

Analysis on the Innovative Design of Kindergarten Game Teaching

Longyin Xia

Wuhan International Trade University, Hubei Province, Wuhan City, 430205, China

Keywords: kindergarten; game teaching; meaning; problem; measure

Abstract: In the teaching activities of kindergartens, games are a very important activity, not only to bring fun to children, but also to participate in the healthy growth of children. The game can provide a relaxed and enjoyable learning environment for children. Combining classroom teaching with games can foster children's exploratory thinking, improve subjective initiative and initiative creativity, and better accept external knowledge information, thus promoting their comprehensiveness. development of. This paper first describes the necessity of kindergarten game teaching innovation and the significance it brings. Secondly, it analyzes the problems existing in kindergarten game teaching in China and discusses the reasons for these problems. Finally, in order to improve the efficiency of kindergarten teaching, provide good preschool education for children, and propose innovative design methods for kindergarten game teaching.

1. The significance of kindergarten game teaching innovation

First of all, the game is the main way for children to grow up. In a certain sense, the game can display social activities well and express complex and changeable social behaviors in a simple way. It is precisely because of the existence of the game that children can better understand the society and master the behavior. The game can meet the children's growth needs and conform to the law of development. Secondly, game teaching can promote the positive and optimistic development of children's psychology. In the game activities, children can communicate freely, and close communication between them can promote the healthy development of each other's emotions. In the long run, children prefer to communicate with others, thus promoting their active communication, optimistic and positive attitude. Finally, game teaching can promote the healthy development of young children. Early childhood is an important period in the developmental stage of children. Game teaching can improve their learning level while promoting their healthy development and enhancing the flexibility and coordination of their body movements.

2. The problems and causes of kindergarten game teaching

First, the teacher did not reasonably handle the relationship between teaching and games. With the advancement of kindergarten teaching methods, game teaching has become an important method of kindergarten education, and the quality of games needs to be continuously improved. However, many kindergartens and teachers currently do not recognize game teaching, or show great hesitation, and do not actively adopt game teaching methods. Although some kindergartens and teachers conducted game teaching, they did not really invest in it, which led to the loss of its role in game teaching. At the same time, many teachers also believe that kindergarten teaching should take the path of primary school teaching, and not cultivate the rules of respect for children's growth, and the educational position is not strong enough.

Secondly, there is an unreasonable organizational model in kindergarten game teaching in China. From the current point of view, kindergarten game teaching has two extreme aspects. On the one hand, in the game teaching, the teacher's control is very large, occupying a dominant position. When teachers design teaching activities and teaching games, they are not centered on the needs of children. Therefore, children lack self-exploration thinking in the whole game classroom, and it is difficult to get a fun-filled game experience. On the other hand, the level of gamification in the classroom is extremely high, almost in the position of laissez-faire, without the guidance and

leading role of teachers. Many teachers think that games are important activities for young children, so they should not participate, and there is no education guidance for children's game activities. In this case, the children are simply playing the game, and there is no deep experience in the fun and mystery.

Finally, game teaching lacks the direction of curriculum construction and teaching objectives. Specifically, many kindergartens and teachers do not really understand the meaning of game teaching and the specific activities and significance when conducting gamification courses. For many kindergarten teachers, game teaching may be just a concept, lacking in-depth research and mastery. It can be seen that the lack of understanding of game teaching will affect the quality of teaching, not only can not play the true effect of game teaching, but also affect the physical and mental health of children, so how to solve this problem as soon as possible is also very important content.

On the one hand, many kindergartens and teachers in China have not established correct and perfect views on children and education as well as games. For young children, their interaction with the external environment should be proactive, not teacher-specific arrangements, so that they can only develop dependence, lack subjective initiative and initiative creativity. Game activities play an extremely important role in the growth of children. Combining game activities with teaching content can stimulate children's interest and interest in learning. But in many cases, it is difficult for teachers to judge children with the vision of adults. It is difficult to grasp the effect of the game and the significance of the child's growth, so it is impossible to promote the comprehensive development of the children through game teaching.

