

Design and implementation of kindergarten outdoor autonomous game scheme

Ye Hong

Xi'an Fifth Nursing Home, Xi'an, Shaanxi, 710018

Abstract: with the extensive promotion and in-depth implementation of quality education, kindergarten leaders and preschool teachers should timely change their educational concepts and teaching methods, so as to provide high-quality teaching services for children. While teaching them basic knowledge and common sense of life, they should also carry out practical teaching, aiming to exercise their practical ability and standardize their habits, Improving their personality will ultimately promote their all-round development. Therefore, kindergartens should actively carry out outdoor independent games, and design and implement game schemes according to children's stage characteristics and development laws, so as to promote the sound development of children's mind.

Key words: kindergarten;Outdoor independent games;Design and Implementation

Introduction

In order to meet the needs of the development of modern education and teaching, kindergarten teachers need to actively carry out outdoor autonomous games, which can not only promote children's mental health, enhance their physical function, but also stimulate children's consciousness of autonomy and inquiry. In this process, preschool teachers should fully highlight the dominant position of children, observe their personality characteristics and development needs, and carry out reasonable and appropriate outdoor autonomous game activities on this basis, which can ultimately stimulate children's potential and improve the quality of teaching. How to better design and implement independent games in outdoor kindergartens is an important issue for preschool teachers to solve urgently. This paper will carry out in-depth exploration around this issue.

1 The development status of kindergarten outdoor autonomous games

1. Game content is not rich enough

Considering the insufficient scope of kindergarten classroom activities, many kindergarten teachers choose to carry out outdoor autonomous games to exercise children's physical fitness and stimulate children's interest in learning. However, according to practical research, many kindergartens have the problem of old and boring new content. Specifically, when kindergarten teachers set up outdoor independent games, they mainly use seesaw and rotary slide. Over time, children will lose interest in exploring them. In addition, some kindergartens have added equipment and freehand game equipment on the basis of traditional outdoor games, but the above equipment has been updated quickly and is easy to be eliminated. Moreover, the equipment assembly materials are not flexible enough and it is difficult to move easily, which ultimately leads to the poor effect of outdoor autonomous game teaching.

2. Insufficient time for children to play outdoors

Some kindergartens did not consciously control the outdoor game time, and thus did not regulate the game time according to the research results and game content, resulting in the unscientific and reasonable outdoor independent game time. Generally, kindergarten teachers will set aside two hours to guide children to participate in outdoor autonomous games. However, due to the limitations of various practical factors, such as the venue and weather, it is difficult to meet the two-hour game time. In addition, some kindergarten teachers will reduce the time for children to play outdoor autonomous games in order to reduce risks, or others will require children to play outdoor autonomous games on the basis of completing learning tasks, so it is difficult to guarantee their playing time.

2 Design ideas of kindergarten outdoor autonomous game scheme

1. Set game theme

Sometimes when carrying out outdoor independent games, it is necessary to expand the game space appropriately, so as to leave a wide space for children to participate in game activities. Teachers' outdoor autonomous games need to be combined with children's development goals and teaching content, so as to stimulate children's enthusiasm and initiative by carrying out a variety of game activities. Specifically, before the implementation of outdoor independent games, it is necessary to clarify the theme of this game activity in combination with children's development laws and teaching programs. For example, when parents pick up their children home, they will choose buses, electric vehicles, subways and cars. Based on this, it is sometimes possible to clarify the theme of activities in combination with children's daily life and carry out game activities around the "journey home", which can not only successfully mobilize children's subjective initiative, but also enrich children's perception and experience in game activities, and ultimately improve the preset effect of game activities.

2. Scientifically delimit the site

After clarifying the theme of outdoor independent games, kindergarten teachers also need to plan the game field scientifically. Kindergarten teachers need to plan and set up the site reasonably, and open up multiple areas such as equipment area, game area, sand surface area, animal and plant breeding area and leisure area. During the construction of the kindergarten playground, it can be set as a game area according to its flat terrain and vast space, including theme situation module, dance module and interesting game module. Kindergarten teachers can organize children to carry out various performance activities, such as waist drum, dance and other activities, which can effectively stimulate children's enthusiasm and motivation for activities. It should be noted that the device area should be equipped with a

large slide, so that the area can be designated as a children's amusement park. Kindergarten teachers should also set up animal and plant breeding areas, which can provide special areas for children to participate in fruit and vegetable planting. Teachers can also design the vacant green land as a leisure area, so as to provide children with a place for leisure and relaxation.

