity with the goals of creating social equality, accepting humanity, and developing understanding and empathy. The creation of educational opportunities, the development of understanding among people, and the development of compassion must come from the creation of a framework for effective implementation, and these are things that educational policy makers must consider and give concrete considerations to pattern. Not only must this be done but it must be done while taking educational standards into account and while also developing potential with genuine worth; otherwise, the offered policy will be challenging to implement and fall short of the anticipated benefits for the nation's education.

### ***2.1. Inclusive Education Concepts for Early Childhood Children***

An approach for teachers to think about the worth of enhancing a person's life is through inclusive education, which places children with special needs in a general education classroom with other students. It must be cultivated in all facets of a person's way of life in order to be competent in knowledge and skills necessary for a happy, fulfilling existence in a family and in society, as well as expanding educational options for youngsters with special needs. Because inclusive education management is cost-effective and does not require waiting for funding to buy land for the construction of schools, which wastes a lot of funding, it only arranges for children with special needs to be enrolled in regular school classes at the early childhood, primary,

secondary, and tertiary levels. It already has schools spread around the nation according to the National Education Act (Office of the National Educational Commission, 1999) and the Rehabilitation of Persons with Disabilities Act (Office of the Committee for Rehabilitation of Disabled Persons, 1992). As a result, the general public in both public and private society, as well as all agencies involved in the rehabilitation of persons with disabilities in terms of medical, educational management, occupation, and the general public, must raise awareness of the development of people with disabilities, provide opportunities for those individuals to receive education, and engage in more social activities (McGregor, 1998). This is important to help people with disabilities develop their self-reliance and live in society with dignity. The following ten requirements, according to special educators who support the inclusive learning idea, are included in the inclusive learning concept:

1. Equal opportunity should ensure that everyone has equal access to education, whether he or she is poor or disabled.

2. Variety in human beings is distinct; not everyone can be the same, education must tolerate variations between individuals, and it must be unique while everyone must appreciate diversity.

3. Everyone has a normal side to them that they must accept; everyone wants the same things; nobody wants to be considered "strange"; everyone should receive an education at the same time; and education should not be considered a factor in discrimination.

4. In a society where there are different cultures, it is important for education to consider these differences in order for people to tolerate one another's differences.

5. Education is necessary to help people fulfill their potential; it is incompatible with each individual's potential to provide everyone the same amount of education of the same caliber. This is true whether a person is intelligent or not, and it is true regardless of whether they are smart or stupid.

6. In humanism, a wise man is one who understands people and helps them coexist. It's not a wise man but an academic who causes division.

7. Due to the social character of man and the incompatibility of education in isolation with being a human, the social process is a social process that cannot be separated from each other.

8. Individuality, although all people are the same, each one has certain requirements that must be met to be educated.

9. Interdependence, human beings should depend on each other and help each other, which will make society a better place to live.

10. Education for individuals with disabilities must be provided in the least restrictive setting, in a state of admission, and with the goal of integrating the student into normal society as soon as feasible. Individual needs

and requirements must also be considered. Children with varied physical, emotional, social and intellectual impairments are taught and given management and services through special education management so that they can learn in line with their physical, mental and cognitive capabilities. In fact, the key to special education management is to provide a teaching and learning experience so that everyone can benefit fully.

In teaching and learning for children with special needs combined with normal children, an inclusive learning style must be suitable for the learners in the inclusive class. There are many forms of inclusive learning. Meijer (1999) proposed three large forms of inclusive full-time learning and 5 small forms as follows.

#### *2.1.1. The Consultant Model*

Because the instructors who teach the mixed classes educate the children but the skills are not yet born, under this approach, special education teachers are responsible for teaching skills to children with special needs. Until the youngster masters the skill, this person — the special education teacher—must repeatedly teach the same concept. This approach is appropriate for small schools with a few special needs students because special education instructors are only in charge of a small group of students, and regular and special education teachers must meet to review the students' skills and make plans together.

#### *2.1.2. Teamwork Model*

In this model, special education teachers are assigned the responsibility of teaming up with regular class teachers. As part of their duties, special education instructors must notify normal teachers about the inclusion class's special needs students and offer guidance on how to modify the teaching style, assignments or homework, exams, behavior management, and a shared strategy.

#### *2.1.3. The Cooperative or Co-Teaching Approach*

In this model, special education instructors and non-teaching teachers collaborate in a variety of ways to educate all students, both those with special needs and those with normal needs, in the normal classroom. Learners receive services for teaching and learning that are age-appropriate for them and receive the required assistance, planning, teaching, measuring, assessing, and overseeing the discipline and conduct of children are all shared responsibilities. In this model, as well as tailoring the instruction to each child, the responsible teachers meet together to plan (Ferguson, 1999).

