



Research on the Current Situation and Improvement Strategies of Teacher Intervention in Kindergarten Area Activities

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Abstract: As an important part of daily life in kindergarten, area activities are indispensable. This study combined questionnaire surveys with interviews to study teachers' intervention behaviors revealed many inappropriate aspects of teachers' interventions in children's area activities: insufficient educational resources in kindergartens, with teachers focusing on "cross-sectional" methods while emphasizing "vertical" rather than "parallel" interventions; area activities focused on protecting children's safety and maintaining order and rules; teachers' problem-solving abilities were insufficient, with noticeably low attention to reading and educational areas and frequent neglect. Based on reflections on teacher involvement, targeted strategies were proposed to help teachers improve the current situation of regional activity intervention and promote the development of current kindergarten regional activities.

Keywords: regional activities, teacher involvement, improvement strategies

1 INTRODUCTION

Kindergarten area activities are an important way for teachers to interact effectively with children and to develop their abilities. Teachers should, while respecting the children's central role, guide children to explore independently and stimulate their potential for autonomous learning. [1] In regional activities, teachers' effective intervention and targeted guidance play a key role in children's development and directly affect the quality of area activities. [2] In scaffolding teaching, Vygotsky's view of the "zone of proximal development" shows that teachers have a positive impact on children's development. Without teacher involvement and help, children find it difficult to play independently or may hesitate to play. [3] Considering children's limited ability to recognize things, they inevitably encounter various difficulties when handling materials. If teachers do not intervene and guide children during this process, their learning experiences will stagnate and have no effect on development. [4] Zhang Hongxia stated: Teachers should not stop intervening in regional activities but also pay attention to the methods and timing of intervention. In several different areas, the emphasis on the degree of intervention in different areas is closely tied to the children's state characteristics during activities. Teachers

should be good at observing children's different behaviors and adopt targeted guidance strategies. [5] Researchers have observed that teachers encounter many problems during area activities and do not know when or how to intervene and guide. Some researchers have found through surveys that the main reason for many problems in teacher guidance is misunderstandings about guidance, with more than one-third of teachers saying that teachers' intervention and guidance in regional activities have no impact on children. [6] This tells teachers to change misconceptions and to study and explore actively. Although teacher intervention in regional activities has received high attention from most scholars, most researchers only conduct in-depth studies on specific areas of regional activities or case studies of specific kindergartens in a particular district. Studies on teacher intervention and guidance for the entire kindergarten area have not received much attention. So, under the "broader environment" of kindergarten regional activities, how does teacher intervention and guidance work? Based on the above views, the researchers focused on kindergarten teachers in the Zunyi area to study teacher intervention in regional activities.

2 RESEARCH DESIGN



2.1 DEFINITION OF CONCEPTS

2.1.1 REGIONAL ACTIVITIES

Area activities, also known as area corner activities, treat games and activity areas as basic activity and spatial structures. They are an environment that emphasizes children's autonomy and development, while also promoting the development of learning and innovation abilities.

2.1.2 TEACHER INTERVENTION AND GUIDANCE

In the Modern Chinese Dictionary, 'guidance' is defined as 'directing and directing.' Liu Yan believes that teacher intervention in guidance is not about controlling children's behavior according to one's own will or taking care of things instead, but rather giving children the opportunity to think independently, seizing the right timing for intervention, and learning to wait for them. Teachers intervene in regional activities using different guidance methods.

2.2 RESEARCH METHODS

In this study, The researchers adopted a questionnaire survey method, focusing on kindergarten teachers in Zunyi City to investigate their involvement in regional activities.

2.2.1 RESEARCH SUBJECT

This study randomly selected 179 kindergarten teachers in Zunyi City for a survey. Among them, 85.47% had less than 2 years of teaching experience, 11.17% had 2-5 years, and 3.35% had more than 5 years; 79.89% of teachers came from public kindergartens, and 20.11% came from private kindergartens. Among the 179 teachers, 65 were aged 3-4, 62 were aged 4-5, and 52 were aged 5-6.

2.2.2 RESEARCH TOOLS

The State Council and Ministry of Education have successively issued policy measures such as the "Several Opinions on Deepening Reform and Standardized Development of Preschool Education," "Several Opinions on Current Preschool Education," and the "Guidelines for Learning and Development of Children Aged 3-6," emphasizing that education should adhere to the physical and mental development of young children and adhere to "play" as the basic activity for children. The "Kindergarten Education Guidelines (Trial)" (2001) and "Kindergarten Work Procedures" (2016) propose that "the basic activity of kindergarten should be play." Liu Yan stated that targeted teacher intervention and guidance directly determine the level of regional play among children. Foreign researchers also state: cooperation between teachers and children in regional activities can enrich the game scenario and extend the play duration. [7] Based on the above emphasis on children's regional activities, the researcher designed a questionnaire based on analysis. The questionnaire contains 12 items, mainly addressing three aspects: "teachers' choices of activity areas," "methods of teacher intervention," and "teacher intervention in different activity scenarios." Additionally, interviews were combined to further understand the intervention and study the current state of teachers' involvement in regional activities.

