

Multi-Curriculum Illuminates the Background Color of Life

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Abstract: How will children now stand in the world in the future, as a preschool teacher, what can we do? The author thinks that only by relying on multiple courses to constantly cultivate, cultivate and forge children, can they become the pillars of the country with high aspirations, equal attention to virtue and ability, common sense and practice, and the courage to explore!

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Introduction

Liberate children so that they have hands ready to work, feet ready to fly, eyes ready to observe, ears ready to listen, mouths ready to communicate, brains full of creativity, and hearts ready to be grateful to others. This is the image of Chinese children that Mr. Tao Xingzhi desired^[1].

"The young people of today should have the ideals and convictions to follow the theme of The Times in the same direction, and have the courage to shoulder the historical responsibilities entrusted by this era."

Children in the future how to stand in the forest of nations become pillars of the country? The author thinks that "the nine-layer platform, from the base of earth", in the preschool stage to rely on a variety of courses to imperceptibly cultivate, cultivate, forge children.

1. Game course -- practice in play

1.1 Division of labor and cooperation in corner games

In today's society, most of the only children, six adults around a child, children used to be arrogant, once they can not meet the requirements, they will roll around, do not give up. Corner games can not only cultivate children's autonomy, but also help cultivate children's quality of cooperation and sharing, which can effectively break the barriers of selfishness and autocracy of only children. Barber shop game began, three children want to be a barber, but the barber only set up 1, how to do? The teacher guides the children through negotiation: the barber needs a washer, a hairdresser, a hair colorist, etc., leading the children to solve the problem by taking turns and adding roles.

In corner games, children need to choose game content, game materials and game partners independently, so they can learn to be flexible, cooperate and cooperate more easily.

1.2 Create on your own in outdoor games

"Kindergarten Education Quality Assessment Guide" points out that in the process of teacher-child interaction, teachers should support children to independently choose game materials, companions and gameplay. Kindergarten outdoor games should pay attention to the cultivation of children's consciousness of independent creation. Teachers should put the materials that are easy to have relations with each other when children play their own games, and then guide children to choose materials and partners and design their own games, so as to cultivate children's game consciousness of "playing more with one thing, combining things with each other and combining everyone".

When it was time to play the game, eight children came to the drill and climb area to play. Yufei stepped on the props to drill the

cave and started to walk. Jiayue, who was drilling the cave, saw Yufei. She called out to Yufei and said, "You are too simple and not fun at all. Put one sandbag on each of the four 'feet' and carry it to the opposite white line to win! If the sandbag falls in the middle, you lose!" "Said two people began to act, the sandbags on the cave of the 4 'feet', two people carefully moved the cave props, for fear of sandbags fall down, in the side of the observation of the teacher are terrified for them, but unexpectedly they succeeded, two people with cave props sandbags to the designated end!

After statistics, this group of children created the following five games: (1) using the cave drilling props to carry the sandbag to the destination; (2) choose a partner to drill a cave; (3) The cave drilling props down jump through the hoop; (4) Standing in the prescribed place to throw the sandbag into the cave on the ground; (5) Use a large paper stick to cover the cave props, lift up in pairs and walk back and forth.

Autonomous games are personalized games, games between children. Therefore, teachers should clarify their role positioning in autonomous games, give up authority, and be the supporters, collaborators and guides of children. Jiayue's idea of using the four "feet" of the cave to carry the sandbags not only shows the children's thinking ability but also arouses other children's desire to create. Children are born game players. Only by allowing them to choose, play and think by themselves can they experience the sense of success and frustration, try to solve conflicts, meet emotional needs, accumulate life experience and achieve the harmonious development of body and mind in autonomous games.

1.3 Actively explore contingencies

"Kindergarten nursery education Quality Assessment Guide" teacher-child interactive examination points out the 29th article: teachers should be good at finding a variety of accidental educational opportunities in children's life, can seize the activities of children interested in the problem to give effective support in time. Kindergarten curriculum should break through the rules of "classroom" and "class", pay attention to children's current life, and carry out meaningful learning activities.

In the afternoon, the teacher took the children to do free activities outside. Little z found a hedgehog in Tire Hill. When the children heard about it, they gathered around. Where did this little hedgehog come from? What is it doing here? Is he lost? Could his mother be looking for him? ... The teacher thought it was a good learning resource and found a cardboard box to put it in the living area of the class. In the meantime, some of the children brought ham, and some of the children brought bread before the hedgehog. The little animal was very alert and did not move a bite. It tried to climb out of the box and escape the strange environment. Looking into its frightened eyes, the teacher decided to let the children meet its new friend and set it free.