The educational principle of inclusion was developed during the time of educational reform. Then there is the swift detour caused by the changes in emerging nations, which includes education as a social policy. It is a procedure for children with impairments,

giving them the chance to take part in educational activities. Early childhood education integration focuses primarily on children with disabilities and normal children working and playing together in the classroom, and recreation and socializing with normal children in the wider society. The phrase "Mainstreaming" refers to learning that occurs in regular courses and a regular environment, but because school-age children have so different features, mainstreaming can imply different things. In other words, "Mainstreaming" refers to integrated learning for students who have special needs, impairments, or mental retardation. Attend regular courses that follow the curriculum, teaching methods, and classes that typical children would take. In order for inclusive learning, which uses the words "Inclusion" and "Integration" to indicate learning, the children who participate in the study acquire social skills and how to adapt without the need for any particular educational management changes. They took part as well, but there were differences in the kinds of students they had and in how they learned.

### **3. Principles of Procurement and Selection of Fairy Tales and Storytelling for Early Childhood Children**

Children have expansive fantasy worlds at their age, although adults frequently tell distinct tales. As an early childhood teacher, it is crucial to comprehend the child's imagination in order to be able to tell or compose a story in accordance with the child's imagination and needs, whether it's an exciting story, a fun story, a sad story, a thrilling story, or one that is related to life or the environment. Every country and every language has its own national or regional tale. Fables are narratives that convey ideas, beliefs, traditions and cultures and morals, and ethics. They are methods for cultivating feelings and practices passed down from one generation to the next for a very long time. Storytelling, visual narrative, or performance were initially employed to transmit tales; subsequently, as communication technology evolved, tales were extensively distributed via print, radio, television, and CD, among other media. Children learn enjoyment, information, concepts and techniques from listening to stories that may be used to fix defects or avoid issues in daily life. As for principles for procuring and selecting fairy tales and storytelling for preschoolers, early childhood teachers need to understand the procurement and selection of media for storytelling and storytelling for preschoolers based on the following principles.

#### **3.1. Age Appropriateness**

Depending on their cognitive abilities and life experiences, children of different ages will have different interests in listening to stories. For this reason, stories suitable for children under the age of three should be picture books, picture books, picture books,

and verse stories, whereas stories suitable for children aged three and up should be stories with nature and narrative narratives.

#### **3.2. Benefits That Children Will Receive**

When choosing books, one must consider the advantages that children will experience in fostering their development and learning, such as teaching them to recognize the names of things, giving them the chance to express themselves and grow their ideas and imagination, foster positive feelings toward children, have fun, provide fun, assist in problem-solving for children when they compare themselves to characters, etc., reading the story aloud to children can also help children by providing them with enjoyment.

#### **3.3. Book Content and Characteristics**

A good story or book for young children should be straightforward and have just one main idea, children enjoy looking at pictures and listening to stories that are clear and entertaining, the story should also be about the child and situated close to the child or the child's natural environment, the narrative should not be narrated and should instead consist of interactive character dialog using language that is appropriate and simple enough for children to understand, the font should also be large, dark, and easily readable. The illustrations should also be in line with the narrative and be bright and colorful, the majority of them feature a sturdy, kid-sized book that fits a child's hand, does not always have to be square, and is between 10 and 20 pages long rather than just images (Tunphaet, 2002).

However, elementary instructors should consider the following narrative techniques while managing integrated learning.

#### **3.4. Oral Storytelling**

This is a story that the storyteller must prepare from the selection of a tale that is appropriate and consistent with the audience, oral tales are tales that attract and arouse the interest of the listeners with the voice, eyes, and the narrator's graceful and appropriate gestures.

#### **3.5. Stories Told While Using a Gadget**

These are tales that require the narrator to employ prepared or obtained media to accompany the story, such as telling with books, finger puppet tales, puppet tales, string tales, etc., rhythmic music may also be played while a tale is being told to add to the excitement, storytelling with action this type of storytelling is more engaging than oral storytelling because the youngster can follow the narrative and their imagination are more tangible because of the storyteller's actions, it's also more enjoyable to imagine the story being told, when delivering a story, the storyteller may employ their own gestures as well as the accompaniment of the kid, such as facial expressions, body motions, or finger play.

### **3.6. Telling Stories with Images**

There are different kinds of images that can be used in storytelling, including photographs, posters, images from books, drawings, slideshows, animations, or projections. When there are attractive images alongside the narrative, it encourages children to pay attention to the story and follow along with curiosity. Children will have more fun if the narrator encourages them to share their thoughts and add to the imaginative aspects of the narrative being told while they listen to the story and look at the visuals.