2.2.3 RESEARCH PROCESS

During the study, researchers randomly selected kindergarten teachers in Zunyi City, developed corresponding questionnaires, and conducted random surveys mainly to understand how teachers intervened and guided during kindergarten activities. Before distributing the questionnaire, teachers were helped understand its content, and during the completion process, timely guidance was given to any issues encountered. After completion, questions were promptly supplemented to obtain the most authentic answers from teachers. In the later stage, the data was analyzed, organized, and summarized, and teachers were randomly selected for interviews to gain in-depth understanding of their involvement, ensuring the authenticity of the data and content.

3 TEACHER INTERVENTION IN DOMAIN ACTIVITIES TO GUIDE THE CURRENT SITUATION

Regional activities take many forms. Effective teacher involvement and guidance directly affect children's learning outcomes. During activities, children are limited by their cognitive level and may encounter various situations during operation and exploration. Teachers need to understand that conducting regional activities is a long-term process. As children encounter more difficulties in regional activities, teachers have begun to formulate regional rules to strictly regulate children's behavior, which has also led to some issues.

3.1 IN TERMS OF THE NATURE OF AREA CORNER ACTIVITIES, FOCUS MAINLY ON AREAS THAT INTEGRATE LEARNING AND PLAY, WHILE NEGLECTING LEARNING AREAS

Regarding the nature of area activities, Huang Qiong divides kindergarten area areas into three main categories: learning areas, play areas, and areas integrating learning and play. Learning areas: Children re-recognize observed phenomena in daily life and accumulate experience, such as reading and intellectual areas. Play areas: children express their actual feelings and experiences through practice, such as construction areas and performance areas. Learning and play integration areas: these areas serve both learning and play functions. [8] Here, researchers divide the science area and art area into these areas. The "Guidelines" point out that early childhood is an important period for children's oral language development, and teachers should consider how to promote the development of language expression skills through activities [9]; Regarding the educational area, Xu Xiuzhen (2017) proposed that teachers should create a positive atmosphere for regional activities, master the guidance and intervention methods of the educational area, improve children's thinking abilities, and help them form correct cognition. [10] The reading area lays the foundation for children's pre-reading, character recognition, and pre-writing skills. The intellectual area, on the other hand, is an exploratory activity focused on developing children's cognitive abilities and



social interaction. In kindergarten regional activities, teachers often set the learning corners of the reading and puzzle areas in adjacent areas, while when choosing observation areas, they tend to focus on areas that integrate learning and play, such as the "art area" and "science area." In response, the author conducted a survey on teacher regional intervention, and the results are shown in the table below:

TABLE 1 RECORD OF TEACHER INTERVENTION FREQUENCY SURVEY BY REGION (N=179)

Activity nature of the area and angle	Guidance area	Frequency percentage
Learning Area	Reading Area	38 (21.35%)
Learning Area	Puzzle Zone	40 (22.35%)
Gameplay corner	Construction Area	60 (33.71%)
Gameplay corner	Performance Area	42 (23.6%)
The integration of learning and play in the area	Art Area	90 (50.56%)
The integration of learning and play in the area	Science Zone	80 (44.94%)

As shown in Table 2, in the learning and play integration area, teachers intervened in the art area 90 times, accounting for 50.56%, accounting for more than half; in the science area, 80 times, accounting for 44.94%; in the play area, teacher involvement in the construction area 60 times, accounting for 33.71%; in the performance area, 42 times, accounting for 23.6%; in the learning area, teacher involvement in the reading area 38 times, accounting for 21.35%; and in the puzzle area, 40 times, accounting for 22.35%. It can be concluded that during the implementation of regional activities, the areas where teachers pay the most attention and intervention are the integrated learning and play areas, namely the art and science areas, with construction and performance areas ranking second. Compared to the learning and play integration zones, the intervention frequency of the learning area is more than twice that of the integrated learning-play area.

3.2 TEACHER INTERVENTION SHOULD MAINLY BE CROSS-SECTIONAL, EMPHASIZING "VERTICAL" AND EMPHASIZING "PARALLEL"

Qiu Xueqing uses teachers as a medium, believing there are three types of guidance: "parallel guidance," "cross-directed guidance," and "vertical guidance." [11] Parallel guidance refers to the teacher operating the same or different materials beside the children, providing a role model and demonstration. Cross-

guided guidance means the teacher participates in children's games and interacts with them in roles, guiding them during play. Vertical guidance means that when children encounter situations that do not conform to regional rules, the teacher directly intervenes to intervene in the children's behavior.

