



A Study on Teacher-Guided Behavior in Small Class Children's Meal Activities

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Abstract: Meal activities have an important value in daily life, and the observation method was used to study the guidance behavior of kindergarten teachers in small classes, and it was found that there were many problems in the guidance behavior of teachers in meal activities. In terms of the motivation of guidance, some teachers cannot take the initiative to guide; in terms of the content of guidance, teachers' guidance on the number of meals needs to be strengthened, and the importance of polite language is ignored. Teachers often use instructional language and blame language, ignore children's emotions in the guidance process, and often help with meals. To explore the reasons that affect teachers' behavior guidance in children's meal activities, and try to put forward corresponding solutions to help teachers improve the current situation, cultivate children's good eating habits with correct guidance behaviors, and promote children's physical and mental development.

Keywords: Nursery Children, Meal Activities, Guided Behavior, Early Childhood Education

1 INTRODUCTION

Early childhood is a critical period for children's growth and development, as well as for the formation of dietary habits [1]. Meals are a prerequisite for promoting children's development, and meals are also an important part of one-day activities in kindergartens [2]. With the rapid development of modern society, our dietary environment has also undergone tremendous changes, such as irrational dietary structure, partial partial eating and obesity caused by eating habits, and many diseases caused by this [3]. During meals, young children often experience picky eating and picky eating, which can easily affect their physical health [4]. Dietary activities in kindergartens are closely related to children's growth and development, and also contain great educational value [5]. In 16 years, the Ministry of Education issued the "Core Literacy of Chinese Student Development", which pointed out: "Students should develop healthy and civilized behavior habits and lifestyles. The "Guidelines for the Learning and Development of Children Aged 3~6" (hereinafter referred to as the "Guidelines") also put forward specific requirements for children's meals, such as not being picky eaters, chewing slowly when eating, and rinsing their mouths after meals [6]. Chen Shifan believes that preschool teachers play a leading role in health education, and their professional level and self-quality directly affect the development of the whole teaching activity and the achievement of educational effects [7]. Zhang Jun'e proposed that children's meal activities are one of the most basic aspects of kindergarten life, which focuses on cultivating children's good eating habits and eating ability [8].

Wu Qianqian said that teachers' behavior plays an important role in children's development, and cultivating children's good eating habits can promote children's physical and mental health development [9]. Researchers are well aware of the importance of meal activities, but there is a lack of research on teacher guidance during meal activities. How to cultivate children's good eating habits, how to guide current teachers, what problems exist in the current teachers' guidance to children, and how teachers should guide appropriately, the current research has not been fully reflected, therefore, the author conducts the following research.

2 RESEARCH DESIGN

2.1 DEFINITION OF THE CONCEPT

2.1.1 MEAL ACTIVITIES FOR CHILDREN IN SMALL CLASSES

This study mainly refers to 3-4 year old children in small classes. Eating refers to eating, and the researchers define the eating activity as: "the teacher organizes the children to eat collectively", and the small class children's eating activity refers to the kindergarten teacher organizing the small class of 3-4 year old children to eat collectively.

2.1.2 TEACHERS GUIDE BEHAVIOR

Teacher-guided behavior refers to the specific educational actions given by teachers according to children's behaviors when some good or bad behaviors occur during meals. For example, when children behave well, teachers give certain



praise and encouragement, and when children perform badly, teachers give certain stops and corrections.

2.2 RESEARCH METHODS:

This paper mainly uses the observation method to study the meal guidance behavior of kindergarten teachers in Zunyi City.

2.2.1 SUBJECTS OF THE STUDY

In this study, 6 kindergartens in Zunyi City were randomly selected, and 24 teachers from 12 small classes were selected as the research objects. Among the 24 teachers, 20 are professional teachers in preschool education and 4 are teachers in other professional fields. Among them, 7 graduated from bachelor's degree, 12 graduated from junior college, and 6 graduated from technical secondary school, mainly to understand the current situation of preschool teachers' education and guidance behavior for small class children's meal activities.

