

# Create a Kindergarten Play Environment to Enhance Teachers' Supportive Behavior

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**Abstract:** From the perspective of the educational concept and practice of “environment education”, the child-centered and game-based educational concept guides the practice and exploration of kindergarten environment creation. This paper analyzes the lack of teachers' support behavior at present from different dimensions of teachers' play environment creation, and then expounds how to use the play environment of kindergartens to continuously improve teachers' support for children and promote their learning and development from four dimensions of spatial planning, scene subdivision, material delivery, observation and adjustment.

**Keywords:** Kindergarten; Game environment; Teacher support behavior

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From the perspective of the educational concept and practice of “environment education”, the child-centered and game-based educational concept guides the practice and exploration of kindergarten environment creation. For children, games are activities with entertainment functions, followed by implicit teaching goals, that is, teaching goals are only hidden in activities as the experience that children may gain. With different teaching objectives hidden in activities, teachers create different environments and put different materials. Teachers only need to infiltrate various possible learning elements into children's play environment to ensure children's play time, and believe that children will naturally carry out a large amount of spontaneous unintentional learning in the process of acting on the environment, and children will obtain personalized learning and development on the basis of the original experience. The task of teachers is to pay attention to children's learning in games and find a basis for meaningful teaching. Therefore, the creation of play environment in kindergartens should start with improving teachers' supportive behavior, understanding children's play needs based on purposeful attention and correct identification, and supporting children's development.

## 1. Current situation of game environment creation and supporting behavior in kindergartens

### 1.1 Ignoring children's perspectives

Children see the world around them from a different and unique perspective than adults, and this unique world is determined by their height. Children are short in body and their visual field is relatively small, so they cannot focus on the larger field of vision. Because of this, they are often more likely to pay attention to things close to the ground, such as millipedes in the grass, snails, ants, and dew glistening on the grass. Ignoring children's perspective, the creation of our environment also ignores the needs of educating subjects. Therefore, the teacher should first “put down the body”, squat down the body, and maintain the same height as the child, forming the physical perspective of the child. For example, the height of the toy cabinet, the height of the theme wall, the size of the material, and the things that the child's height can see can enhance the teacher's support behavior.

### 1.2 Neglect of children's lives

Kindergarten is a combination of nursery education education, children are learning in life, in the study of life. Learning opportunities can be found everywhere in a child's daily life, for example, children learn to properly organize clothes in washing their hands, and understand the relationship between animals and humans when eating. Children's experience comes from life and carries abundant life meaning. Paying attention to life in the eyes of children can help us to understand how they construct their own world

of meaning. Children's life needs are the needs of children's growth and development, and it is the real needs of children. The lesson is in the child's life. Therefore, we should pay attention to the life in the eyes of children, create the environment and link their real problems into the curriculum, so that children can truly become the subject of their own life rights.

### **1.3 Lack of listening to children**

"Every child is an active and capable learner", that is to say, a child is an independent, complete, self-constructing subject, with its own ideas and unique understanding of the world. To create an environment that is closely integrated with life from the perspective of children, we must not neglect to listen to children's ideas. Look inside children in a variety of ways, paying attention to each child's thoughts and supporting them in meaningful learning. Methods in line with children's ability are adopted to encourage children's self-expression, such as emphasizing children's expression and representation of games, reading picture books, observation and other activities they have experienced through drawing and telling, teachers can listen to children one-on-one and truly record their ideas and experiences, and support and expand each child's learning through open questions, speculation, discussion and other ways.

To sum up, due to the lack of game environment creation in kindergartens, the current situation and problems of teachers' support behavior have many problems, such as insufficient attention and discovery, insufficient in-depth analysis, and single support behavior.

## **2. Create a kindergarten play environment to enhance teachers' supportive behavior**

### **2.1 Provide children with adequate "play and learn" play space**

Children's activities in kindergartens include both indoor and outdoor activities. In emphasizing the attention to children's physical and mental health development, the richness and diversity of outdoor play environment are even greater than the creation of indoor environment. Reserve enough internal and external space for game space planning, on the one hand, you can continue to add new game scenes in the later stage with the needs of educational activities. At the same time, sufficient space also takes into account the reasonable planning of collective activities and dispersed activity space to avoid accidental injuries caused by too dense personnel when carrying out activities.