On the other hand, when cultivating teachers, the combination of theory and practice has not been combined, resulting in a relatively solidified educational thinking and teaching methods for teachers. From the current point of view, in the process of cultivating teachers, China pays attention to cultivating their professional knowledge and teacher skills, but lacks training in practical skills. This kind of training mode will lead to the lack of integrity of education and training, it is difficult to improve the comprehensive teaching level of teachers, and thus can not effectively organize classroom game teaching activities. At the same time, the curing characteristics of teachers' teaching thinking and teaching methods make it difficult for them to deeply reflect on existing teaching activities, nor to change their own teaching thinking and perfect teaching methods. Therefore, the existence of these problems has affected the smooth development of game teaching, resulting in the game teaching can not play a real role, which has a certain impact on the overall development of children.

3. The innovative design method of kindergarten game teaching

For the innovative development of kindergarten game teaching, the professional quality of teachers is an important prerequisite. Therefore, the education department and kindergartens need to carry out targeted training activities for teachers to guide them to solve problems in the process of teaching and improve the teaching level. First of all, teachers need to understand why the kindergarten curriculum should be developed in the direction of gamification and establish a correct educational concept. In the teaching of kindergarten, the significance of the game is emphasized because the game can better meet the children's development needs, and their growth characteristics are very similar. The students are full of the spirit of the game in their early childhood, their way of thinking and activities. Therefore, the gamification course for them is conducive to cultivating their fun of exploration, developing their intelligence and laying the foundation for future study. Games are the main way of activities for young children. Teachers need to respect their growth rules and development characteristics to ensure their healthy development. Second, teachers need to correctly view the relationship between teaching games and other forms of teaching. The game contains spiritual connotations and forms of activity, and children are not the only way to get games when they acquire knowledge. At the same time, game teaching should pay more attention to the relationship between children's development direction and life situation, cultivate children's active exploration ability, promote intellectual development, and make them happy. To this end, in the

process of teaching, teachers need to choose the classroom form scientifically and reasonably according to the teaching objectives and the actual situation. Finally, teachers need to be clear about their role and role in game teaching. In the early childhood stage, the children's exploration and application of the game are limited, so teachers' guidance and help are needed to enable them to enter the game activities more deeply. Therefore, in the game activities, teachers should give full play to their guiding role, respect the children's growth rules, and meet their development needs, thus promoting the effective implementation of game teaching.

In the process of carrying out teaching activities, the curriculum is an important carrier of the activity content, and gamification is the main feature of the kindergarten curriculum teaching. Therefore, when designing the classroom form, it is necessary to focus on the game, which requires kindergartens and teachers to establish and improve the gamification classroom system, and have good classroom design and organizational skills. In order to better embody the spirit of the game in kindergarten teaching, it is necessary to fully embody the spirit of self-exploration, independent creation, physical and mental pleasure, etc. when setting up the course. This is an important design principle. At the same time, teachers should also pay attention to the effective combination of games and life. In concrete terms, kindergartens and teachers must not only master the important characteristics of the gamification of the course, but also grasp the characteristics of life in the process of setting up the game form. Regarding the growth characteristics of young children, no matter what kind of game, the main goal is to stimulate children's interest and meet the growth requirements, and pay attention to the openness when setting up the game environment and placing game materials. The setting of the course of the game should improve the children's independent exploration ability, pay attention to their game experience, correct the defects in the game in time, and ensure that the children can have a good game environment to enhance their exploration ability. And creativity. When kindergartens offer special courses, they can choose materials from folk art, for example, designing game themes around "drums". Teachers can first lead the children to watch the inspiring performances, let them have an interest, and then lead the children to make drums, let them experience the fun of the game, but also let them feel the excellent culture of our country from an early age. Therefore, these games full of life characteristics and cultural atmosphere can effectively combine teaching objectives with games to meet the growth needs and development characteristics of young children, thus promoting their all-round development.

