

Play Outdoor Games, Enjoy the Childlike Innocence——Exploration of Organizing Strategies for Garden-Based Outdoor Autonomous Games

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Abstract: Mr. Tao Xingzhi said: game is a way for children to understand the world, is one of the means of education to children. Game is the basic activity of kindergarten, for children, game is "play", "play" is the pronoun of the game, "play" can make children happy, meet their needs, development, children are living in play, learning in play, growing up in play. Outdoor autonomous game activities are an indispensable part of the kindergarten curriculum system. This paper starts from "combing - self-analysis, facing the problem; Action -- planning and enriching the region; In terms of research -- organization, implementation and continuous adjustment, this paper expounds the experience of using the existing resources of Jinma Kindergarten to reform and attempt children's outdoor autonomous games in the course of curriculum gamification construction.

Keywords: Kindergarten Outdoor Games; Outdoor Autonomous Games; Organizational Strategy

Introduction

Outdoor games are attractive to children, "Kindergarten education Guidelines (trial)" pointed out: to carry out a variety of outdoor games and sports activities, cultivate children's interest in sports activities and habits, enhance physical fitness, improve the ability to adapt to the environment. Outdoor independent game activities are an indispensable part of the kindergarten curriculum system. As children's autonomous and spontaneous activities, there is no mandatory goal, and children are active, active and relaxed during game activities. With the deepening of the reform of early childhood education, in the course of gamification construction, Golden Horse Kindergarten has been adhering to the most fundamental educational concept of "giving children a happy childhood and laying the quality foundation for children's life happiness", and building the theme and guiding ideology of the course with "learning to learn, learning to coexist, learning to do things and learning to survive". Taking the opportunity of the provincial project "Practice Research on the organization Strategy of outdoor independent Games in Kindergartens", we will actively explore the organization strategy of outdoor independent games suitable for Golden Horse Kindergarten, create a free, independent, creative and pleasant outdoor game environment for children, and promote the development of children's physical quality, social communication ability and creative ability.

1. Comb - self analysis, face the problem

Conduct an investigation on outdoor games in kindergartens by means of interview and question consultation, analyze the status quo and sort out problems:

1.1 Idle corner, insufficient use

Traditional outdoor activities are children under the leadership of the teacher to the designated area to start the game, generally divided into two forms of concentration and dispersion. Even in scattered activities, children will not leave the teacher's sight. The activity area is relatively small, and children gather together to carry out games.

1.2 The variety is single and the interest is not strong

Traditional outdoor game materials are generally "homemade toys", such as paper sticks, paper balls, sandbags and so on. Each age level is not obvious, the variety is single, no combination, children almost every week play is the same thing, the interest is not strong, produce a sense of burnout, gradually fade interest in outdoor activities.

1.3 The guidance is weak, lack of depth

Most teachers regard children's outdoor activities as children's free play activities, poor goal awareness, few methods and means, insufficient guidance, and outdoor activities have become the decoration of "looking at stacking sheep". In addition, some teachers attach importance to the form of organizing activities, ignoring the training of children's physical strength and skills. It seems to be hot and noisy, but in fact, it is just a formality.

1.4 Children lack true freedom and autonomy

The idea of "safety above all else" is deeply rooted in the hearts of teachers. They are always worried about children's safety problems when they engage in outdoor activities. These worries bind the hands and feet of teachers and over-protect children. Virtually strangled children's rights of freedom, autonomy and innovation when playing.

It can be seen that whether it is the creation of the environment of the outdoor sports area, the selection and delivery of materials, the organization form, the guidance method, etc., all fail to give children the opportunity to choose, arrange and explore independently, thus affecting children's interest in participation, and the activity effect is greatly reduced.

At the same time, Jinma Kindergarten is located in the rural areas of southern Jiangsu Province. The rapid pace of rural urbanization leads to fewer and fewer natural villages, and the living form of many families has changed from the original single family to high-rise residential areas. Virtually, children have less time to contact with outdoor games and activities, and children often watch TV, play electronic products, play toys and read books at home. Games are rarely played outdoors in the fresh air and full sun.