Teacher: Boys and girls, let's take a look at this little guy and tell us what we found. Who is the best? (So the children calmed down to observe the hedgehog's appearance and excitedly reported their findings and questions.)

Student: Sir, the body of the carton will form into a ball when I touch it.

Student: Sir, hedgehogs have different colors of thorns. Some are white, some are brown.

Student: Why, Sir, doesn't it eat the ham I gave it? What did it grow up on?

Teacher: You have your own discoveries and questions about this little hedgehog. Next, the teacher and you will find the answers together. Today, the little hedgehog came to a strange place. The teacher guessed that he was afraid, and suggested that he should be sent back to the place where he was found.

After the meeting, the author and the children went to release the hedgehog and put it in the grass near the playground. One of the children said, "Go, go and find your friends and play together." The other child said, "Go, find your mother, and don't get lost again!" No one knows what adventures the hedgehog will have. The little guest is gone, and the writer and the children are just beginning to pay attention to the hedgehog.

2. Characteristic courses - do self-restraint

If basic courses are "home-cooked meals" for children, then special courses are "nutritious meals" carefully customized for children. Our garden organically integrates fields, plant creativity, soccer and picture-book courses into children's daily life. Children explore the natural code of plant growth with industrious hands and discoverable eyes in the world of flowers, grass, trees and trees. Make bold artistic creation in the time when flowers and leaves, roots, skins and seeds meet; Learn to cooperate on the football field, have the courage to struggle; In the picture world, I guess, imagine, deduce and express, perceive the colorful world, and explore the

philosophy of life.

2.1 Get close to nature and broaden your horizons

The kindergarten pays attention to the excavation of curriculum resources in children's real life, and tries its best to create flexible, open, full of children's fun and support children's exploration of education environment.

The kindergarten divided the 500-square-meter open farm into 12 different shapes. There are more than 70 kinds of aquatic plants, legumes, melons and fruits, and medicinal plants planted in the garden, just like a vivid and fragrant plant garden. In spring, teachers and children together under the banana tree to observe the bird's nest, looking for tadpoles in the pool, picking broad beans, cutting garlic brain, planting peanuts...; In summer, under the corridor of melons and fruits, enjoy all kinds of melons and fruits, pick tomatoes, pick malan, water sunflower...; In autumn, take the children to the chrysanthemum garden to enjoy chrysanthemums, to see clusters of bananas under the plantain tree, to step on the soil for the carrots just planted, to pick Job's tears, to taste the asparagus...; In winter, the children in the botanical garden to watch the fallen red orange yellow green, shepherd's purse in the garden, to the seedlings catch pests.

Early childhood education is not limited to the classroom, textbooks, life experience and nature are fresh education materials. Observe snails and tadpoles; Picking Job's tears and sunflowers, etc., can give you a sense of the treasures brought by nature, which cannot be realized in class. Every time children interact with the natural environment, they can gain new experience ^[2]. While sketching in the broad bean garden, Niu Niu first discovered the growth law of broad bean leaves: the leaves at the top of the broad bean stem grow in pairs, while the leaves below the top grow in alternating ways. The others were then observed to confirm that the leaves on each broad bean grew in this way. The author had a brainwave and inspired children to observe the differences between broad bean pods. The children gradually found that some broad bean pods had one baby living in them, some broad bean pods had two babies living in them, and some broad bean pods had three babies living in them. Then one of the children felt the thick stem in the middle of the broad bean and said, "You see, teacher, this rod has four sides. When the children heard that, they set aside the leaves and counted carefully. Then another child found it in the shape of a column and squeezed it empty with his hand. After the children returned to the class, the author organized them to have a discussion about the types of plant stems. When the garden was distributed, the observation record sheet was issued. Parents were invited to take their children to observe the types of plant stems behind the front room and try to record their appearance.

The seemingly ordinary sketching activities can not only cultivate children's fine observation ability, but also improve their understanding ability and observation and analysis ability of things, and help children develop from subjective perception to objective perception.

2.2 Create plants to develop their potential

In the process of the development and research of this course, our garden has realized the transformation from understanding to aesthetic creation in line with the idea of organically integrating the treasures of plants with artistic creation. With the change of seasons and the constant replacement of plants, children can design and create shapes in the process of interacting with the roots, stems, leaves, flowers and fruits of plants through activities, so as to exercise the flexibility of fingers, improve aesthetic taste and develop the creative potential of the brain.

In the "dead branches creative theme" activities, the teachers took the children to create dozens of bottles of different shapes, unique bonsai: butterflies on the branch, fireworks bloom, peacock, lplum spring, Jingle bells... In the "Yam Vine Transformation" theme activity, the children made rattan hats, rattan skirts, rattan ornaments and other objects with rich imagination to decorate themselves. They also couldn't help but start the runway walking activities, full of model flavor. Over the past year, teachers in the garden carried out 15 plant creative practice activities around six themes: seeds, fruit shells (coats), flowers and leaves, dead branches and roots, and created thousands of handmade works.