For example, the design of an open public reading area is conducive to providing a relaxed and barrier-free reading atmosphere for children and supporting children to fall in love with reading activities; Corridors with patios integrate natural ecological concepts into spatial planning and support children's natural integration into nature activities. In the outdoor space planning, combining the theme activities content of the kindergarten and the education content of the five fields, we can plan the sand pond, pool, planting garden, art activity area, music performance activity venue, etc., to support the development of children's cognitive learning.

### **2.2 Create themed game scenes from children's game needs**

Create themed game scenes from children's game needs to guide teachers to improve their awareness and ability to find educational opportunities in life. Teachers should always maintain educational sensitivity in life, pay attention to children's lives with a developmental perspective, and think about what things, phenomena and resources in children's lives can be created as the generation point of the environment, which can not only meet the interests and needs of children, but also promote the growth and development of children's experience, resulting in children's favorite theme game scenes.

Taking advantage of children's curious and active characteristics, the outdoor physical exercise scene starts from the balance, and subdivides the outdoor exercise space into five game scenes, such as climbing area, throwing area and balance area, and makes full use of the gallery, lawn, wall, ground and other Spaces to set up themed game activity areas to support the overall physical development of children. In the outdoor planting park scene, the main entry point is to support children's learning in the field of science, stimulate children's interest in scientific inquiry, and cultivate children's exploration ability to create game scenes, subdivided into orchard planting, terrace planting, science museum, small kitchen, greenhouse and other five game scenes related to scientific activities, and create a panoramic science field theme game scene. In order to support children's language learning, the open public hall is subdivided into four game scenes, including reading area, writing area, language performance area and communication and expression area, and the theme game area is built around listening, speaking and reading and writing.

### **2.3 Design and release play materials to promote children's learning and development**

Play materials are an important medium to support children's learning and development. On the basis of detailed theme game scenes, teachers start from discovering children's game needs, enrich game materials, and support children's game behavior.

For example, in order to promote children's learning and development in the fields of scientific observation, exploration and labor skills, labor tools such as kettles, shovels and hoes are put into the plantations to support children's social interaction and labor ability, improve their life ability and ability to help others. Observation tools such as magnifying glass and observation box, measuring

tools such as ruler and soft ruler, and recording tools such as pen and record sheet can also be put in to trigger children's observation, support children to improve their scientific inquiry ability in the game, and cultivate the beautiful emotion of harmonious relationship between man and nature.

In the role experience area, in order to promote children's learning and development in social role experience, hand fine motor development, children's communication ability and other fields, the "small kitchen" in the social role experience area will put POTS, bowls, pans, POTS and other life materials to support children's hands-on operation and experience, and put aprons, hats and other clothes to support children's role experience and enhance children's social development. Understand others and respect their emotional expression. Game material delivery is an important part of creating a high-quality game environment, and it is also an important reflection of teachers' professional ability. Rich materials can stimulate children's interest in games and improve the quality of autonomous games; Appropriate materials can support children's deep learning and guide children to obtain continuous learning experience.

## **2.4 Observation and adjustment to support children's individual development**

From the professional behavior of teachers, the observation and adjustment to support children's development need to run through every play activity. After the game activities, teachers encourage children to record their experiences by carrying out "game story" representation activities, and at the same time, they adopt the way of "one-to-one recording and listening" to further observe and adjust children's individual development. On the one hand, it helps children to fully describe the expression and see the changes in different stages of the continuous development of each child. On the other hand, it can also better understand the overall development level of children in the class.

Every part of the kindergarten is filled with things that appeal to children: children's eyes, children's ears, children's noses, children's hands, children's feet, children's brains. The environment will naturally attract young children to experience, to try, to discover, to explore. Both play materials and activity venues are children's favorite, and children's needs can be met to the maximum extent. Therefore, an environment full of children's perspective is conducive to environment creation through four stages: spatial planning, scene subdivision, material delivery, and teacher-child interaction. Kindergartens can gradually realize the transformation from focusing on the quality of the result to focusing on the quality of the process, and from the decorative, formalized concept of environment creation with adult aesthetics as the main direction to the concept of focusing on children's play behavior and play needs. Truly realize the "environment education", change the perspective of teachers' support for children, pay attention to the diversified development demands of children as individuals, realize the comprehensive and harmonious development of individuals with personalized education means, and give full play to its foundational role and sustainable impact, and truly lay a solid foundation for children's follow-up learning and lifelong development.

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