2. Action -- Rational planning and regional enrichment

2.1 Open up suitable venues for activities

Outdoor space is a place for children to carry out outdoor activities. It is an environmental resource bearing children's development. However, due to the constraints of traditional outdoor activities, Golden Horse Kindergarten has a large lawn, forest, soil slope, sand pond, green area of more than 7500 square meters, which is the advantage of Golden Horse Kindergarten, but they are not fully used. By setting up an "Outdoor game Discussion group", according to the actual situation and conditions of the kindergarten, the kindergarten distributes the parent-child Opinion Consultation Book on Outdoor Game Venue Planning to parents and children. The opinion consultation includes regional creation, material delivery, game play, etc. The discussion group will sort out the opinions consulted, and combine the kindergarten curriculum and children's development characteristics. The overall planning of the outdoor site of the kindergarten is carried out, and eight functional areas are created that combine sports and situation: "life experience area", "creative area", "rope network challenge area", "rolling area", "architecture area", "field area", "construction area" and "sports area". Each district consists of several small projects, such as the "Living Experience Zone" in District 1, which covers cooking, camping, performances, breeding base and other projects. Each area follows the principles of nature and waste, level and development, low structure and openness, and puts a variety of game materials to fully meet the needs of children's age characteristics, movement development and game interests. These areas can accommodate the activities of the whole kindergarten children at the same time, expanding the scope of children's activities, changing the original situation of multiplayer intensive games.

2.2 Provide a variety of game materials

Play with low construction materials. Low-structure materials are more and more recognized by front-line teachers. The reason is that low-structure materials themselves have the stability of materials and the diversity of exploration. It has no specific function and play, and children can freely combine, operate and change it. Golden Horse Kindergarten in each outdoor activity area also put a lot of low structure materials. For example, put in the construction area: milk box, medicine box, tissue box, toothpaste box and other boxes of different sizes, as well as milk powder bucket, iron biscuit box, Wangzai milk can and other bottles and cans of materials, children

of all ages can be combined with life experience to construct. In the activity, children build "home", "city", "campus" and other buildings through continuous combination and innovation, which improves children's creativity and imagination, promotes the development of divergent thinking and compound thinking, and improves children's interest in activities.

Waste materials are used wisely. Every staff member of Golden Horse Kindergarten has been holding the concept of "local materials, make the best use of materials", taking "low cost and high efficiency" as the starting point, to eliminate "fake waste utilization". When putting materials in outdoor areas, they mobilize their parents to recycle waste materials together, including tires, water pipes, cans, oil drums and other waste materials according to the physical and mental characteristics of children of different ages. After a "makeover" into a new, educational value of the activity equipment. For example, tires are painted and turned into beautiful fences, small seats in hammocks; Cans become bowling balls, plum stakes; The oil drum has become an aid on the climbing frame, an obstacle for jumping, and some children can walk freely on the oil drum independently. The integration of waste materials makes the toys in the outdoor activity area more playable, playable and interesting, and the children are fond of it.

A lot of play makes a lot of fun. It is a good way to train children's divergent thinking and develop children's creative thinking to play more with one thing and create new and unique ways of playing. Let children explore and encourage them to play with new methods. For example, the material "rubber band", some children used to jump, some used to drill. Some children in the senior class of Golden Horse Kindergarten transferred their life experience, tied the rubber band to the tree, and played the game of "wooden people through the infrared ray". They set the rules of the game by themselves, and freely combined the playmates. A simple rubber band became alive in the eyes of the children, the unchanged material and the changeable play inspired the children's desire for further exploration. A thing to play more can be from one person to many people, from disorder to group competition, from a single play toys to two or three kinds of toys combined to play, in short, toys, materials in the hands of children to play "live", also play "fire".

3. Research -- organization, implementation and continuous adjustment

In the process of the organization and implementation of children's outdoor independent games, the teachers of Golden Horse Kindergarten discuss while implementing, constantly adjust and improve the organization strategy, and learn successful experience and methods in the process of trying and exploring.

3.1 Open and independent, create pleasant mixed-age area activities

Guided by the spirit of gamification in the curriculum and relying on the subject research, while making every effort to create a game environment suitable for outdoor activities of children in Jinma Kindergarten, we actively explore the outdoor regional activities of mixed classes and ages with the characteristics of the kindergarten. According to the distribution of outdoor autonomous game areas, we have made outdoor regional planning tables, activity schedules, regional leaders' schedules, etc. The activity classes in each region are arranged according to the proportion of large and small schools, and each class takes turns in eight regions in a one-week cycle. In the activity, the boundaries of age and class are broken, and the outdoor independent games are carried out in the pattern of large, middle and small classes mixed with different ages. The children can freely choose small games in the activity area. Exercise basic motor skills, enhance their own balance, coordination, sensitivity, strength, speed, endurance and flexibility and other physical qualities, in the free control of game materials and the selection of partners in the process, actively explore, imagination, creation, cooperation, problem solving, to meet the needs of children's autonomous spontaneity activities, Fully embodies the spirit of "freedom, autonomy, creation and pleasure", the kindergarten has become a paradise where children come today and want to come again tomorrow!

At the same time, in the organization and implementation of outdoor independent games, the responsibilities are clear and assigned to people. Each grade group is in charge of several large areas, with the grade leader acting as the "district head", and each small game project with a teacher acting as the "instructor". The "district head" coordinates the creation of the large areas, site safety, equipment maintenance, goods arrangement, materials placement, etc. The "instructor" is responsible for the organization of the program, the instruction of the game, and the observation of the children's behavior. At the same time, outdoor regional planning table, entry activity schedule table, regional person in charge schedule and so on were made. Activity classes in each region were entered into the region according to the proportion of large and small schools, and each class took turns in the eight regions in a week cycle.

