Make Reasonable Use of Existing Resources to Enrich the Activities of Mixed Age Clubs

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Abstract: Children have an innate curiosity and desire to explore. Curiosity, easy to ask, good exploration is the age characteristics of children, inquiry is not only the goal of children's scientific learning, but also the way of children's scientific learning. Phenomenon of nature and the real things in life and also children explore the vivid content in the mixed age club, so when mixed age club activities from the Angle of view of the child, with various kinds of way to carry out exploratory area activities, around the child's interest, with the advanced type questions as clues of mixed age club inquiry activity, inspire children's bold, independent to participate in class activities, Really become a small host of activities.

Keywords: Rational Utilization; Available Resources; Mixed Age; Club Activities

1. Introduction

The Guide to Learning and Development for Children aged 3-6 puts forward that children's scientific learning is a process of exploring specific things and solving practical problems, and trying to find similarities and differences and connections between things. Our mixed-age club activities provide certain space and operation materials for children, and provide a large number of activity opportunities for children of different ages in a certain club, such as thinking, hands-on operation, so that children can play their enthusiasm, initiative and creativity in club activities, so that they can learn some activity experience in the region. Feel the joy of exploring with peers or older siblings. Compared with collective activities, mixed-age club activities are looser and freer in the form of activities, providing more ample opportunities for children to make independent choices and explore freely, and respecting children's curiosity and thirst for knowledge.

Children often spontaneously raise questions about exploration content in activities in scientific areas, and these questions often become opportunities in their scientific activities. In the process of free exploration, they experience from "concern, conjecture, hypothesis, verification, record, conclusion, sharing and communication". In such a loose form of activity, children can really experience the process of inquiry, exploration and discovery. In the process of discovery, they can timely communicate with their peers and express their own views and guesses, which is more conducive to the understanding of scientific inquiry. With the deepening of the inquiry, the questions also change from various questions to targeted and improved questions, which is "advanced questioning". Children can put forward advanced questions, which shows that they have a deeper understanding of the content of the inquiry and a stronger desire to explore. At the same time, this is carried out through the regional activities of "advanced question-oriented". It can stimulate children's willingness to participate in scientific activities and generate their desire for activities, so as to improve the implementation of curriculum based on children. Instead of the teacher-oriented regional activity presupposition and development, flexible and diverse ways should be selected to enrich children's vision, increase their interest and challenge.

2. Forms of mixed-age club activities in kindergartens

"The Outline" points out: "interested in things and phenomena around, have curiosity and thirst for knowledge, teachers should support and encourage children to boldly put forward questions, express different opinions. Questioning is a thinking activity for

children to be curious about things and explore the conclusion of questions, which is also the main sign of children's thinking development level improvement. So teachers should treat children's questions correctly, so as to remove doubts, master shallow knowledge and skills, in order to develop intelligence, the formation of ability.

2.1 Understand children's interests and needs, and carry out activities that children are interested in

Children are born with curiosity and a desire to explore. Inquisitive, inquisitive and inquisitive are the age characteristics of children, and inquiry is the goal of children's scientific learning. In our mixed-age club, environmental resources are often selected from kindergartens, which are also the real things and phenomena in nature and life, which are the vivid contents of children's scientific inquiry. Therefore, when organizing mixed-age club activities, we start from the perspective of children and carry out mixed-age club activities in various forms. Centering on children's interests, we take advanced questions as the clues of exploring activities. Inspire children bold, independent participation in curriculum activities, really become the little master of activities.

2.2 Grasp the existing resources of the kindergarten and flexibly use them to enrich children's cognition

As a kindergarten club teacher can make full use of the kindergarten's existing environmental resources and other favorable conditions, to help children start from the resources around, step by step bold exploration, and then improve their own experience, rich cognition.

For example, the raising activities carried out by our senior class children in the lamb club are derived from our garden-based resources. Raising small animals in the kindergarten is one of the common activities, but the animals we raised this time are different from the small fish, small turtles and rabbits in the past, they are little goats. Goats, unlike these other animals, require large outdoor Spaces and are not a class raising activity. And because they were raised with young goats that they had never been exposed to before, the kids had a lot of questions, not just about curiosity, but also about surprise. Raising activities in the form of mixed-age clubs, compared with general collective activities, are not fixed in time and free in form, which can better encourage and play children's interest in animals, dare to ask questions, and find answers in the form they like or are good at.

