



A Study on the Practical Role of Folk Games in Kindergarten Teaching

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Abstract: As an important part of kindergarten education, outdoor activities in kindergartens play a vital role in the physical and mental development of children, and can also help achieve the goals of other teaching activities. Folk sports games integrate the characteristics of fun and education, which not only conforms to the nature of children, but also conforms to the way of outdoor activities. And it is still in line with the games played by modern children. This is also a game passed down from generation to generation that people are familiar with and love. Traditional folk games have brought happy activities and sources of happiness to the childhood of generations. Many traditional folk games have a good educational effect on children and can have a profound impact on children. This paper will study the practice of traditional folk games in the field of health teaching in kindergartens.

Keywords: Practical Role, Folk Games, Kindergarten Teaching

I. INTRODUCTION

In this study, outdoor activities in kindergartens refer to outdoor activities in kindergartens to explore the application of folk sports games in kindergartens. The foothold is to apply folk sports games in kindergartens. The outdoor activities in the kindergarten mainly include morning exercise, walking after meals and other outdoor activities organized by teachers on a class basis, including outdoor sports, games and free activities. Folk games originated early as children's curriculum or content. It can be found in the Constitution of the Preschool Home and the Constitution of the Family Education Law issued in 1904 that folk games are one of the contents of the kindergarten curriculum.

In the kindergarten curriculum standard issued in 1932, folk games appeared as a "required subject" or an important part of the kindergarten curriculum. After the 1950s, the leading curriculum of kindergartens was a national unified subject curriculum, and the role of folk games in the curriculum was once weakened. In 1981, the Ministry of Education formulated the "Outline of Kindergarten Education (Trial Draft)" to divide the kindergarten curriculum into six subjects, which basically reflects the importance of subject knowledge. Collect from the network. Teachers can use some search tools and professional websites to search relevant resources related to folk games required in kindergarten courses, and use professional knowledge to identify one by one, so as to select suitable folk game resources for game objects of different ages.

Collect from books, newspapers and ancient books. For example, it is a good way to retrieve books and journals related to folk games in the library, but for some folk games that have time and regional limitations, do not conform to the spirit of the times, and do not conform to the characteristics of children's age, we should take their essence, discard their dross, and improve them according to the needs. They can also learn how to deal with interpersonal conflicts through games, so that

children can learn to control their emotions. When teachers bring traditional folk games into classroom teaching, they also exercise children's sense of responsibility, enhance children's organizational ability, and promote the classroom atmosphere. Through continuous and flexible games, children can also enhance their practical ability, exercise their independent thinking ability, and increase their coordination ability.

Any activity in the kindergarten is at a point of this line, which often has both "teaching" and "play" components. In many occasions of kindergarten and one-day education practice, innovative folk games have become the most interesting activities of all grade groups, and game activities permeate in the usual teaching.

II. THE PROPOSED METHODOLOGY

Game activities and teaching are inseparable, and they complement each other and influence each other. They penetrate, complement and influence each other. For example, when playing the folk art game "Jumping Music", children can not only feel the beauty of melody, but also develop their sense of rhythm to the music itself, which can cultivate their good qualities of wit and courage. Taking the folk game "fumbling" as an example, it also has a name called "hide and seek", which was originally a simple children's game. One child blindfolded to find other children, which is simple and easy to play. There are no fixed requirements for the venue and number of people. More than two people can play anywhere at any time.

Then, how to present the playing methods and rules of "fumbling" in the text? Teachers can also bring traditional folk games into sports. Through scientific and reasonable arrangements, they can compete in the form of groups. They can choose games such as tug of war, kicking shuttlecock and so on. In the process of games, competitiveness is increased, so that children's self-confidence can be increased when exercising their physical quality. Teachers should guide children correctly when they fail in games, so that children will not be addicted to the victory or defeat, and children will be able to reflect. This can help children develop their intelligence, strengthen their willpower and improve their psychological quality. Through the practice and exploration of bamboo dance, the kindergarten teachers in this class organized outdoor collective teaching activities according to the physical and mental development characteristics of children, and achieved good results.