2.2.2 RESEARCH TOOLS

According to the Guidelines for the Development of Children Aged 3-6 Years, "Kindergarten teachers should help children develop good habits, help children understand the nutritional value of food, guide them not to be picky eaters, not to be overly urged when eating, and to remind children to chew slowly and not to play while eating" [10]. People's Daily Online pointed out that 3-6 years old is a critical period for preventing obesity, and eating too fast will cause obesity, which requires guidance from parents and teachers. Wang Ping (2015) mentioned in "Preschool Child Care" that teachers should introduce meals to children, teachers should observe children's food intake and add meals in time, pay attention to cultivating children's civilized eating habits, remind them to chew slowly, do not stain their clothes, and teachers should not deal with problems or criticize children during meals [11]. Based on the above foundation and the current teachers' practical needs for children's meal guidance, the author divides the meal activities into four aspects: guidance timing, guidance content, guidance method, and guidance effect.

2.2.3 RESEARCH PROCESS

In the process of observation, the author randomly selected kindergartens, and arranged the corresponding personnel of the profession to observe and record, mainly to observe and record the teacher's educational guidance behavior in the process of small class children's lunch, the observation period was one month, in order to make up for the incomplete information of the on-site record, the school agreed to video, from the beginning of the meal to the end of the meal, and in the later stage of the video observation and comparison, in order to ensure the reliability of the data.

3 THE CURRENT SITUATION OF TEACHERS' BEHAVIOR GUIDANCE FOR KINDERGARTEN SMALL CLASS MEAL ACTIVITIES

3.1 THERE ARE STILL SOME TEACHERS WHO

ARE UNABLE TO TAKE THE INITIATIVE TO PROVIDE GUIDANCE

In the process of children's meals, teachers should take the initiative to guide children's meal activities, so that children can understand a certain amount of meal knowledge, know the benefits of food, actively observe the problems that occur in the process of children's meals, take the initiative to give corresponding help, stop and correct children's wrong eating methods in time, and give children corresponding encouragement to help children eat better. At present, some teachers can not take the initiative to guide, they rest in children's meal activities, play with mobile phones, write lesson plans, etc., and often ignore the problems of children in meal activities, some teachers will only guide when children complain and have aggressive behavior, and some teachers even pretend not to see, resulting in children not getting appropriate guidance in the meal process. As shown in Table 1:

TABLE 1 MOTIVATION OF GUIDANCE (N=460)

Proactive guidance	290	63%
Passive guidance	170	37%
total	460	100%

As can be seen from Table 1, in the month of positive observation, there were a total of 460 times, 290 times of active guidance, accounting for 63% of the total, and 170 times of passive guidance, accounting for 37% of the total proportion.

3.2 PAY ATTENTION TO A BALANCED DIET AND NUTRITIONAL DIET, AND IGNORE THE REQUIREMENT OF "MEAL SIZE".

In the meal activities, the amount of meals is very important, teachers should pay attention to the guidance of the amount of children's meals, remind children to eat and eat moderately when eating, to eat one bite at a time, can not eat too much at one time, eat one bite and then eat the next bite, if the amount of children's meals is too large, the food quickly enters the stomach, which will cause children to not perceive whether they are full, there is too much food accumulation, and too many meals at one time will cause children to be choked by food, vomiting or dyspnea and other risks. In the process of eating, the teacher's attention to the meal amount is very low, the teacher will hardly let the slow bite to eat, when the child continues to eat a large mouthful, the teacher not only does not remind the child to eat the amount of the meal, but also encourages the child to eat too much at one time, some teachers will force the child to eat continuously in large mouths in order to save time, resulting in some children vomiting, food accumulation and other situations because of too much one-time meal, therefore, the teacher's guidance on the amount of meal is very lacking. As shown in Table 2:



TABLE 2 DIETARY NUTRITION STATISTICS (N=272)

Eat a balanced diet	130	48%
Dietary nutrition	128	47%
Portion sizes	14	5%
total	272	100%

As can be seen from Table 2, during the observation period, there were a total of 272 occurrences of dietary nutrition guidance, with the least occurrence of meal portions occurring only 14 times, accounting for 5% of the total, the highest number of occurrences of balanced diet occurring 130 times, accounting for 48% of the total, and the proportion of dietary nutrition and the proportion of balanced diet appearing 128 times, accounting for 47% of the total proportion. It can be seen that there is a lack of guidance on meal sizes among teachers.