3.2 Return to nature, return to "farming" breeding activities

Mr. Tao Xingzhi once said, "Education without life as the center is death education; A school without life as the center is a dead school; A book without life at its center is a dead book." It can be seen that education must come from life and be attributed to life. Education without life can only be empty talk and lack of practical significance. As a rural kindergarten, under the guidance of Mr. Tao Xingzhi's education theory, Jinma Kindergarten makes full use of existing resources to carry out various forms of activities to get close to nature and experience life. There are hundreds of trees of different varieties in Jinma Kindergarten, which are children's paradise. During the "Flower Appreciation Festival", peach blossom forest is colorful and pomegranate flowers are red like fire, children play under the trees and take photos. "Picking Festival", osmanthus fragrance orange red, children pick taste, make osmanthus cake, sour sweet is full of the taste of harvest. Each semester, the park also carries out "class tree" adoption activities and parent-child tree planting activities under the theme of "protecting green". Each class chooses class tree to adopt freely, planting trees together with parents for the kindergarten, to better inspire children's good quality of environmental protection, care and responsibility in the love of green and protection of green. At the same time, the kindergarten also makes full use of the advantages of the large outdoor green area to open up the "happy and happy" planting garden and breeding base, and create the outdoor plant corner with class characteristics. Here, the children sow, fertilize, water, catch insects, harvest, feed a variety of small animals, observe and record the growth process and changes of animals and plants. The breeding and breeding activities of returning to nature and "farming" emphasize children's personal participation, guide children to acquire various knowledge and develop various abilities from the most intuitive and vivid nature, so that children can feel leisurely nature and rich life interest in the hands-on experience activities.

3.3 Folk games, highlight activities highlighting local flavor

As we all know, today's children do not worry about food and clothing, parents are most concerned about whether the child is happy and healthy. Therefore, the teachers of Golden Horse Kindergarten collected, sorted, screened, summarized and sorted out the traditional games of the Chinese nation -- folk sports games, and integrated them into each activity area to optimize the content of the activities.

Folk games do not need to prepare a lot of materials, nor do they need a large field, can be carried out anytime and anywhere. The teachers of Golden Horse Kindergarten follow the principle of "anytime and anywhere, playing companion machine, reducing waiting and eliminating burnout" to carry out folk games when organizing children outdoors. Teachers will organize children to carry out games such as "What time is the old Wolf", "lost handkerchief", "eagle catch chicken", "little fish little fish swim quickly", "big saw" and other games.

Folk games not only enrich children's outdoor games, but also develop children's movements such as running, jumping and balancing in folk sports games to promote the development of big muscles. In the folk area of the game to develop children's hand-eye coordination, promote the development of small muscles. Through imitation, coordination and competition, children learn to cooperate with peers and solve problems, and cultivate children's learning qualities of not afraid of difficulties, friendly communication and willingness to help others.

3.4 Outdoor learning, the use of resources into the curriculum construction

Professor Yu Yongping once pointed out that kindergarten curriculum is to do things, do things that meet children's needs, suit children's nature, do things that children can do, children can feel the challenge, children can feel the fun, children can do things with thinking participation. In the process of organizing and implementing outdoor independent games, Golden Horse Kindergarten integrates the development and utilization of outdoor natural and environmental resources in the park into the course construction, creates an educational ecology with garden-based characteristics, and sorts out the outdoor course resources, focusing on the "What do we have? "What has been done? "What else can we do?" These three questions are reviewed in the course to form the characteristic curriculums/projects of the garden. For example, the children plan the layout of the vegetable garden and discuss what to plant in the garden. Which ones are suitable for planting this season? How do these plants grow? The activities of returning to nature and "farming" emphasize the personal participation of children. In the process of sowing, fertilizing, watering, catching insects, harvesting,

raising various small animals, observing and recording the growth process and changes of animals and plants, children can acquire knowledge and experience and improve their ability through personal experience.

Conclusion

In the process of the reform of outdoor independent games, teachers have changed from questioning, worrying and watching to actively trying, from the control of games to learning to let go slowly, "close your mouth and hold your hands, open your eyes and keep your ears open". The concept of gamification of curriculum has gradually penetrated into teachers' teaching behaviors. The state and ability of children are also changing. However, the exploration of outdoor independent games organization strategy is a long and arduous process, and there is still a long way to go in the future. We also need to follow the rules of children's development, adhere to the principle of "children first, teachers last", and improve teachers' ability to organize and implement outdoor independent games in the continuous "leading" and "reflection".

References

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