The health field teaching in kindergartens can take advantage of the characteristics of traditional folk games, use old materials, load more fresh blood, organically combine tradition with modernity, make traditional folk games better implemented, and enhance their role in the health field teaching in kindergartens. Ensure that more than 80% of children are interested in the game. Interest is the starting point for children's free exploration and development. Interesting activities can "open" the motivation for children's active exploration, connect



their existing experience with new knowledge, and promote their development. The activities that children are not interested in can not promote the development of children, but will affect the quality of the entire teaching activities. This can further enrich children's knowledge and experience and promote their normal physical development; It also allows children to reflect real life and explore the nature of things in folk games.

For example, in the teaching process of the painting game "Line Change", I provided several different lines for each child. In order to stimulate children's interest in painting activities and give play to their imagination, I asked them to take these lines and play with various patterns on the table, laying a good emotional foundation for my next teaching. In the process of the development of folk games, there are generally two situations that require some improvement and adjustment of the rules of the game. The first situation is that when the game playing method changes, the rules will inevitably change. The second situation is that in the process of children's play, the missing or inappropriate aspects of the rules can be adjusted and improved in a timely manner. The children in the middle class of the kindergarten are slightly older and have certain thinking ability. Teachers can increase the difficulty of the game and choose games with strong logic. Such choices can exercise children's divergent thinking. In the face of large class children in kindergarten, teachers can increase the difficulty in choosing games and improve the team cooperation ability required by games.

Choose different games for different age groups, so that children can improve and exercise their physical quality, stimulate their team awareness and cultivate their interpersonal skills during the game. The pole picking game is also a very interesting activity. When holding one of the poles, children can't touch other poles. If they touch one, they can change their opponent to take it. If they don't touch it, they can continue to take it. Before holding the pole, children look like a "researcher", carefully observe which pole is safe, squatting, standing and lying down. It's really interesting. Sometimes children will upgrade the difficulty of the game and increase the restrictions on holding the pole. The children drew various patterns with various lines. Looking at their ever-changing line patterns, they were happy. The whole activity lasted about half an hour. They learned to develop their intelligence and acquired knowledge and skills in a relaxed and pleasant atmosphere. Throughout the process, children are looking, doing, thinking and drawing.

As an important part of China's excellent traditional culture, folk games play an important role in preschool education. In the process of carrying out folk games in kindergartens, we should always keep in mind that we should inherit culture, select its essence, and use it carefully and flexibly; Children first, combine the old with the new, bloom new colors, let children learn by playing, feel and experience in play, and sprout love for traditional culture in play. There are many kinds of traditional folk games. When choosing games that are suitable for children of different ages in kindergartens, we should also consider the guidance of different game contents on children's education. Kindergarten health education is the main part of children's education, and it is also one of the methods to facilitate children's physical exercise.

Traditional folk games are passed on by word of mouth, accumulating a large number of folk sports actions, and their entertainment meets the needs of children's healthy development. Constantly touch the key points of development.

In the activities, children show that the role of the teacher is not a spectator, but an active participant and observer. "Participation" can go into the children's relationship. As one of them, you can experience the communication between children and know them better; "Observation" can objectively and comprehensively reflect and record the development status of children, and provide a solid foundation for promoting teaching. Teachers can organize children to play some folk games easily. Such games as "stone, scissors, cloth" and "jumping square" are generally not limited by time and space. These games are simple to play, but children have a high interest. Such games make children feel harmonious, creative and happy, and benefit them greatly.

The effect of folk games on children's emotional education can also be achieved. Through the practice of kindergartens, children are taught using traditional folk games. The method is simple and popular with children. At this stage, the children's admission age is relatively small, so when choosing the games for children just entering the kindergarten, more attention should be paid to the plot of the game, and more entertaining games should be chosen. Teachers can add traditional folk games with music rhythms, so that children can show the actions required by the game with music, and enhance the fun.

CONCLUSION

Outdoor activities are an important part of kindergarten education and an indispensable link for children's physical and mental development. It is a guarantee to effectively carry out outdoor activities by tapping rich activity resources and reasonably organizing outdoor activities. The folk sports games, because of their integration of interesting and educational characteristics, have been enduring and become the mark of the growth of generations. It is more important to explore the internal relationship between the curriculum and folk games, find the best combination point of folk games and curriculum, and achieve the effective integration of folk games and kindergarten curriculum. Only in this way can we not only highlight the status of folk games, but also play a role in the curriculum.

Acknowledgements

This research has been financed by the Department of Teachers of the Ministry on Education in 2014 "the comprehensive reform of excellent kindergarten teacher training system in Ethnic Areas"

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