3.3 IN THE MEAL METHOD, THE TEACHER EXCESSIVELY ASKS FOR A QUICK MEAL

The correct way to eat can not only make children form good habits, but also conducive to children's physical health, teachers should help children learn to use tableware correctly and eat a variety of food methods, do not eat independently, eat their own, do not want the teacher to help and do not disturb other children to eat, help children develop good eating habits, eat at a moderate speed, not too fast, to chew slowly, eat a bite of food. However, in the process of eating, teachers excessively require fast meals, although sometimes teachers will remind children to chew slowly, but in order to effectively connect all aspects of daily life, teachers will keep urging children to increase their eating speed in the process of children's meals, so as to prevent the speed from being too slow to affect the progress of a day's life, and excessive requirements for children to eat quickly will lead to indigestion in children, which is not conducive to children's physical development. As shown in Table 3:

TABLE 3 STATISTICAL TABLE OF MEAL METHODS (N=184)

Eat alone	18	10%
Alternate meals	50	27%
Meal speed	116	63%
total	184	100%

It can be seen from Table 3 that in the observation period, the teacher's guidance on meal method appeared 184 times, and the teacher instructed the meal speed 116 times, accounting for 63%, the teacher instructed the meal alternation number of times 50

times, accounting for 27%, and the teacher only appeared 18 times of eating alone, accounting for 10%.

3.4 ASKING TOO MUCH FOR A QUIET MEAL AND IGNORING THE IMPORTANCE OF POLITE LANGUAGE

Teachers should help children develop the habit of using words such as "please help me" and "thank you", help children learn to abide by the rules, and develop the habit of lining up to carry the meal before eating, walking slowly during the meal, keeping quiet during the meal, and putting away the tableware after eating. In the meal activity, the child is not allowed to make any sound during the meal, even if it is not allowed to talk about food, as long as the child makes any sound, the teacher will directly use intimidation or scolding to stop it. In addition, the teacher's guidance on polite language is very lacking, and the teacher will briefly mention polite language, but rarely emphasize it, resulting in only a few children can say polite words such as "please" and "thank you", and do not form the habit of polite language. As a result, teachers place too much emphasis on quiet dining and ignore the importance of polite language. As shown in Table 4:

TABLE 4 DINING ETIQUETTE STATISTICS (N=224)

Use polite language	8	2%
Follow the rules	150	37%
Quiet dining	250	61%
total	224	100%

As can be seen from Table 4, in the observation month, there were 224 times of guidance on meal etiquette, 250 times (61% of the total meal etiquette) when teachers paid the most attention to quiet eating, 150 times (37% of the total meal etiquette) for compliance with rules and guidance, and 8 times (2% of the total meal etiquette) for polite language.

3.5 "LANGUAGE GUIDANCE" IS MAINLY IN THE FORM OF INSTRUCTIONS, AND REPROACHFUL LANGUAGE STILL APPEARS

In the process of eating, teachers should pay attention to the cultivation of children's independent ability, so that children know when they should do something, and be able to do their own things, rather than blindly waiting for the teacher's instructions, what the teacher can say to do what, and the teacher should always observe the children. In the process of eating, teachers should praise children in time for what they have done well, so as to promote the better development of children's behavior, create a pleasant eating environment, ensure that children are in a happy mood, and avoid blaming children during meals. However, the reality is different, the teacher only wants to give instructions to the children to do the same, the



instructional language runs through almost the entire dining process, and the teacher will issue a variety of instructional language during the meal, and the instructional language is the main way to know. And in the meal process, we will still hear the teacher's voice blaming the children, the children in the small class are young, sometimes there will be spilled food and poor mood during the meal, but the teacher faces such a situation, regardless of the reason, blames the children first, resulting in the formation of a bad mood for the child. As shown in Table 5:

TABLE 5 STATISTICS ON LANGUAGE INSTRUCTION (N=580)

remind	180	31%
Encouragement	75	13%
inquire	93	16%
reproach	35	6%
directive	197	34%
total	580	100%

As can be seen from Table 5, during the observation period, teachers used language instruction 580 times, reminder language appeared 180 times, accounting for 31% of the total, encouraging language appeared 75 times, accounting for 13% of the total, inquisitive language appeared 93 times, accounting for 16% of the total, imperative language appeared 197 times, accounting for 34% of the total proportion, and reproaching language appeared 35 times, accounting for 6% of the total proportion. It can be seen that the teacher guidance process mainly uses imperative language guidance, and blame language still appears.