### **3.7. A Narrative Drawn to Be Told**

This is a story telling where the narrator adds drawings while telling the story; the pictures or images that are conveyed may be coherent with the story. The storyteller must have adequate oral storytelling expertise. When the story ends, the narrative or occasionally the picture that was drawn will not match the story at all since a new picture could appear.

### **3.8. Paper-Tearing and Folding Anecdotes**

It is a story that the narrator must tell in addition to the folding and tearing of paper; the story must fit with the events or relate to each other properly throughout the storytelling this all depends on how the story is told, the tone of voice, the pacing, and the timing of the story being presented.

### **3.9. String-Based Storytelling**

It is a narrative that the narrator will tell orally, along with the creation of strings that connect to the ongoing narration. The audience or listener will be engaged by constructing strings from the storyteller into various forms while listening to the narration.

However, if it is divided into each age range of inclusive learning management, early childhood teachers must be aware of the principles for selecting stories for early childhood children divided by age ranges as follows (Priyawatee, 2008).

### **3.10. Children from Birth – 1 Year of Age**

It is the period when they are developing their vision, young children will like to look at things up closely, then touch it with your hand, and the child will begin to recognize the mother's voice, the tales that should be provided should be storybooks that do not require much commentary, but rather picture books, with large pictures, bright colors, and the material should be cloth or plastic.

### **3.11. Young Children Aged 1-2**

Children of this age benefit from vivid, straightforward stories that are short, require few words, are simple to read, and may even be poetry or rhymes.

### **3.12. Children Aged between 2 and 4**

Stories chosen here are supposed to educate about the right expression of emotions so that they may comprehend other people's hearts and be sympathetic, upbeat and kind.

### **3.13. Children Aged between 4 and 6**

A story with consistent visuals and narratives, sometimes with of extra text to provide some wiggle room for children's imagination.

### **3.14. Children Aged between 6 and 10**

It is a narrative that links a more complicated one, and while it could contain images or use colorful language, it should also interest kids and keep them reading easily.

Because listening to children's stories is like opening up the world of learning to children, early childhood educators who teach inclusive classes must give careful consideration to the importance of choosing stories and telling them. By doing so, children will learn listening skills, language skills, and life skills, and the images and letters on the storybook will have an impact on the child's cognitive development. Through beginning to understand the meaning gradually and developing the ability to link ideas as well as by memorizing information and tales, one may eventually comprehend the book and gain life lessons that can be used in the future.

## **4. Activities to Promote Development in Various Areas in the Inclusive Education Classroom “Tales and Storytelling”**

In a foreign study on child development, it was discovered that more than half of the children between the ages of 3 and 8 said that listening to their parents read stories was their favorite activity. Good books for kids do not necessarily require massive text; instead, they can simply contain appealing illustrations that parents can select based on the child's age. Parents should find time to read a story to their child at least once a day in addition to selecting a story that is appropriate for the child's age and letting go of any tension before reading the story to the child. This is because the child's feelings will be influenced by the parents' emotional states at the time. Know how to make brief eye contact with the kid, hug the youngster as they listen to the story, and other participation-stimulating techniques. The tone, manner, and posture you use when telling the story are also essential. If parents read aloud stories and pronounce the characters well, if the parents use sounds, the kid will pick up the proper language, playful storytelling will also spark the child's attention and make learning more enjoyable.

Imagination and creativity are fostered through storytelling, but according to scientific research, it also

enhances cerebral, emotional, communication, and linguistic abilities. As a result, given that there are several secrets to storytelling, parents and educators should better comprehend its advantages. Fairy tales may encourage imagination and creativity. Since few technologies and breakthroughs are the result of thinking outside the box, today's society places an increasing importance on imagination and creativity, and children and imagination and creativity frequently go hand in hand. Because of this, parents nowadays should place a high importance on encouraging imagination and creativity in their children from an early age. According to one study that looked at the connection between digital storytelling and early childhood development, children who listen to stories experience good emotional states including comfort, clarity, and confidence, all of which foster creativity. The same study demonstrated that kids who are interested in a particular topic can take the stories they hear illustrated through drawings and adapt those stories and develop them into their own stories. Kids may also learn how to tell a story that is well structured with a beginning, middle, and end. As a result, storytelling encourages youngsters to think beyond the box, which may be advantageous in the future and lays a basis for creativity and imagination (Sirisunthorn, 1987).

