

Spontaneous Game Generation in Early Childhood Teaching Activity

Qin Li*

Kindergarten of Yancheng Teachers University, Yancheng, China

Abstract

Curriculum practice based on children's spontaneous play generation teaching is an active exploration and innovation of "play and teaching". Game teaching practice is oriented to the situation-driven reform and development of modern preschool education curriculum, and integrates the rich ideological connotation and theoretical foundation of modern preschool education and curriculum. It is a double demand of theory and reality. At the same time, the proposition of "play as the basic activity" as an important guiding principle for the reform and development of the kindergarten curriculum and teaching has been increasingly emphasized and valued in the reform process. Children are a special learning group, and the pre-school education stage is the most special education stage. Game teaching is undoubtedly more in line with the nature of early childhood education and children's learning methods. Teaching and games in early childhood education are not separated from each other, but integrated with each other. Activities and curriculum content provide more suitable activity content for children, which is conducive to promoting children's learning and growth. This research focuses on the practice of children's spontaneous game generation teaching activities, tries to trace the theoretical origin of their game teaching practice, interprets the realistic basis that supports their game teaching practice, and provides new professional and innovative ideas for the curriculum reform and construction of kindergartens.

Keywords

Spontaneous Game Generation, Early Childhood Teaching, Early Childhood Curriculum

Received: June 23, 2021 / Accepted: August 3, 2021 / Published online: August 20, 2021

© 2021 The Authors. Published by American Institute of Science. This Open Access article is under the CC BY license.

<http://creativecommons.org/licenses/by/4.0/>

1. Introduction

Based on the practice and exploration of children's play-generation teaching activities, there is a profound theoretical origin behind it [1-3]. It absorbs and integrates rich theoretical ideas from ancient and modern times, and even at home and abroad. The theoretical origin of game teaching practice can be traced back to the naturalistic education theory of ancient Greece, and the theory of its game practice can be found in the subsequent empirical education theory, constructivist psychology theory and generative curriculum theory since the 20th century. Therefore, this practice of game teaching not only coincides with the connotation of traditional

education thought, but also a realistic proof of modern education theory.

2. Related Theories

2.1. Naturalistic Education Theory

Naturalistic education theory is an important theory formed in the development of western education history. "Adapting to nature" and "returning to nature" are the core of its theory. The formation and improvement of naturalistic education theory reflects the development and evolution of children's views, that is, education should conform to the nature of children and follow the growth law of children instead of confronting it.

* Corresponding author
E-mail address: papersbest@163.com

Therefore, kindergartens need to uphold the curriculum concept of "respect for children and follow children in everything".

Naturalistic educational thought has a long history, which can be traced back to the thoughts of some educational philosophers in ancient Greece, such as Plato's "Utopia" and Aristotle's thoughts. However, the real proponent of the natural education claims was Comenius, and the people who developed and perfected the theory of naturalism were Rousseau, Pestalozzi and Frobel. Among them, Comenius and Rousseau were the main ones. Although different educators have put forward the theories and propositions of naturalistic education, in general, the theory of naturalistic education is a revolution in the outlook on children [4-7]. Comenius pointed out that the biggest drawback of the old school was that it violated nature and violated the laws of children's physical and mental development. This kind of education extremely hindered children's learning and growth. For this reason, he put forward the educational proposition of "adapting to nature" and believed that the development of education should be based on children's natural nature and physical and mental laws. Subsequently, Rousseau made a more complete interpretation of the naturalistic education theory. "Learning from nature, conforming to human nature, and training natural people based on practice" is the core of his educational thoughts. From the core of thought, we can see the purpose, principle and method of natural education advocated by Rousseau. First of all, Rousseau, based on the theoretical basis of "return to nature", proposed that the purpose of education is to cultivate natural people and cultivate people who develop harmoniously physically and mentally; Secondly, "following nature" is the basic principle of nature education, that is, education should follow the laws of children's physical and mental development, and then carry out appropriate education; Finally, naturalistic education opposes the teaching method of rote memorization, and advocates children's independent activities, to perceive and learn things from the outside world in their own way. The role of educators is to create a free and suitable environment for children's learning to observe and guide them [8-12]. Comenius and Rousseau were the main proponents of naturalistic education theories. Subsequently, Pestalozzi, Frobel and others also put forward corresponding proposals on naturalistic education. The greatest contribution of naturalistic educational thought lies in the innovation of children's view and the change and development of children's teaching. It is an important thought that emphasizes and highlights the status of children.