The children appreciated others' works and created new works in the process of plant creation. The teacher heard the wheat seedling in the sizi knot, the dandelion in the pupu blossom!

2.3 Gallop green, grow perseverance

In the autumn semester of 2019, our kindergarten successfully applied for the title of "National Football Featured Kindergarten". The kindergarten has established a relatively complete football curriculum system, integrating football exercise, football physical training, football games as a whole, to ensure that children play football every day. Every week, the external coach guides the children to play football for one hour. The match before the end of each time is the children's favorite. In a fall and fall, the children become tenacious and brave.

2.4 Play with picture books to create empathy

The Guide to the Learning and Development of 3-6 year old Children points out that the learning and development of children in the social field is the foundation to continuously improve and lay the foundation for the sound personality of children. The rich pictures of picture books can arouse the resonance of children, open the eyes of observation, open the door of imagination, generate the flowers of language, and stimulate beautiful emotions.

When the teacher guides the reading of "Little Mouse's Vest", he can grasp the emotional changes of little mouse and guide the children to guess the mood of Little mouse. When the owner of the vest changes constantly, he can guide the children to try to use the tone of discussion to get what they want and feel the friendship between peers. At last, when the elephant put the little vest that looked like a scarf over his nose and invited Little Mouse to swing, the teacher asked if Little Mouse was happy now. Who gives him his happiness? So far, the children have carried out empathic experience and emotional edifying in the dialogues with the characters in the picture books, with their peers and with their teachers, and achieved the learning goal of integrating literature and Taoism.

Picture books into the classroom, into the corner of the district, into the family, so that children in the imagination full of interesting stories to develop language, grow wisdom, cultivate emotion, shape a beautiful personality. Parents and teachers witnessed the emotional growth of children in the picture book reading activities.

3. Life curriculum - constant temper

If the characteristic course is the "nutritious meal" carefully customized for children, then the life course is the "spiritual calcium" that allows children to continue to develop!

By sharing Japanese children's dining and self-care videos, the author has aroused heated discussion and response from parents. Parents actively try to give their children the opportunity to do their own things in family education, and gradually let their children dress, take meals, sort and arrange, expose cotton wool, transport garbage, repair toys and so on.

In class management, the author strengthened children's awareness of behavior through the activity of "Little Life Talent" card punching and award exchange. Teachers try to take into account all children, protect children's self-esteem, meet the sense of achievement. Every 10, 20, 30 points... All of them can be brought back to the class for the teacher to collect. Children can choose their favorite prizes according to their score card value. The evaluation form of points for prizes has been implemented for a period of time, not only to see changes in the children, but also to the parents. The children not only actively participate in the kindergarten activities, back home can also actively help parents do something within their power, sweeping the floor, picking dishes, making beds... Peremptory become "home small expert". During the busy season, children can also get exercise and learn a lot of practical knowledge in the process of harvesting wheat, drying wheat, harvesting rape, beating rape and planting yam. Parents also play their own role in the activity of rewards and points. Every day, they will spare time to guide children to participate in labor, and send videos to class groups to share. Parents' active participation is not only the affirmation of children's progress, but also the incredible trust of teachers. On the basis of "points for prizes", the class also holds a "Star of the Month" award ceremony every month. At the end of the semester, parents will be invited to the class to attend the award ceremony. Small points card is like a "motor", mobilize the enthusiasm of the children, excavate the inherent potential of the children to make progress.

As adults, we should regard children as capable learners. Children aged 4 to 7 are fully capable of doing more specific tasks. Especially in rural families, adults can invite children to be small helpers in the process of doing housework and farm work. Let children close to nature, active labor, direct perception, practical operation, personal experience and other ways to obtain relevant experience in different degrees.

4. Conclusion

Survival is the first law of human, survival of the fittest, survival of the fittest, whether for the future of the individual or the nation, is a life and death proposition, so survival education for children is about whether children can have a foothold in the society in the future; For the country, survival education is a foundation project, related to the sustainable development of the nation. Preschool teachers shoulder the mission of educating people for the Party and talents for the country. Whether Chinese children can stand in the forest of nations in the world in the future and become the leader of The Times, we should start from the hand that promotes the cradle. In short, in the stage of children's enlightenment education, teachers should rely on diversified courses, cultivate, cultivate and forge children's beautiful quality, improve children's survival competitiveness, and brighten the background color of children's life!

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