The Guide proposes: support children to accumulate beneficial direct experience and perceptual understanding in contact with nature, life things and phenomena, and perceive the diversity and uniqueness of organisms in feeding activities, as well as the process of growth, development, reproduction and death. Guide children to think in the exploration, try to carry out simple reasoning and analysis, find the obvious correlation between things, children through the process of raising goats found their obvious growth changes and gender characteristics, the daily observation into beneficial experience, enriched the scientific concept of goats in the process of accumulation.

For example, in the seed club of our middle and big class, our children learned that the seed of peanuts is peanuts by trying to plant peanuts. Our children planted peanuts in the small garden on the roof of the building. Through sowing and watering, the children found that sprouts, tall flowers and yellow flowers emerged. Wait until our big class to open the children surprised to find the peanut flowers fell, but did not see the peanut fruit, the children have to feel strange: why the flower fell but no results? So we began to collect information on the Internet, this just understand: peanuts also called peanuts, flowers born. The flower burrows into the soil behind the ovary, and then the stalk of the ovary that connects the ovary to the plant thickens and disguises itself as a root, giving us the illusion that the flower is growing on the root. The children tried to pull up the peanuts to find the fruit. After the harvest of peanuts, our peanuts are placed in the club for the children to observe and taste. In the process of observing peanuts, children try to observe from the outside to the inside in an orderly and detailed way. They were also surprised to find that the number and shape of each peanut were not exactly the same. Some peanuts could guess the number of peanuts from the appearance of the shell. Of course, there were empty shells.

In the whole exploration activity, the children found that the seeds of peanuts were inside the peanut shell, and the seeds were peanuts and edible. After the harvest of peanuts, our peanuts are placed in the area for children to observe, taste and even use peanut shells for painting and other activities. They raised a new question: Do all the other fruits have seeds? Where are their seeds? What are

the seeds like? So the children began to take the initiative to collect all kinds of seeds, and then the class was filled with "all kinds of seeds" collected by the children. On the basis of collection, they found seeds, collected seeds, found different seeds in a large number of fruits, learned about the diversity of seeds, and formed their own brand new understanding of seeds.

We will make full use of some resources in the kindergarten, providing a platform for children's inquiry and learning, starting from the children's own, give full play to their interest in things in nature, bold questions and try to explore, so that children develop their own theory. Check your guesses as you explore the club. After stimulating children's interest and curiosity, what our teachers do is to provide enough support based on children's cognitive characteristics to improve children's learning ability, which is also known as the eagle frame theory. Teachers need to have a pair of keen eyes, timely insight conducive to the communication and sharing of activities, and help children to comprehensively organize the complete experience of goats with the help of children's activities. It helps children to sort out scattered experience.

2.3 Encourage children to promote regional activities in the process of exploration by focusing on children's key questions

Mixed-age clubs are carried out in flexible and diverse ways. Compared with collective activities, the activity forms are more loose and free, providing children with more ample opportunities for independent choice and free exploration, and respecting children's curiosity and thirst for knowledge. In the process of free exploration, the experience from "concern, conjecture, hypothesis, verification, record, conclusion, sharing and communication", in such a loose form of activities can let children really experience the process of exploration, experience of exploration and discovery, in the process of discovery with peers timely communication, express their own views and guesses, more conducive to the understanding of scientific inquiry.

For example, in the seed club of middle and senior classes, the internal structure of seeds is relatively esoteric scientific experience, but the children discover it in the process of observation and have the desire to continue exploring, and the teacher becomes their supporter. By verifying a large number of seeds for observation, providing book collection materials, Internet search, hands-on practice and other methods to verify their conjectures. Children gradually learned about the transmission path of seeds from seed types, and then became interested in the internal structure of lotus seeds discovered by chance. With the help of hydroponic plant method, they carefully observed the growth changes of seed fields. In "Exploring seeds", children migrate from their own planting experience to the exploration of different seeds, thus forming their own scientific experience of seeds, and expand to the growth and dissemination of seeds, so that children can feel the fun of exploration and learning, but also feel that science is around.