In the reform process of kindergarten curriculum and teaching, children's main status in teaching activities is getting more and more attention. Following the laws of children's physical and mental development is an important principle for carrying out

teaching activities and an inevitable requirement for the reform and development of contemporary kindergarten curriculum. Due to the particularity of children's physical and mental development, the teaching content should conform to the children's nature, follow the children's main needs and individual differences, and enhance the suitability and diversity of teaching content; In terms of teaching methods, it is necessary to respect children's physical and mental development laws and age characteristics, and adopt intuitive teaching methods to provide children with opportunities for direct perception and manipulation. According to the perspective of naturalistic education theory, children have the characteristics of natural growth in their physical and mental development, so the teaching activities in kindergartens conform to the children's nature and growth laws, try to dilute the role of adults and highlight children's dominant position, thereby realizing children's active growth.

2.2. Empirical Education Theory

The empirical education theory is an important theoretical achievement of Dewey's educational thought. He believes that experience is the interaction between people and the environment, highlighting the initiative of people. Kindergartens need to recognize the status of children in teaching practice and highly conform to the core ideas of empiricism.

Furthermore, the core view of activity-centered view respected by empirical education theory is essentially the same as the connotation of kindergarten teaching. The object of kindergarten teaching activities is all children, so children should be the main body of teaching activities. The development of teaching activities should be in line with children's learning styles, that is, direct perception is the main focus [13]. Therefore, the organization and implementation of teaching activities must be based on the children's standpoint. In the implementation, attention must be paid to the children's interests and needs. Based on the children's real life, this is the most suitable curriculum and teaching for children. In addition, children's activity experience is also a factor that must be considered when carrying out teaching activities. Experience comes from the interaction between children and the environment. Experience contains thinking. Therefore, teaching that focuses on the transformation of experience should pay attention to the cultivation of children's thinking ability. In the teaching activities of kindergartens, it is necessary to respect and stimulate the initiative and practical ability of children, and promote the improvement of children's thinking ability and all-round growth.

2.3. Constructivist Psychology Theory

Constructivism believes that knowledge is not obtained

through teachers' teaching, but learners based on a certain situation and with the help of others, and then use the corresponding learning resources to obtain through meaningful construction [14]. As a derivative theory of cognitive development theory, game theory is an interpretation of children's games from the perspective of cognitive development. Constructivism explains the connotation, reasons and types of children's play. First, constructivism proposes that play is an activity within the scope of children's existing experience, which is the connection and consolidation of original cognitive skills. Second, constructivism believes that children can further consolidate their cognitive structure and obtain emotional development through play. This is the reason and value of play. Third, according to the different stages of children's cognitive development, constructivism divides games into three types: practice games, symbolic games, and regular games.

Constructivist psychology theory includes cognitive development theory, zone of nearest development theory and scaffolding teaching theory. Among them, the core point is to highlight children's autonomy and emphasize children's autonomous construction, which has great enlightenment and value for contemporary kindergarten teaching. The cognitive development theory's understanding of games is based on the perspective of cognitive development theory, and its discussion of games is also to demonstrate the characteristics of children's cognitive development, which has certain limitations. But it attaches great importance to the value of the game, especially the emotional aspect, and the classification of the game is worthy of the thinking and reference. As a basic activity in kindergartens, games are of great value to children's physical and mental development. In the teaching practice of kindergartens, attention should be paid to the proportion of children's initiative and play activities in children's daily life; the recent development zone theory requires teaching to be in the forefront of development and to look at children's ability levels from a developmental perspective. "Teaching must be ahead of development" has two meanings at the operational level: first, teaching plays an important role in the development of children, and affects the content and level of children's development; second, teaching must create recent development before development. District, the gap between the existing level and the potential level of children is affected by teaching. Therefore, in the formulation of teaching objectives and the selection of teaching content, it is necessary to fully consider the children's experience level, provide children with teaching content that meets their recent development areas, and effectively promote the improvement of their experience level; from the perspective of scaffolding teaching theory, Teachers should base on the children's recent development zone. On the one hand, they must protect the

