Research on the Importance and Strategy of Games in Pre-school Education

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Abstract: With the continuous development of China's social economy, preschool education has new development requirements in the new era. The application of game teaching in preschool education can not only improve teachers' understanding of children, but also better promote the cultivation of children's divergent thinking. Therefore, the teacher must combine the actual situation, prepares the sufficient game field and the related game facility; Scientific and reasonable development of the game plan, the correct and efficient organization of children to carry out the game; Innovate and reform the game to provide content and form of the game to meet children's development needs [1]. This paper proposes the significance of game teaching to preschool education, and then studies and analyzes the specific application strategies for reference of relevant personnel.

1. Introduction

In the process of the continuous development of the concept and teaching model of preschool education, it is particularly important to correctly grasp the relationship between "learning" and "playing". It is important to impart knowledge to children while making them feel fun and provide them with entertainment while learning knowledge. In preschool education, due to the influence of children's age and other factors, the significance of game teaching is more obvious, so more attention should be paid to "playing" in the teaching process. Making children learn knowledge while enjoying fun can largely promote the effect of preschool education [2].

2. The importance of games in preschool education

At present, games are widely used in preschool education precisely because they conform to the development rules of children's psychology. Game is the most basic activity form of children, which is a happy and active activity in line with children's physical and mental development requirements. Through games, teachers can have a better understanding of children's personalities and hobbies. In accordance with their personalities and hobbies, teachers can formulate and implement teaching plans that are more suiTable for children's development. The game teacher can also find out the deficiencies in the existing games, provide direction for the development of new games, and ensure the quality of games can better promote the development of children.

Relevant research data show that games can stimulate children's curiosity and improve their learning interest. It can also mobilize children's multiple sensory participation and promote their multiple development. Compared with the imparting of knowledge in preschool education, the strengthening and training of children's thinking needs more attention from educators. The knowledge contained in games is relatively small, but games play a positive role in promoting the development of children, which can make children like the atmosphere of kindergarten more and improve their divergent thinking better. The game is extremely interesting, and children are willing to participate in it. In the process of playing the game, children can have a clear understanding of the knowledge in the game and the knowledge derived from the game, so as to exercise and improve their thinking ability. The cultivation and strengthening of divergent thinking is of great significance for the long-term development of children. The application of game teaching in preschool education can better promote the improvement of children's thinking and enhance the teaching quality of preschool education [3].

Games can promote the development of children's sports ability, but also can cultivate children's social ability. In the teaching process, if the teacher only pays attention to the imparting of knowledge, and conducts repeated preaching and contact with children, it will lead to the atmosphere that children don't like kindergarten, and if it is serious, they may be afraid. At this time, it can better reflect the importance of games. When games are introduced into teaching, children will gradually become interested in learning. In the process of playing games, it can also exercise children's ability to cooperate with each other, so as to strengthen children's overall consciousness to a certain extent. In the process of game teaching, children will feel the joy of the game and greatly improve their enthusiasm to learn better in the process of mutual cooperation.

3. Application strategies of games in preschool education

While understanding the importance of games in preschool education, we must formulate scientific and reasonable application strategies. In the teaching link, the teacher teaches the game and the teaching carries on the reasonable union, thus achieves enhances the teaching quality the goal. The following are specific application strategies:

3.1 provide sufficient game materials and grasp the degree of difficulty of the game

The game is interesting to some extent, but children's preference for specific game content is different. Therefore, before setting up relevant games, teachers should communicate and communicate with children, fully understand their needs and make clear their fun points [4]. In daily teaching children live, teachers and children have time for a long time to get along with and communication, in this link to seriously consider each child's own characteristic, found that children's own advantages and disadvantages, combining children characteristics and set up the game content, ensure that every child has the opportunity to participate in the game, to feel the game is fun. This can greatly stimulate the enthusiasm of children to participate in the game and play a positive role in promoting the development of the game. For example, in the actual teaching environment, some students like singing, some students like reading, and some like dancing, etc., the teacher will group each child according to their hobbies, according to the divided group to distribute the corresponding game facilities, to meet the needs of children to the greatest extent.