2.4 Selection and provision of mixed-age club activity materials

The main way of mixed-age club is to experience and gain direct experience, so appropriate materials are essential. Considering the activity form of the club, rich materials should be provided as far as possible in the activity room. The provision of materials should be flexible and timely adjusted to follow the process of children's activities. At the same time, the effective interaction between these materials and children should be generated to meet the needs of different children, while respecting the development of children. In the process of activities, with the provision of materials, we can continue to promote the development of activities, meet different stages, and give appropriate support according to the needs of children. For example, we display the collected seeds in the area, when children need to explore activities, we will take from the area. According to their own ideas to carry out the next exploration activities; There are also records in our area, which provide two forms of semi-open and fully open, for children to choose independently according to their own needs.

3. Organization and guidance of teachers in mixed-age clubs

The content selection of mixed-age club activities fully reflects the spirit of "Outline" and "Guide". With children as the main body, children can further form a positive scientific attitude in hands-on and brain-based inquiry activities, improve their scientific inquiry ability, acquire rich scientific knowledge and accumulate various scientific experience. According to children's interests and needs, to develop children's favorite content. The choice of activities also needs to be close to children's life, and the exploration content close to life is interesting to children, fresh and specific. Just like "exploring seeds", children migrate from their own planting experience to the exploration of different seeds, thus forming their own scientific experience of seeds, and expand to the growth and

dissemination of seeds, so that children can feel the fun of exploration and learning, but also feel that science is around. For the content that children are interested in, teachers can conduct further guidance and exploration for the valuable content through screening. Respect your child's curiosity and desire to explore, encourage them to make guesses, and support their verification.

In children's club activities, teachers actively participate in itself is a kind of encouragement. Teachers with curiosity and inquiry enthusiasm can also infect and drive children's enthusiasm and enthusiasm. When children have questions, they should be treated positively and discuss with them. They should listen to children's expression and share communication seriously and warmly and respond appropriately, which are all spiritual support and encouragement for children. For example, in the activities of seed Club, the role of teachers in activities is more like a partner for children to learn together. Teachers attach importance to and seriously treat their questions, respect their ideas and opinions, support and guide them to actively speculate and hypothesis, and create conditions to support children to find answers to questions. Let the child deepen the problem at the same time more able to obtain the complete experience of exploring things.

The form of club activities is relatively free. The number of people in the club is in the unit of a group or a small group with the same problem and the same research purpose, so as to carry out unified exploration activities in a purposefully and methodically. The organization of club activities is different from collective activities. Teachers do not need to estimate all the children, but provide purposeful guidance to a small number of children in the club. In fact, it is not so much guidance, but more to provide help to children of both young and large age groups in the group, and teachers provide services for their research. Be their backroom partner. For example, in the mixed-age club activities of exploring seeds, the role of teachers in exploring activities is more like a partner for children to learn together. Teachers attach importance to and seriously treat their questions, respect their ideas and opinions, support and guide them to actively speculate and hypothesis, and create conditions to support children to find answers to questions. I feel like I grew up with my children in seed exploration, discovering peanut seeds with them, finding all kinds of seeds around me, learning how seeds spread, slowly learning what the germ is and what the radicle is in the process of collecting information, not so much as being their teacher, but actually being one of them, Explore, harvest, and grow with them.

Rich mixed-age club activities, teachers according to the environment of the garden and children's age characteristics to grasp the particularity of children's thinking problems for effective teaching, fully respect children's characteristics, patience, carefully listen to children's questions, and give encouragement and support to children's questions, protect children's inquiry and curiosity, stimulate children's interest in questioning, exercise children's thinking ability, When cultivating children's support and good questioning, let children insist on asking questions. In the independent and relaxed club activities, children feel the harvest and growth step by step in the regional activities of their own "research and development", through the step by step to deepen the understanding of things to explore different questions, and then think of ways to find the answer to the question, they really become the master of the activity in the process of exploration. By their questions to promote the development and implementation of activities step by step, virtually increased their confidence, more firm their confidence in exploration. Club activities such as "Exploring Seeds" and "Baa Baa Baby Goat" are valuable exploration experiences again and again, because the children get not only the results of a scientific exploration activity, but also understand the scientific method of exploration, forming a scientific attitude of love to ask questions, dare to assume, work hard and enjoy exploring, which has accumulated rich experience for the future study.

4. Conclusion

The children in the club hold a scientific attitude and use scientific methods to study the problems they are interested in. In our future mixed-age club activities, we can continue to grasp the available resources around us, dig more valuable research content, and observe our nature with the eyes of searching and exploring together with children. I believe there will be more activities worth our bold exploration, and our teachers should believe that children, believe their ability, do their partners!

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