right of children to explore and learn independently, and on the other hand, they must give them appropriate and dynamic support and guidance, follow the children's development and promote their development. It can be seen that constructivist theory pays attention to children's autonomous construction and respects children's autonomy, which is consistent with the practical requirements of kindergarten teaching activities. In the implementation of teaching activities, children are the main body of teaching activities, and teachers should learn to let go, guide and trigger children's autonomous learning in a timely manner.

3. Enlightenment from the Reform of Game Teaching Practice Curriculum

Taking children as the center is the core concept and position of early childhood education, and it is also the pursuit goal of the curriculum reform and construction of kindergartens [15]. Looking at the kindergarten curriculum from the perspective of children, breaking out of the shackles of adult-based curriculum, and adhering to the core concept of children's center is the most fundamental requirement for the reform and construction of the kindergarten curriculum.

As an important member of society, the child is an independent individual with initiative and initiative. With the advancement of civilization and the progress of the times, the public has gradually formed an awareness of "children have autonomy" and began to respect children. However, it is undeniable that it is not uncommon for adults to believe in children and deprive them of mobile phone use. It is distrust and recognition of young children. In fact, children, as a special group in society, are growing up in their own way. Adults should look at children's activities and behaviors from the perspective of discovery. Therefore, in the kindergarten, from games to teaching activities, and even every little detail in a day's life, children should have the right to make the decision. Among them, the typical performance is "children in the front, teachers in the back". It means that in the course of the implementation of curriculum and teaching, highlighting children's dominant position, emphasizing children's independent learning, and teachers carrying out activities according to the specific conditions of children. As the concept of a game course, it should not only be reflected in game activities, but also in teaching activities, and in children's day activities.

Teachers are the observers and interpreters of children's games. Teachers create a relaxed and autonomous game environment and atmosphere for children's games, observe and interpret children's behavior and performance in games, and then

discover children's learning and progress in games, instead of letting children play mechanically and passively. What kind of learning to get in. Children's games and learning are first, and teachers' discovery and interpretation are second. At the same time, teachers are the supporters and listeners of children's teaching activities. Children's teaching activities change from "acceptance" to "expression", that is, children's free expression in game sharing and game stories. Teachers can help children sort out the game experience and effectively promote through listening and guiding children's game sharing and game stories. Active growth of young children. The operation and expression of children are first, and the listening and guidance of teachers are second.

4. The core of Game Teaching Practice

Generativeness is the core characteristic of game teaching practice. Its basic idea is that the kindergarten curriculum emphasizes that children should be the center and the interest and needs of children should be the basis. This idea has gradually received attention and attention, and the transition from traditional emphasis on presupposition to emphasis on generativeness has become a new trend in the development of kindergarten curriculum. The typical characteristic of kindergarten curriculum is generative, and the practice of game generative teaching is the most prominent performance.

Game teaching practice allows course designers to examine the relationship between presupposition and generation in course practice. The goal of the generated course is the goal formed in the activity, and the learner's interest and experience are emphasized in the selection of content. The preset course is that the teacher sets the goal and content before the teaching activity, and the activity is developed around the goal. In the implementation of the kindergarten curriculum, the preset curriculum and the generated curriculum coexist and complement each other. The key is to focus on the development of children. The goal and content of the preset curriculum should also be based on the needs of learners and the needs of society. Therefore, the goals and content set by teachers before teaching activities are also derived from the interests and needs of children to a certain extent. Therefore, presupposition also has the nature of generation in essence, and the two are related to each other. But presupposition is planning and design before the event, and generation refers to the blank and openness in the event, so the two are different from each other.