Correct grasp of the difficulty of the game, the actual game is difficult to ensure that children's game experience, most of the attention of children will be in the rules of the game itself, which seriously reduces the fun children feel, the meaning of the game teaching itself cannot be very good implementation. Therefore, simple and interesting games should be set up so that children can clearly understand the rules and process of the game and learn relevant knowledge while experiencing happiness in the game. For example, in the actual teaching environment, teachers can set up a "love the earth game":

The first step is to prepare the earth model and introduce the game. The teacher ask: the classmates, you see this is what? (Model of the earth) which student can tell the teacher and students, what is the earth and what are its characteristics? Its round and it's where we live... So we must be clear about the meaning of the earth and to protect it. The next game we're going to play is about the earth. The name of the game is "protect the earth". On our playground, the teacher drew a picture on the ground. What picture is it? Children hold each other's hands and stand in a big circle on the circle line. Step 2: the teacher tells the rules of the game to the children. The teacher could say, "I put this model of the earth in the centre of the big circle. So we asked a student to stand next to the model of the earth and hold it in his hand in case he was blown down by the wind. Standing in the periphery of the students hand in hand and said: "earth, earth, we together to protect." In this process, the students holding the model can randomly find a classmate, such as: "Xiao gang, it's up to you to protect the earth. One, Two, Three. After saying this, you can let go of your hand. The student named must run to the model quickly and hold the earth. If the student fails to help the model of the earth in time before calling his/her classmates to his/her place, he/she shall continue to help the model of the earth. The teacher will observe who is the fastest and most focused. The third step, the teacher puts forward the concrete game request. The teacher said: the students holding the model of the earth in the roll call, the voice

must be loud and clear, so that everyone can hear and hear clearly; Students holding the earth must say "One, Two, Three" before they can move their hands away from the model. Students outside the circle should keep order and not be crowded. The fourth step is to play the game. Teachers and children together to participate in the game, in the process of the game if there is a violation of rules and other circumstances to timely remind and ask children to correct, let children know more about the game process and rules. Step 5: group children. The number of children is relatively large, children can be divided into groups to play, to ensure that every child can have the opportunity to participate. In the process of the game, through the teacher's observation on the quick response, active participation in the game of children to praise, through the game after the children to explain the practical significance of protecting the earth, so that children can better understand the importance of caring for the earth.

3.2 Reasonable design of game plans based on real life

The rationality of the game plan is an important guarantee for the normal development of the game. Therefore, when setting up the relevant game teaching content, teachers should not only consider the degree of difficulty of the game based on children's personal characteristics and hobbies, but also design the relevant game plan in a scientific and reasonable way. In the design process, while arranging reasonable game flow, we should also focus on the occurrence of various emergencies, and make relevant plans to provide basic guarantee for the smooth development of the game. Every link in the development of the game should be strictly designed to ensure the organization and rationality of the game to the greatest extent [5].

For children, the more familiar they are with the content of the game, the better they can participate in the game and learn while playing. Therefore, the teacher should try to combine children's real life in the design scheme, such as the "post office game": the first step, the teacher takes children to visit the nearby post office, so that children have an understanding of the composition of the post office and its specific role. Step 2: teachers and children discuss the composition and functions of the post office. The teacher asked, "What did you see in the post office, class?" After several students answered, the teacher took out the logo of the post office and the small mailbox made of paper boxes. "Let's open a post office," she said. The third step, the teacher will set up the classroom into a post office, set up their email address to the classroom in a rack, assign several children as the post office staff, then the teacher envelopes and stamps for each child, and let the children write a letter into the envelope, and then the teacher to provide the address for each student, let the children write on the envelope, stamp again. Step 4, the teacher leads the children to the "post office" and puts the letter into the "mailbox". Through this game, children have a better understanding of the engineering process of the post office and the role of the post office.

3.3 Optimize game content and cultivate children's creative thinking

Innovation is of great significance to social development, and it is especially important to cultivate children's innovative thinking in their early childhood. Therefore, teachers should pay attention to the cultivation of children's thinking in the process of game teaching, and optimize and innovate the game content based on children's personal characteristics and interests, so that children can enhance their innovative thinking while experiencing the fun of games. For example, in the teaching process of building blocks, the first step is to ask children to build a park with building blocks. Don't give children too many requirements, but let them give full play to their imagination and creativity. The second step is to pay attention to the construction process of each child, and praise the excellent aspects of the process after completion. The third step is to better cultivate children's creative thinking in the process of the final construction results, which may be very strange. Give full recognition to children's creative achievements. Through such teaching of building blocks, children's character characteristics and related thinking patterns can be better discovered, which can also play a positive role in promoting the cultivation of innovative thinking in the future [6]. In today's social and economic development, the significance of innovation is becoming more and more obvious, and cultivating children's creative thinking can better promote their all-round development.

4. Conclusion

To sum up, it is of great significance to apply game teaching scientifically and reasonably in preschool education while quality education is developing continuously, to enhance teachers' understanding of children, stimulate their enthusiasm for learning, improve their interest in learning, and cultivate and strengthen their creative thinking. Therefore, in the teaching work of preschool education, teachers should design scientific and reasonable game content for children according to their own characteristics and interests, so as to meet their needs of "playing middle school", so as to enhance their teamwork ability, improve their comprehensive quality and form a good and sound personality [8]. It also plays a positive role in promoting the construction and development of preschool education and lays a good foundation for the development of quality education in China.

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