

Toward Reflection -- the Appeal of Pro-nature Activities to Preschool Teachers

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Abstract: Teachers' commitment to biophilic activities has a direct impact on young children's cognitive and emotional development. Preschool teachers should identify their role cognition, establish a lifelong learning concept, strengthen their belief to improve teaching ability, and have in-depth insight into continuous innovation and achievement reflection on teachers.

Keywords: Kindergarten; Teaching reflection; Teacher education; Teacher development; Naturophilic activity

Fund Project:

Project Name: Empirical investigation and promotion strategy research of the teaching aesthetic ability of outstanding teachers in primary and secondary schools, Project No.: 2022-JSJYZD-017.

1. Introduction

The "Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era" on comprehensively strengthening and improving the new era school aesthetic education work opinion" on the new era of aesthetic education work put forward further requirements, clear preschool education stage aesthetic education goal to guide students to find the beauty of nature, the beauty of life, the beauty of the soul¹. Teachers and children enjoy, teachers first, which requires teachers to teach to think in natural activities, to promote action, improve their core quality, to promote the further development of natural activities.

2. The role expectations of reflective teachers in pro-nature activities

2.1 Teachers are the owners and reserves of diversified knowledge structures and experiences

The diversified knowledge structure and experience can promote teachers to better respond to children and efficiently find and solve problems in teaching activities. Pro-nature activities advocate that children actively In the preschool stage, children have the characteristics of animism, and the questions generated in the natural field are not only limited to the eye. Therefore, for children's questions, teachers need to support the knowledge structure of multiple accommodations.

2.2 The teacher is the owner and explainer of good teaching ability and educational tact

Flexible educational skills are the basic guarantee of high-quality activities, which can better promote the preparation of activities, the teaching process and the development of teaching and research, give full play to the subjectivity of teachers and children. Educational tact is the booster of high-quality activities. In natural activities, children's deeds are uncertain and unpredictable. For immediate emergencies, teachers need to support the diversified knowledge structure, combine rich educational practices, solve problems creatively.

2.3 Teachers are the owners and generators of keen insight and creativity

Keen insight can prompt teachers to see the educational opportunities behind children's behavior. We expect children to be creative individuals. Teachers' creativity should be recognized, liberated and cultivated. The exploration of natural activities is not an immutable and repetitive process. There are activity goals but no standard answers, which makes the process and methods of exploration more diversified. Therefore, the natural way and content of activities provide enough space for teachers to innovate and create.

3. Challenges and opportunities of pro-nature activities

3.1 There is deviation between theory and practice

In the communication, Teacher G said: In fact, we often lead the children to the nearby place outside the garden, and lead the children to feel the characteristics and changes of temperature, flowers and grass, and people's clothes, and the effect is not satisfactory every time. Children in the outdoors always have a variety of novel discoveries and questions, some questions based on the divergence of the scene, we can not answer immediately. The teacher also has problems in the time and daily routine arrangement: after forming corresponding habits in the garden, it is necessary to take into account the toilet and drinking water problems, but also pay attention to the lunch time, and reserve enough time for return.

Theory and practice are not completely synchronized. Although teachers have already understood the connotation and significance of natural education, they tend to focus on specific and explicit contents such as children's effective learning, learning styles, teachers' guidance and intervention in activities, and there are phenomena such as insufficient development and use of natural elements, limited time and space, and deviation of activity design and presupposition.

3.2 Exploration and child safety are difficult to balance

Teacher Q led the children to explore outdoors. Child A squatted in front of the pit and played with the sand. When the wind blew, the sand fell to different positions on the ground, and child B was attracted to it, squatting on the opposite side of Child A quietly watched the actions of child A, focusing on the raised sand and looking at the shape of the sand pile on the ground. There had been an interest in natural objects and the observation and thinking of the phenomenon, but this scene was seen by parents, the husband and wife arrived at the kindergarten together and asked why the situation of children throwing sand into their children's eyes was not well found.

Nature is rich and inclusive, and the exploration of nature is also full of unknowns. In the process of the implementation of the activity, parents' support and understanding are also of great significance. Under the conflict between parents' understanding of the concept of natural education and their concern for children in the face of the real situation, preschool teachers become the contradictions between safe activities and courageous exploration before achieving a better balance.