5. Conclusion

Children are a special learning group, and the pre-school

education stage is the most special education stage. Game teaching is undoubtedly more in line with the nature of early childhood education and children's learning methods. Teaching and games in early childhood education are not separated from each other, but integrated with each other. With the continuous development of the kindergarten curriculum and the influx of some advanced thoughts, starting from the children's interest needs and experience level, it focuses on generating teaching from games. Activities and curriculum content provide more suitable activity content for children, which is conducive to promoting children's learning and growth.

References

- [1] Lee Y. Infants' spontaneous musical behavior on the basis of SoI-EY framework. *Asia Pacific Journal of Research in early childhood education*. 14 (1), 1-22. 2020
- [2] Yeenolu F N, Karaelik E N, Bekir H M. *Foreign Language Teaching in Early Childhood [M]*. 2020.
- [3] Budde C. HOW PRE-K TEACHERS SUPPORT THE LANGUAGE AND LITERACY DEVELOPMENT OF YOUNG DUAL LANGUAGE LEARNERS: A MULTI-CASE STUDY OF FOUR EXEMPLARY TEACHERS. 2020.
- [4] Grammatikopoulos V, Gregoriadis A, Linardakis M. Discrete Choice Modeling in Education: An Innovative Method to Assess Teaching Practices [J]. *Educational Measurement Issues & Practice*, 2019, 38 (3): 46-54.
- [5] Warren A. A Posthumanist Perspective on Caring in Early Childhood Teaching [J]. *New Zealand Journal of Educational Studies*, 2019, 54 (2): 261-275.
- [6] Ebbeck M, Yim H, Warriar S. Early Childhood Teachers' Views and Teaching Practices in Outdoor Play with Young Children in Singapore [J]. *Early Childhood Education Journal*, 2019, 47 (1): 265-273.
- [7] Papadakis S, Vaiopoulou J, Sifaki E, et al. Attitudes towards the Use of Educational Robotics: Exploring Pre-Service and In-Service Early Childhood Teacher Profiles. 2021.
- [8] Feige E, Mattingly R, Pitts T, et al. Autism Spectrum Disorder: Investigating Predictive Adaptive Behavior Skill Deficits in Young Children [J]. *Autism Research and Treatment*, 2021, 2021 (3): 1-9.
- [9] Bozorbaevna K N. Teaching children to swim through action games in early childhood education [J]. *International Journal on Integrated Education*, 2020, 3 (10): 41-44.
- [10] Verónica Vivas-Moreno, Pedro Miralles-Martínez, Cosme Jesús Gómez-Carrasco. Design and assessment of a teaching program to address temporal concepts in Early Childhood Education and Primary Education using stories [J]. *Palgrave Communications*, 2021, 8 (1): 1-12.
- [11] JK Sparling. Abecedarian: An Early Childhood Education Approach That Has a Rich History and a Vibrant Present. [J]. *International Journal of Early Childhood*, 2019, 51 (1): 207-216.

- [12] Vitiello V E, Williford A P. Alignment of teacher ratings and child direct assessments in preschool: A closer look at teaching strategies GOLD [J]. *Early Childhood Research Quarterly*, 2021, 56:114-123.
- [13] Bratitsis T, Kontovounisiou A, Kiriazoglou M. A board game proposal for teaching informatics related topics in Early Childhood Education [J]. *SHS Web of Conferences*, 2021, 102 (5): 01001.
- [14] Souto-Manning M, Falk B, D López, et al. A Transdisciplinary Approach to Equitable Teaching in Early Childhood Education [J]. *Review of Research in Education*, 2019, 43 (1): 249-276.
- [15] Onubogu U, West B. The Pattern of Comorbidities of Childhood Asthma as Seen in the Rivers State University Teaching Hospital, Nigeria [J]. *Open Journal of Respiratory Diseases*, 2021, 11 (1): 1-18.