On the one hand, teachers should place game materials in a timely manner according to the interests of children. Teachers should be good at observing children's activities and interests, and properly place some materials that they like and that are good for operation. For example, in the art area, materials such as crepe paper, light-colored paper, and oil pastels can be attached. At the same time, after understanding the actual situation of the children, the teacher can also put some operational game materials to give the children more practical opportunities. For example, in the puzzle area, let the children perform game activities such as point matching, improve children's interest in mathematics, enhance their sensitivity to numbers, and learn math content more interestingly. In this process, not only can children learn mathematics better during their childhood, but also lay a foundation for their future development and cultivate interest in learning mathematics. On the other hand, teachers must constantly improve the content of the theme curriculum and supplement it. The teacher needs to set the game activity reasonably according to the content of the teaching subject, and effectively combine the game activity with the theme content. For example, in the art district, teachers can use the theme activity "Winter to" to provide children with some activity materials, let them do their own things related to the theme, children in the process, can learn in the game, Pleasure of mind and body during study provides positive meaning for the overall development of children.

On the one hand, teachers should be good at observing the children's game activities and provide reasonable guidance on their behavior. For children, their behavior in the game is very important, not only higher than their daily life performance, but even beyond the actual age. Therefore, teachers do not need to teach the children too much, but systematically observe them and participate scientifically and reasonably in the children's games. For example, in some game materials that

make materials, teachers can teach children how to operate. At the same time, if the children encounter difficulties in the process of the game, the teachers can also guide according to the situation, play their own guiding role, highlight the child's dominant position, and let them have a better game experience. On the other hand, kindergartens should improve teaching management and optimize the evaluation mechanism of teaching. Game teaching is a kind of flexibility, freedom is a form of teaching, and there are some differences between the concept of collective teaching. Kindergarten game teaching pays more attention to incorporating the spirit of the game into the teaching curriculum to meet the children's game and learning needs. Therefore, it is necessary for the kindergarten to change the teaching evaluation method and improve the teaching management. Specifically, the kindergarten can reasonably change the previous teaching management system, and adopt corresponding evaluation systems according to different teaching activities and teaching objectives to provide more space for the game classroom. For example, for those teachers with strong classroom organization ability, kindergartens can let them set game content according to teaching objectives and teaching needs, innovate the teaching form and content of the game, and enhance their game teaching organization ability. At the same time, for those teachers whose theoretical knowledge is not deep and the organization level is not high, they can formulate clear teaching guidance and evaluation management for them, so that they can carry out game activities according to the guidance content, thus ensuring the quality and efficiency of game teaching.

4. Conclusion

Kindergarten game teaching can not only simply increase the game time and the number of games, but to make the game class more lively and interesting, creative, and close to daily life, can get the children's recognition and like. From the current point of view, there are still some problems in the setting of kindergarten game teaching. The teacher does not reasonably deal with the relationship between teaching and games, the irrational organization mode of game teaching, the lack of course construction direction and teaching objectives. The improvement of the quality of game teaching. Therefore, in order to enable children to give full play to their subjective initiative and enhance their creative ability and ability to explore, it is necessary to continuously improve the level of game teaching, improve the classroom teaching system, innovate the teaching form and teaching content, so as to better promote the children's comprehensive Development provides a good foundation for their future study and life.

References

- [1] Guo Wei. Exploring the Ways of Implementing Gaming Teaching in Kindergarten[J]. Education Modernization, 2018, 5(28): 364-365.
- [2] Liu Yanping. The significance and implementation countermeasures of gamification teaching in kindergartens [J]. Academic Weekly, 2018 (21): 174-175.
- [3] Zhang Yan. Analysis of how to pay attention to the diversity of game activities in the gamification of kindergarten courses [J]. Reading and writing (educational teaching journal), 2018, 15 (04): 233-234.