3.3 Lack of depth in natural activity design

There is a lot of mint in the kindergarten, and the children notice it after the morning exercise and call the teacher to explore together. After observing the shape, color, smell and stem of the leaves, the children entered the classroom to drink water and go to the toilet. The main teacher of the class collected peppermint leaves outdoors to make peppermint water and asked the children to feel and taste it, helping them to further understand the efficacy and use of peppermint, and then ended the peppermint related courses. As a scientific activity, the observation and introduction of peppermint is rich and interesting. However, this activity lacks extension from the perspective of the whole development of natural activities.

At present, natural activities focus on the creation of natural environment, the use of materials and the return of life. The main form is to find problems in exploration and solve problems together. Therefore, there is great homogeneity in teaching methods and activity guidance among activities with different themes. The change of the theme does not mean the innovation of the curriculum, and it is easy for children to lose their interest in activities and desire to explore in a similar way in a limited environment.

4. The growth path of reflective teachers in pro-nature activities

4.1 Enhance role cognition and establish the concept of lifelong learning

Good activities are inseparable from teachers' design and implementation, and also from children's response and exploration. Teachers provide children with environment and conditions for natural activities, and children respond to teachers with active exploration; Teachers provide ways and possibilities for children to explore, and children communicate with teachers with specific perceptions and ideas. Teachers and children promote each other in natural activities, progress each other and achieve each other.

Establishing the concept of lifelong learning can better promote their own professional knowledge and ability, and provide a solid theoretical basis for reflection. The development of natural activities requires the knowledge of specific disciplines. In the information age, preschool teachers should make good use of network resources, such as searching flowers and plants they do not know by APP, or taking photos on mobile phones to identify them, and making use of natural resource-related platforms in daily learning, such as the nature observation network platform and the National Nature Education Forum.

4.2 Role internalization, firm faith to improve teaching ability

In the face of the gap between parents' cognition and actual behavior, teachers should clarify the practical significance of rich pro-nature activities, discard prejudice, firm faith, establish professional self-esteem, and promote the improvement of teaching ability. Promote the development of children's ability with good activities, and promote home co-parenting with children's growth. Children have a good experience of natural activities, and parents can communicate with each other. As the concern of children's growth, parents let children speak, which helps them listen to opinions, think from the perspective of children, and change their behavior.

The level of teaching ability directly determines the effect of activities and the realization of objectives. Before carrying out activities, teachers should first understand how to explore, why to explore, how to find their own strength, wisdom and talent through activities. The basic skills such as activity introduction, observation and listening, practice and discussion are the skeleton of the successful completion of the activity, while the comprehensive skills such as organization and management, evaluation and cooperation run through the activity and are always a more three-dimensional display of the teacher's style.

4.3 Insight and innovation, achievement of reflective teaching

Reflection is not limited to a certain link, but throughout the whole pro-nature activities. Explore and summarize the law in various ways in natural activities. Listen to the sounds and rhythms of nature; Combine picture book practice and perception; See colors and shapes in nature; Perceive the passage of time and the change of seasons, experiment, plant, paint, sing, dance and construct in nature, relying on the curriculum and involving multiple senses. The development of natural activities is not a single pattern, but multi-field interaction and presentation.

In general, teachers should have the consciousness of reflection and the spirit of doubt, guide practice with theory, test and innovate with practice; Have the courage to change and try, reflect on the guidance and evaluation of children in activities, improve the sensitivity of educational opportunities and the ability to solve problems; Have the courage to innovate, according to the feedback of children in the process of activities, reflect on the success of teaching presets, further optimize the activity design, and highlight the perception and display of the power of natural education on students.

5. Discussion

From carrying out activities to reflecting and optimizing activities, it is the need of teachers' own growth, and it is also the need of children's natural growth in nature. The better development of pro-nature activities not only awakens teachers' own initiative and improves their reflective ability, but also needs the support of the kindergarten and the external environment to enhance their professional happiness and inject confidence and motivation for their development.

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