3.6 IN THE PROCESS OF "ACTION GUIDANCE", THE PHENOMENON OF HELPING CHILDREN TO EAT IS MORE SERIOUS

In the process of guidance, it is not advisable to only use language guidance, sometimes the guidance of actions is more conducive to the conduct of meal activities, during meal activities, teachers should always observe the child's behavior, when the child appears to sit posture, eating mode and other incorrect eating behavior, the teacher should stop and correct in time. And teachers should help children learn to eat independently, when children refuse to eat or encounter difficulties in eating in a poor emotional state, teachers should help children eat independently through guidance, avoid feeding, and help children develop a good habit of eating independently. But in fact, this is not the case, teachers often feed children, small classes of children are weak in self-care ability, there are often problems such as poor mood or difficulties in the process of eating, when encountering such problems, teachers do not help children solve problems, but directly feed food, this behavior is not advisable. As shown in Table 6:

TABLE 6 STATISTICAL TABLE OF ACTION GUIDANCE (N=293)

Help	70	24%
Intentional	163	56%
check	15	5%
rectify	45	15%
total	293	100%

As can be seen from Table 6, during the one-month observation, there were 293 times of instruction by teachers, 163 times of instruction by way of demonstration, 56% of the total number of instructions, 70 times of guidance by teachers in a helping way, 24% of the total number of instructions, 45 times of correction (15% of the total number of instructions), and 15 times of stopping behaviors, accounting for 5% of the total number of instructions. To sum up, the situation of helping young children to eat is still very serious.

3.7 THE "NEGATIVE" AND "INEFFECTIVE" RESULTS STILL APPEAR DURING MEAL ACTIVITIES

The results of the guidance directly reflect the effectiveness of the teacher's guidance behavior. Through the feedback of the guidance results, teachers can better analyze their own strengths and weaknesses, ensure the effectiveness of their own guidance results, observe children's reactions during the guidance process, observe whether children's eating habits and eating enthusiasm are improved after guidance, and whether children who are unwilling to sit in the position and eat and run around are improved or aggravated by their own guidance behavior, and adjust their own guidance methods to avoid the appearance of ineffective and negative results. In most cases, the teacher's guidance is effective, but there are still ineffective and negative effects, when the teacher guides the children to eat, the teacher's guidance is sometimes not scientific, and the teacher's guidance is sometimes affected by emotions, resulting in the teacher treating the teacher to treat the child who lacks the habit of eating will use forced meals or intimidation and other means, at the beginning may have a certain effect, but later it will lead to the teacher's guidance to the child ineffective or even worse. As shown in Table 7:

TABLE 7 STATISTICAL TABLE OF GUIDANCE RESULTS (N=427)

Guiding results	frequency	percentage
Positive	311	72%



void	116	27%
Negative effect	5	1%
total	427	100%

As can be seen from Table 7, in the month of observation, there were a total of 427 teacher guidance results, and among the 427 events observed, 311 positive events occurred, accounting for 73% of the total number of times, 116 invalid events occurred (27% of the total frequency), and 5 negative events occurred (1% of the total number of events). The results of this study point out that most of the teachers' guidance on children's meals is effective, and it also shows that teachers' guidance is of great significance for the cultivation of children's eating habits, and teachers should also reflect on why there are ineffective and negative results, and how to change and avoid these results.

4.3. GUIDANCE AND SUGGESTIONS FOR TEACHERS' BEHAVIOR IN KINDERGARTEN SMALL CLASS MEAL ACTIVITIES

4.1 KINDERGARTENS SHOULD ESTABLISH AND IMPROVE RULES AND REGULATIONS AND SUPERVISION MECHANISMS, IMPROVE THE ENTHUSIASM OF TEACHERS IN MEAL ACTIVITIES

Kindergartens should pay attention to the importance of meal activities, carry out a variety of activities to strengthen teachers' understanding of meal activities, help teachers establish clear educational goals, establish scientific concepts, and help teachers understand meal activities and deeply appreciate its importance.

