

Strategies Research on Support Children's Effective Exploration in Outdoor Autonomous Games

Yiyang Xiao

No.12 Kindergarten, Dalian, Liaoning 116000, P.R.China

ABSTRACT

The Guide to Learning and Development for Children Aged 3-6 points out that a well-developed body, good mood, strong physique, coordinated movements, good living habits and basic living ability are important symbol of children's physical and mental health, and it is also the foundation of learning and development in other fields. Play is significance for children's physical and mental health development and is indispensable onering in the process of children's growth. This paper adopts qualitative research methods, through observation, interview, questionnaire and physical analysis, finding out some problems encountered by teachers in kindergartens' outdoor autonomous games, researching effective teaching strategies in outdoor autonomous games, and help teachers solve problems in actual teaching, so as to improve teachers' teaching professional ability and better guide teaching practice. Through the research, it is found that teachers' observation and timely inspiration of children's behavior can support children's effective exploration in kindergartens' outdoor autonomous games.

KEYWORDS

Outdoor autonomous games; Children's effective exploration; Teaching strategy

DOI: 10.47297/wspiedWSP2516-250024.20230702

1 Introduction

With the widespread and in-depth development of autonomous games, autonomous games are generally regarded as a positive and proactive activity process for young children in a certain gaming environment, based on their interests and needs, with the goal of happiness and satisfaction, free choice, autonomous development, and spontaneous communication. At present, there is no unified definition of the concept about autonomous games among domestic and foreign experts. The earliest trace can be traced back to the "father of early childhood education", Friedrich Wilhelm Froumlbel, in his educational philosophy, who defined it as the external manifestation of children's psychological activities, the purest and most sacred product of children's spiritual activities, and the true expression from the inside out ^[1]. Vlasta Gmitrova and others divide games into irregular games in which children decide the start, progress and end of games independently, and regular games in a teacher-oriented way. Finally, it is concluded that children can gain more pleasant experiences in irregular spontaneous games ^[2]. Spontaneous games are voluntary for children, and their independence and autonomy can be fully reflected in the games ^[3]. Outdoor autonomous games can be considered as independent games carried out by children outdoors. Then, in children's outdoor autonomous games, there are related parts of research on teachers' role positioning, that is, teachers' roles are diverse, namely, observers, instructors, participants and supporters. But in the process of children's

outdoor autonomous play, what strategies teachers take to support children's play in the effective research is still relatively small. This study mainly from the perspective of practical research, based on the advantages of their own kindergarten work, through observation, questionnaire, interviews to understand the teaching problems in children's outdoor self-play, timely discussion, analysis, and finally analysis of children's outdoor self-play in the process of teachers to support their effective inquiry strategies, so as to help teachers in practice to take effective strategies to support children's game inquiry, to achieve effective observation, support, participation and guidance.

2 The Relationship between Games and Teaching

Game and teaching are interrelated and influence each other. Plato believes that education should include play, and play should help education; Froebel pointed out that the game is the basis of education, adults should allow children to enjoy the game, at the same time must pay attention to observe and guide children's games, so as to improve children's physical strength and intelligence through games ^[4]. Liu Yan, a domestic scholar, put forward two relationships between games and teaching, namely, "separation and parallelism" and "mutual integration". In the state of "separation and parallel", there is no relationship between games and teaching, and the relationship between teaching and learning is "teaching is the mainstay, and learning follows teaching". In the state of "mutual integration", teaching comes into being with children's games, which shows that children's learning is the center and teaching follows learning ^[5]. Hu Jing believes that the relationship between games and teaching lies in finding something in common ^[6]. Peng Hailei pointed out that the relationship between games and teaching needs to be integrated with each other, transforming the educational goal into the internal purpose of children's games, forming a curriculum integrating games and teaching ^[7]. Lin Jing summarized the relationship between games and teaching into three types. The first is "separation", that is games and teaching have no relationship and exist separately; The second is "insertion", that is games into teaching, teaching into games, there is a certain "complementary" relationship; The third is "propulsive", that is, games and teaching produce each other, and the relationship between teaching and games is shown in the kindergarten education practice ^[8].