3. Make a game plan

According to different game activity areas, preschool teachers should design different outdoor game plans, so as to improve the directivity of the plan. First, when kindergarten teachers can organize students to carry out "bus home journey" outdoor game activities in the game area, they need to prepare different bus routes before designing the activities. When organizing children's games, children can be encouraged to act as bus drivers. The driver needs to ask where the children arrive on the bus and introduce the scenery along the way during the journey. In this way, it can exercise children's language organization ability and encourage them to describe the scenery in beautiful language. Second, kindergarten teachers can also organize children to carry out various dance teaching in the game area. Preschool teachers need to prepare music, fans, waist drums and other materials and facilities with children, so that they can create rich and diverse dance activities with children. In this way, it can effectively cultivate children's sense of rhythm and balance, at the same time, it can also improve children's music appreciation ability and dance ability. Third, kindergarten teachers can play a variety of games in the equipment area with the help of large slides. For example, fire fighting games can be carried out, requiring children to prepare water guns, sandbags, fire pictures, paper balls, bamboo ladders, mats, drill rings, climbing ladders, balance chairs and other materials. Kindergarten teachers need to set up game rules on the basis of considering children's safety and physical quality, requiring children to climb ladders and balance before drilling through the fire circle, and throwing pictures of flames with paper balls. In this way, it can not only enhance children's sense of participation and achievement, but also enrich their fire-fighting knowledge and enhance their safety awareness.

4. Provide professional guidance

In order to effectively enhance the overall effect of children's outdoor autonomous games, teachers should conduct careful observation and professional guidance when organizing children's activities. In the overall design of outdoor autonomous games, kindergarten teachers should not only create a suitable game environment for children, but also play the roles of guides, organizers, observers and participants in the game process. When organizing children to carry out outdoor activities, sometimes they need to have a certain ability of guidance and observation, understand children's emotional dynamics and psychological changes, and make a clear response to their behavior, so as to effectively improve children's game level. In addition, kindergarten teachers should also take advantage of the space around the kindergarten to give full play to the advantages of easy and pleasant outdoor independent games and independent innovation, which can stimulate children's potential, spread children's thinking, and ultimately enrich their emotional experience and grow up healthily in happiness. As the guide and organizer of the game, teachers need to provide guidance and help according to the children's behavior table, and ultimately ensure the smooth development of the game activities and achieve good implementation results.

3 The implementation path of kindergarten outdoor autonomous game scheme

1. Change the concept of activities

With the in-depth implementation of quality education, kindergarten leaders and preschool teachers should implement the curriculum reform. When carrying out comprehensive courses, preschool teachers should pay more attention to outdoor autonomous games, effectively integrate games and knowledge, exercise children's physical quality and enrich their knowledge accumulation, so as to stimulate children's enthusiasm and motivation to participate in outdoor autonomous games. When communicating and interacting with children after class, kindergarten teachers learned that most children want to go out of the classroom and participate in outdoor activities. Preschool teachers need to organize and carry out outdoor autonomous games according to children's inner needs and interests, so as to improve the pertinence and effectiveness of the games. At this time, the kindergarten teacher can organize children to focus on "what do you want to play outdoors?" Some children said they wanted to participate in dance learning, while others said they wanted to participate in situational activities and so on. After that, kindergarten teachers also need to lead children to participate in "activities need rules. What rules should we follow in outdoor activities?" Finally, according to the practical experience of preschool teachers, perfect rules and requirements are formulated.

As we all know, early childhood is the best time to exercise children's physical functions. Therefore, when designing outdoor autonomous game activities, kindergarten teachers can display the activity results and medals and trophies achieved by children in the activities, so as to stimulate children's enthusiasm and initiative in participating in game activities. Specifically, cartoon pictures and publicity cartoons can be pasted on corridors and walls, and hand-made finished products and paintings of children can be placed in the art area to encourage children to participate in environmental creation. At the same time, kindergarten teachers can encourage children to use waste table tennis, plastic bottles, buttons, straws, wool and other items to make collages and stickers. In this way, they can not only exercise children's manual operation ability, but also enhance children's sense of ownership, so that they can feel the fun of outdoor independent games in their hands, and actively cooperate with kindergarten teachers to carry out outdoor independent games, Ensure the smooth development of the game.

2. Enrich game settings

Outdoor independent game activities have the characteristics of rich content and diversified forms. Sometimes it is necessary to set up diversified outdoor games on the basis of grasping the laws of children's physical and mental development, so as to attract children to participate in game activities, so that they can obtain knowledge and skills in the activities, and cultivate children's quality, and ultimately promote their all-round development.

For example, when kindergarten teachers organize children to play ball games, they can design different game links. Before the formal activities, it is sometimes necessary to organize children to carry out simple explanation of ball games, so that children can distinguish different ball games and master basic operation skills. After children master the routine exercises, teachers can organize and carry out colorful game activities such as double body pinch running and crotch rolling. In addition, kindergarten teachers also need to set the rules and indicators of the game. If children complete the indicators on the premise of meeting the rules of the game, they can obtain certain rewards to meet the performance psychology of children and enhance their confidence in the game.