First of all, kindergartens should encourage teachers to take the initiative to guide children to carry out meal activities, encourage teachers to establish a good dining atmosphere, in the meal activities to find educational opportunities, so that children imperceptibly form good habits; It is forbidden to write lesson plans, play mobile phones, chat and other situations in the meal activities, so as to avoid teachers from doing things that have nothing to do with the meal activities; Finally, establish a supervision system, through mutual supervision between teachers at the same level, the leaders in the park will check and monitor from time to time or enter the class at any time to conduct spot checks, so as to standardize the guidance behavior of teachers' meal activities; Meal guidance is added to the evaluation system, and teachers who actively guide and learn are encouraged, and teachers who are not active are punished, so as to strengthen teachers' attention to meal activities.

4.2 TEACHERS REINFORCE THEIR KNOWLEDGE OF MEAL PORTION GUIDANCE

Professionalism is a basic requirement for teachers, and from this study, teachers should enrich their knowledge about meal sizes and "washing after meals". First, teachers learn theoretical knowledge by reading various books, current documents, and lectures by excellent teachers in their majors, so as to enrich their knowledge about meal sizes Compare the knowledge received with the original self-guidance method, recognize your own strengths and weaknesses, and improve your own shortcomings. Second, teachers should communicate more with teachers in this kindergarten or other kindergartens to learn how to guide and how to carry out the "meal portion", and visit the guidance methods of excellent teachers, so that excellent teachers can put forward opinions on their own guidance "meal portions", so that they can realize the shortcomings of their own guidance methods more quickly and correct them. Third, teachers should carefully study the "Guide" and "Outline" and other relevant guiding documents, keep the policy requirements in mind, understand the characteristics of children's physical and mental development, learn with an open mind, and constantly improve themselves.

4.3 TEACHERS STANDARDIZE THEIR OWN EDUCATIONAL METHODS OF "EATING SPEED", "QUIET EATING" AND "EATING ETIQUETTE" TO ENSURE THE EFFECTIVENESS OF EDUCATIONAL RESULTS

Educational methods are of great significance for meal activities, and correct educational methods are not only conducive to helping children develop good behavior habits, but also improve the effectiveness of educational results. Therefore, teachers should: first of all, when the children's eating speed is slow, do not criticize the children, do not urge the children, do not use other children's fast eating speed to put pressure on the children, according to the children's own characteristics of the use of skills to patiently guide him to correct the eating method, when the children's eating speed is too fast, to remind the children to chew slowly, and in the usual education process to let the children understand why to chew slowly, which not only improves the children's knowledge reserve but also standardizes the children's eating methods. Secondly, when children make sounds during meals, teachers should distinguish the content of children's talk in time, children talk about whether the content of the meal is not, children talking about the content of the meal is conducive to children to have greater interest in food, and it is beneficial to children's meals, so teachers should allow children to discuss the content of meals in a whisper during meal activities, and when children's voices are too loud to affect meal activities, teachers should remind them in a low voice, rather than directly stopping or blaming children. Finally, teachers should influence children through themselves, and teachers often emphasize etiquette and role models in daily life, so as to help children develop good habits of politeness.

4.4 TEACHERS REDUCE THE USE OF INSTRUCTIONAL LANGUAGE AND MAINTAIN AN EQUAL RELATIONSHIP WITH THE CHILD



Teachers need to self-examine their own guidance methods, and maintain good behavior habits after eliminating and changing bad behavior habits [12].

First of all, teachers should have a correct understanding of the relationship between themselves and children, teachers should realize that the relationship between teachers and children should be equal, and teachers and children should grow each other Progressing together. Secondly, preschool teachers should deeply reflect on why the instructional language runs through the meal process, whether this way is correct, and how to change the current situation. Finally, teachers should learn the correct way of guidance, actively learn the methods of cultivating children's subjectivity, and accompany children to grow up healthily as equals.