Because reading and listening to tales is one of the most essential learning instruments for children, the use of stories and storytelling expands learning potential. Story-based stories also promote language acquisition. Telling stories is another tool for assisting young children in starting to comprehend and absorb knowledge, whether it is vocabulary, grammar, pronunciation, communication techniques, or speaking practice. According to specialists in child education, as soon as a kid enters the school, they are exposed to stressful situations, whether from their peers or a changing environment, stress obviously impairs learning effectiveness (Thompson, 1998). Experts propose a solution to this problem, in which parents holding their child in their arms and telling them a story can reduce the level of stress hormones that affect learning. For this reason, storytelling is not only an aid in enhancing skills but also reduces factors that negatively affect learning.

However, stories can also help children prepare for learning to live and adapt in a new society where other people, other than family members, are something parents should teach their children from an early age before entering school. Storytelling is a tool that promotes not only cognitive and educational skills but also social skills. Children acquire a variety of communication skills through storytelling, such as how to use words, gestures, and facial expressions, which may help them react while conversing, participating in activities, or interacting with new classmates. Because of hearing the story, a child's imagination may be

stimulated, which may help him broaden his mental horizons and gain a better understanding of both himself and other people. The story may also help children develop their language and communication skills, enabling them to interact with new friends or teachers and allowing them to adapt to a new environment or society (Brand, 2001).

Finally, storytelling can strengthen relationships between parents and children, teachers and students, and students and students in inclusive classrooms because it is an activity that allows everyone to spend time together. Even if the child is still a child, storytelling is still a channel that allows those involved to share ideas and experiences with children. Because each childhood period has a different developmental stage, early childhood educators who oversee inclusive learning must pay attention to the selection of stories appropriate for each period, by selecting the content or format that is appropriate for the age range, they can encourage development more in line with that range. Even though Thai people are not used to telling stories to their children, this is an easy way, convenient and scientifically proven to be useful, which helps develop the skills of a child to grow knowledgeable, imaginative and cheerful. To transform routine events into evenings of storytelling and enjoyable activities within the family and in the school, individuals concerned must be opened to illustrated stories. Finally, to ensure that kids get the most out of storytelling, parents and teachers should both remember to read aloud to kids on a frequent basis.

## 5. Conclusion

In the inclusive education classroom, it is clear that "kindergarten media" such as "storytellers" are crucial to the growth of early childhood learning because they entice kids to study while having fun. Additionally, the narrative will assist kindergarten students develop reading habits, improve their memory, help them develop attention so they can focus on tasks for a long period, and help them progressively assimilate positive lessons from the story. Early childhood teachers should have talent for storytelling. The stories they tell must be engaging and enjoyable in order to keep the children's attention on the story and prevent them from switching to other forms of play. Storytelling also helps forge a strong bond between teachers and children. Early childhood educators should enlist the aid of other "tales and narratives" in the management of inclusive learning so that kids can absorb different concepts from fairy tales and will help stimulate the work and connection of brain cells effectively and for them to understand the story or what is told in a concrete tale better. Storytelling will be encouraged to be more enjoyable and early childhood development more successful by using tools such as storybooks, paper bag puppets, finger puppets, pictures or even hand motions.

(Ketprathum, 1993).

The simple act of teachers providing activities to children to read storybooks every day for at least 5 to 10 minutes consistently will develop a reading habit and a love of learning in children. Good storybooks will help open children's horizons to be interested in things around them and instill, and inspire early childhood children to want to read more books. It is simpler to evaluate children's growth when narratives can support their early development in the four domains of physical, emotional, mental and social. Early childhood educators can use the early childhood development assessment form to evaluate a child's development under realistic circumstances from daily activities through observation and behavioral recordings and draw conclusions. All developmental assessments across multiple activities are documented in the early childhood report or early childhood handbook, where this information can be used to further hone the experience plan.

Benefits when selecting a book must consider the advantages that are received in promoting the growth and learning of children, such as teaching them to recognize the names of things, providing them with the chance to express themselves, fostering their thinking and imagination, giving them fun, and so forth, reading stories or the content of the whole story before making a choice is therefore important. Therefore, when planning inclusive learning, it is important to be aware of the stories that will be shared with children. Good stories or books for young children should be brief and simple, have a single point of emphasis, be enjoyable for the children to read or listen to, have a clear story to follow, be about the child and close to the child or the natural environment, and be free of narration. The speech between the characters should be clear and understandable, the type should be large and readily visible in dark colors, the pictures should match the plot, and the visuals should be vibrant and energetic. They have a robust, durable booklet, are suitable for children's hands, mostly include paintings or sketches rather than photographs, contain 10 to 20 pages, and do not usually need to be square.

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