3 The Relationship between Outdoor Independent Games and Children's Development

The development of outdoor autonomous games to children is mainly reflected in social development, physical movement development and intellectual development. В·А·Сухо-млинский said: "The world is shown to children in games, and children's creative talents are also shown in games. Without games, there is no intellectual development of art. Games are like sparks, which ignite the flame of exploring and seeking knowledge." Autonomous play is of great value to children's learning and development. Children develop the relationship of communication and cooperation with their peers through self-play, so as to get prosocial behavior, develop good social behavior norms and promote their social development^[9]. In the process of spontaneous play, children choose low-structure, high-structure and unstructured game materials independently to promote the development of their imagination and creativity^[10]. At the same time, children can promote the development of their subjective consciousness imperceptibly by choosing their own materials, playing partners and choosing the time to end the game^[11]. In addition, outdoor independent games can develop children's physical motor skills, promote the development of big sports and the coordination of small muscle movements.

4 Outdoor Autonomous Games and Teaching Strategies in Kindergarten

Outdoor autonomous games have a positive role and value in children's development. So, how to play the greatest educational significance of games requires teachers to give effective teaching support in children's outdoor autonomous games. Scholars put forward corresponding guiding strategies to promote the high-quality development of outdoor autonomous games in kindergartens. However, through reading a large number of literatures, it is found that the guiding strategies given by most scholars are reflected in the time and space planning of the game, and most teachers think that it is only necessary to arrange and plan the time and space of the game reasonably during the game^[12]. In the process of guidance, teachers should change their identities according to the situation in which children are at that time. Teachers clearly realize that they are not only instructors, but also planners and players^[13]. Some scholars believe that outdoor autonomous games are closely related to the environment created by teachers. Teachers should create a good game environment, so that children can have activities more easily and happily^[14]. On this basis, teachers should guide the specific situation of children's games, pay more attention to the fantastic and changeable game environment and natural landscape characteristics, learn to respect children in games, take children as the foundation, and insist on purchasing game materials with high interest of children^[15].

5 Method

In this study, 55 questionnaires were distributed and 50 valid questionnaires were collected, aiming at investigating and collecting teachers' teaching problems in children's outdoor autonomous games. The study found that teachers who have been teaching for less than one year, 3-5 years, or more than 10 years generally have problems in teaching strategies in outdoor autonomous games, focusing on "What ways do teachers take to intervene in children's games?" "How to give supportive and moderate guidance?" In children's autonomous games, 90% of teachers think that the most important thing is children's safety, so teachers are the guardians of safety. Teachers account for 80% as guides, while 70% as game cooperators and 70% as observers. In the survey of teachers' intervention methods, we find that parallel intervention and cross intervention account for a large proportion, while few teachers use vertical intervention methods. As for the teaching strategies used by teachers, observation method ranks the highest, followed by heuristic teaching, and 50% of teachers choose the methods of situation creation, suggestive teaching and activity operation. It can be seen from the above investigation that teachers pay more attention to the intervention of children's games through observation, and inspire children to obtain certain ability development on the premise of ensuring children's safety. Through the interviews with 22 teachers, we found that most of the teachers' problems lie in the teaching strategies, that is, in the process of developing outdoor autonomous games, what teaching strategies do teachers adopt to support children's effective inquiry and promote children's ability development.

This study adopts observation method. The researcher uses self-made observation record form to observe the teaching behavior of teachers in six classes in the process of children's outdoor independent games, and at the same time observe and children's behavior. The author found that teachers in the process of children's games generally have no guidance or too much guidance.

6 Teaching Strategies

(1) Observation and discovery of children's game behavior

1) Seeing children's interest and concentration in games, interesting is a powerful motivation for children to participate in activities, which can stimulate children's curiosity and desire to explore, and solve problems through continuous exploration, which also helps children enjoy exploring things which they are interested in. Therefore, teachers learn to find children's interesting points, pay attention to children's interesting and grasp the best guidance opportunity.

2) Seeing children's game behaviors in games, including children's social behaviors, such as communication and cooperation with peers; Understanding and observing the rules of the game. Secondly, children's creative performance, such as imagination, painting and representation of themes and plots in games, independent selection and creative use of game materials, etc. Then there is children's game level, such as the ability to choose and assign game characters, the ability to design and develop game plots, and the ability to interact with materials.