4.5 TEACHERS AVOID BLAMING YOUNG CHILDREN DURING MEALS

Maintaining a good mood during a child's meal has a positive effect on the child's meal, and when the child is in a good mood, it can change the child's attitude towards food. And in the process of eating, the teacher's negative guidance occurs from time to time, when a teacher faces the child's negative emotions, the child will also have negative emotions, so the teacher should avoid scolding and blaming the child, so that the child eats happily and likes to eat.

First, teachers should learn to solve problems skillfully, when children have spilled food, food drops, etc., use ingenious ways to resolve the problem, and seize the opportunity of education, according to the characteristics of children's physical and mental development to tell children that food will also hurt, etc., to arouse children's resonance, reduce children's problems again. Second, teachers should learn to understand children, understand the reasons for such incidents, actively communicate with children, not blindly blame, understand children with a tolerant attitude, and finally give appropriate guidance. Third, teachers should learn to control their own emotions, avoid bringing their own emotions into their work, so that they affect children, and when children have problems, control their emotions to avoid blaming children, and prevent children from losing their appetite when they eat because of their own emotions.

4.6 TEACHERS GIVE FULL PLAY TO CHILDREN'S SUBJECTIVITY AND RETURN THE "SPOON" TO CHILDREN

Teachers should help children give full play to their subjectivity, improve their autonomy, and learn to do their own things.

First of all, teachers should control their hands, observe more, teachers should let go, give children the opportunity to solve problems by themselves, observe whether there are problems in children's meal activities, and observe children's ways and means of solving problems. Second, teachers should give children more opportunities, try to avoid directly helping children, so that children can do their own things, help teachers do what they can, so that children can feel a sense of accomplishment and become the little master of meal activities;

finally, teachers should control their own emotions and behaviors, control their emotions when children are slow to eat or unwilling to eat when they are too anxious, avoid their own emotions because of their own emotions that lead to their own direct help, and should give enough patience to preschool teachers who have weak eating ability, use what they have learned to help them learn the methods and habits of eating, instead of giving up teaching and feeding directly because of their "slowness" and "stupidity", resulting in the loss of subjectivity of young children.

4.7 CREATE A QUIET AND HARMONIOUS DINING ENVIRONMENT

According to Bronfenbrenner, the microsystem is most directly related to individual development, and from the perspective of eating, the microsystem mainly includes the physical and psychological environment of eating, as well as the teachers, parents, and peers in these environments who are closely related to young children [13]. A good environment is not only conducive to children's physical development, but also conducive to children's psychological development. Teachers can start from the following aspects to create a good environment:

First of all, it is necessary to create a beautiful and clean physical environment, "the environment is an important educational resource, and the development of young children should be effectively promoted through the creation and use of the environment" [14]. The environment in the kindergarten should be neat, clean and comfortable, the classroom can be covered with a tablecloth on the table, and the cabinets and tables and chairs are placed for children to walk and eat, so that children can eat in the kindergarten as if they were at home; In this case, if the teacher blames the child, it will cause the child to resist, causing the child to be uninterested in eating or the appetite to decline, so when faced with this situation, the teacher should patiently guide the child's appetite to improve the child's appetite with their own professionalism and create a pleasant environment for the child. Conclusion

Meal activities are an important part of a day's life, and teachers are not only the organizers of activities, but also the guiding light for children's healthy growth. The researchers mainly used the observation method to conduct research, and in the process of research, the author found many problems, and in the "guidance timing", there are still some teachers who cannot take the initiative to guide Nutrition guidance on "meal size" is lacking, and the importance of polite language is ignored in the meal method, and the blame language still appears in the guidance method, and the phenomenon of helping to eat is more serious, and the negative and ineffective results in the guidance results still appear. Therefore, the author puts forward the following suggestions: firstly, kindergartens should establish and improve the rules and regulations and supervision mechanism, improve the enthusiasm of teachers in meal activities, teachers should strengthen their own meal portion guidance related knowledge, standardize their own "meal speed", "quiet meal" and "meal etiquette" education methods, to ensure the effectiveness of



educational results; secondly, teachers should reduce the use of instructional language and maintain an equal relationship with children, to avoid blaming children during the meal process; finally, teachers should give full play to children's subjectivity, put the "spoon" Give it back to the children and create a quiet and harmonious eating environment.

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