For another example, when carrying out ball games themed activities, kindergarten teachers need to rely on video animation and pictures to popularize basic knowledge of ball games for children. This activity is different from ball games physical activities, and aims to stimulate children's exploration spirit. During the game, kindergarten teachers need to fully tap and make use of the resources around them to create theme activities close to the real scene for children. They can carry out activities around the themes of "how much do you know about ball games", "I play games with ball babies" and so on. By carrying out the above theme activities, preschool teachers can help children expand their cognitive horizons, enrich their knowledge system, enable them to gradually form their thinking and cognition in game activities, and effectively stimulate their interest in ball games, laying the foundation for the follow-up development of physical education courses. In addition, kindergarten teachers should actively adopt children's reasonable opinions when carrying out theme activities, so as to improve the pertinence of ball games theme activities and ultimately achieve good game implementation effect.

3. Optimize course content

Children are lively and active, and they have a strong curiosity about all new things. Kindergarten teachers can use this stage to design outdoor independent games, and ultimately optimize game activities on the basis of respecting children's physical and mental development. Taking the design of ball games by kindergarten teachers as an example, when carrying out basketball games, kindergarten teachers should first lead children to initially understand the basic knowledge of basketball and related actions. At the same time, video animation and PPT courseware can be played for students, so that children can understand the basketball movement. Small class children can learn the movements of rolling ball, throwing ball and hitting ball, so that they can teach their movement skills and exercise their coordination ability at the same time; Middle school children can practice one handed and two handed bat on the basis of AIDS; Older children can learn the skills of dribbling, passing, racket walking straight and curving forward; For children with outstanding ability, kindergarten teachers can also teach them passing skills in sports, so as to exercise their cooperation ability, enhance their physical quality, help them establish a correct sense of competition, and ultimately promote the comprehensive and balanced development of children.

Conclusion:

In a word, in order to meet the needs of the development of education in the new era, kindergarten teachers should do a good job in the design of outdoor autonomous games, cultivate children's thinking quality, exercise their practical skills through game activities, and finally create favorable conditions for the follow-up teaching of theoretical courses. Kindergarten teachers can implement the design of outdoor independent game activities by changing the concept of activities, enriching the game settings and optimizing the course content, which can improve children's comprehensive quality and promote their physical and mental health development. At the same time, it can also promote the process of kindergarten teaching reform.

References:

- [1] Xiaolan Jian Research on the optimal design of kindergarten outdoor autonomous games [j]Teaching and research of the national common language, 2022 (4): 3
- [2] Jiajia Shen Design and implementation of ecological outdoor independent games in kindergartens [j]Curriculum education research: Research on learning and teaching methods, 2018 (3): 1
- [3] Peihong Hong Analysis on the optimal design of kindergarten outdoor autonomous games [j]Contemporary family education, 2019000 (008): p.47-47
- [4] Dina Li Research on the development and implementation strategy of kindergarten outdoor autonomous games [j]Today, 2021000 (018): p.1-1
- [5] Zeling Chen Strategies for developing children's conduct in labor education [j]Arts and science navigation (late), 2022 (10): 85-87
- [6] Zhulingyun Discussion on the strategy of home cooperation in the implementation of early childhood labor education [j]Reading, writing and computing, 2022 (24): 30-32
- [7] Yali Zhou The value and strategy of early childhood labor education [j]Hebei Education (Comprehensive Edition), 2022,60 (z1): 70-71
- [8] Lu Yu, Yun Cheng, Qing Lu Early childhood labor education in the new era: ontological value, practical difficulties and improvement strategies [j]Journal of Chengdu Normal University, 2022,38 (07): 79-84
- [9] Bing Ma, Tong Zhou Problems and Countermeasures of children's labor education from the perspective of vitality [j]Life education, 2022 (08): 36-39
- [10] Jie Zhang Create a kindergarten environment to develop children's labor education [j]People's education, 2022 (Z3): 127[11] Zhu Hui Practice path of early childhood labor education [j]Education, 2022 (17): 113-115
- [12] Donghong Wang The exploration of infiltrating the cultivation of morality in the labor education of children [j]Chengcai, 2022 (08): 20-22
- [13] Xuezen Wu Reflections on the labor education of children in the new era [j]Shanxi Education (preschool education), 2022 (03): 20
- [14] Junmei Liu Discussion on the necessity and strategy of early childhood labor education [j]New course, 2022 (14): 50
- [15] Dengfeng Guo Small life is wonderful -- explore the application of Tao Xingzhi's life education theory in children's games [j]Introduction to seeking knowledge, 2022 (26): 14-16