(2) Inspiration and discovery of children's "zone of proximal development" in time

In the game process, children explore independently, give full play to the spirit of freedom, autonomy and creativity, and teachers give children timely inspiration through questioning and constant questioning, so as to effectively support children's game activities. In the process of autonomous games, teachers guide children to sort out problems in various ways, and ask children to propose solutions and solve problems independently, enhancing their game experience. For example, in the outdoor game of "Ladder Adventure", teachers can pay close attention to children's behavior in children's activities, thinking and summarizing while observing, fully understand children's behavior, and discover children's behavior of solving problems when encountering problems. Teachers pay attention to observing children's in-depth exploration, and give support encouraging children to challenge more difficult heights. The teacher asked: "How to make the standing ladder more stable?" "How can you make the ladder more difficult and steep?" And so on, around the problem of "how to play with ladders", children constantly try different methods of playing ladders, from walking the balance beam on the plane at first to walking a certain distance with a certain height of balance in space; From the straight height on the tire to the slope height of the ladder on the four-legged ladder, and finally directly challenge to jump from the height of 1M, it can be seen that children have certain courage while developing great athletic ability, which is their precious learning quality. Children's activities are not only spontaneous, but also planned and purposeful. Under the effective inspiration of teachers, they constantly achieve their goals in the process of adjustment. In the activities, children have cooperation, focus on a problem and can fully solve the problem.

(3) Problematic clearance and improvement of children's game level

After the game activities, teachers provide children with a platform to recall, and give children full opportunities to share, express and communicate, so as to help children consolidate their game experience such as "What do you do in the game?" "What problems have you encountered and how did you solve them?" and so on. Teachers encourage children to talk about the game play and experience, and let children draw their own game play in the form of painting, display the finished game stories on the wall of the class, carry out collective sharing, help children sort out and consolidate the gained experience in various ways, and improve their game level in combining.

7 Conclusion

Through the research, it is found that teachers' observation and timely inspiration of children's behavior can support children's effective exploration in kindergartens' outdoor autonomous games. Therefore, it is important to teachers pay attention to children's game behavior, and guide children to find problems and solve problems through questioning and constant questioning. The core essence of autonomous games: "Let go of your hands, keep your mouth shut, open your eyes and erect your ears." In children's outdoor autonomous games, teachers do not intervene too much in children's games, but find out the method of solve problems by childrens' explore independently. Teachers can constantly observe children, objectively interpret children's behaviors in games, and give timely and appropriate inspiration and support.

About the Author

Yiyang Xiao works in No.12 Kindergarten, and her research field is preschool education.

References

- [1] Liu, C. (2019). Practice and enlightenment of teaching activities based on children's spontaneous game generation in Anji Kindergarten. Thesis of Fujian Normal University. 12: 90.
- [2] Gmitrova, V. (2009). Children's play preferences: Implications for the preschool education. *Early Children Development and Care*, 179:339-51.
- [3] Liu, X., Lu, L. (2009). Preschool education. Jiangsu Education Press, Nanjing.
- [4] Lai, S. (2023). Research on teaching support quality of outdoor autonomous games in kindergarten. Master's Thesis, 06:132.
- [5] Liu, Y. (2004). General theory of children's games. Beijing Normal University Press, Beijing.
- [6] Hu, J. (2012). Reconsideration on the relationship between kindergarten games and teaching. *Early Education (Teacher Edition)*, 06:10-12.
- [7] Peng, H. (2001). Kindergarten game teaching research. *Journal of Gansu Institute of Education (Social Science Edition)*, 52:256.
- [8] Lin, J. (2007). Some thoughts on the integration of kindergarten games and teaching. *Preschool curriculum research*, 04:34-37.
- [9] Wang, H., Shen, X. (2009). The influence and reflection of self-released games on children's social communication ability--Thinking promoted by "shooting games". *New Vision of Preschool Education*, 02:40.
- [10] Dansky, J., Silverman, I. (1973). Effects of play on associative fluency in preschool-aged children. *Developmental Psychology*, 9:56-62.
- [11] Holly, A., Katharine, R. (1990). Development of sustained, focused attention in young children during free play. *Developmental Psychology*, 26(1):85-93.
- [12] Liu, Y. (2022). Investigation and research status, problems and countermeasures of teacher support in children's outdoor autonomous games. *Journal of Yulin University*, 06:110-15.
- [13] Meacham, S. (2016). Teachers responsiveness to preschoolers utterances in socio dramatic play. *Early Education and Development*, 03:318-35.
- [14] Yang, D., Xu, C. (2020). Focus on teaching and research to improve the quality of outdoor autonomous games in kindergartens. *Preschool Education*, 13:34-38.
- [15] Jones, E., Renoz, G. (2006). College questions on small games: The role of teachers in children's games. Normal University Press, Nanjing.