In Gu Limei's view, teachers' mastery of intervention methods plays a decisive role in improving the quality of regional activities, but it is also important to note that improper teacher intervention and guidance can weaken children's enthusiasm for regional activities. [12] While teachers mainly use interdisciplinary approaches, they emphasize vertical intervention methods and rarely choose parallel methods to guide children. When necessary game rules are threatened or children lose interest in play, teachers intervene in area activities as authoritative to restrain children's behavior, for example, loudly scolding and warning children to lower their volume, intervening directly to prohibit children from crossing the area, and revoking children's entry rights if rules are violated. Such intervention methods seriously hinder children's development. Investigations show the following table shows teachers' choices of intervention methods in regional activities:

TABLE 2 SURVEY OF TEACHER INTERVENTION METHODS (N=179)

Intervention methods	Frequency	percentage
Cross-Intervention	120	67.04%
Vertical intervention	52	29.05%
Parallel intervention	7	3.91%

From Table 3, the most common choice of intervention method is cross-intervention (67.04%), followed by vertical intervention guidance at 29.05%, and parallel intervention guidance at 3.91%.

3.3 TEACHERS LACK DETAILED OBSERVATION BEFORE INTERVENTION, AND THE LANGUAGE OF INTERVENTION GUIDANCE IS MONOTONOUS AND INAPPROPRIATE

The method of guidance is a concrete manifestation of teachers' guiding behaviors. Most teachers use language guidance and action guidance, as well as a combination of language and action guidance, considering both the characteristics of children's thinking development and their observation skills. Through language guidance, teachers point the way for children, who can actively try and successfully overcome difficulties, gaining a sense of achievement. During the investigation, researchers found that teachers used language improperly, gave monotonous guidance during activities, and seriously hindered children's



development in play. Observation is also a prerequisite for intervention guidance. During communication with survey participants, researchers found that teachers observe children's behavior in advance and whether they can independently handle the materials, but these observations are not recorded in detail and are only superficial rough observations. At the same time, teachers' observation and recording skills need improvement, as in Case 1:

Case 1:

The activity in the area began. Mingming and Tangtang started arguing in the construction area, "This is mine, you can't fight me for it," Mingming said. Tangtang grabbed the blocks and said, "I got these first, it's mine." The teacher heard Mingming and Tangtang's voice, who came over. "This toy belongs to the teacher now, no one is allowed to touch it." Then the teacher assigned Mingming to the art area, and Tangtang to the performance area.

From Case 1, it can be seen that the teacher's language guidance was singular, and there was no prior observation or recording of the area. When children encountered problems during activities, the teacher used language to promptly stop the child's behavior. Afterwards, there was no guidance for the child's behavior, but instead the child was placed in different areas to prevent the behavior from happening again. Children's thinking is self-centered. When facing such situations, teachers should first observe and understand the situation, use appropriate language to help children recognize their mistakes, and use a combination of actions to guide them to recognize their mistakes.

3.4 AREA ACTIVITIES MAINLY PROTECT CHILDREN'S SAFETY AND MAINTAIN ORDER IN THE AREA, NEGLECTING THE OVERALL DEVELOPMENT OF CHILDREN

Kindergartens mainly operate independently during regional activities, but various difficulties are inevitable during these operations, making teacher intervention and guidance necessary. The "Shanghai Preschool Education Curriculum Guidelines" states in the "Methods for Paying Attention to Intervention in Area Activities" that teachers should promptly participate in children's activities to provide guidance. There are five specific situations: children encountering safety issues during activities; children engaging in behaviors that violate social norms during activities; children encountering new difficulties that cannot be resolved; activities involving situations affecting children's physical and mental health; and children actively seeking teacher help. Researchers have found that during regional guidance, teachers only focus on children's safety issues, focusing on maintaining order and rules in the area, neglecting to solve problems during activities and neglecting children's needs during activities, seriously hindering their overall development. In response, researchers identified five scenarios based on different age characteristics in kindergartens and conducted a survey of teachers for these five scenarios. The specific situations are as follows:

TABLE 3 SURVEY ON TEACHER INVOLVEMENT IN REGIONAL ACTIVITIES (N=358)

Activity Scenario	Junior class	Middle class	Senior class	Total
If a child has a safety issue	50	42	37	129
Young children violate the area rules	42	47	29	118
Encountering new difficulties that cannot be resolved	17	11	15	43
New educational opportunities emerge in regional activities	11	10	15	36
Children actively seek teacher help	10	14	8	32

Table 3 shows that the frequency of teacher intervention varies significantly in different situations. Among the regional activities in small, middle, and large classes, the middle class has the highest frequency and the junior class the lowest. Comparing the five different activity scenarios, teachers intervened 129 times when children encountered safety issues, ranking first; Teacher intervention when children violated regional rules totaled 118 times, ranking second; Teacher intervention 43 times when children encountered new difficulties and could not solve them ranked third; New educational opportunities emerged in regional activities: teacher intervention 36 times, ranking fourth; Teachers intervening 32 times when children actively sought help, ranking fifth.

Analysis of the table shows that teacher involvement in area guidance tends to be mainly based on children's behavioral manifestations during activities. In five different activity scenarios, the frequency of teacher intervention for children actively seeking help and new educational opportunities during area activities is far lower than the number of times children encounter safety issues or violate area rules. When children encounter new difficulties that cannot be resolved, the number of times teachers intervene is also far lower than the number of times children encounter safety issues or violate area rules. It is evident that teachers focus more on protecting children's safety and maintaining order in area rules during area activities, while



most children's voluntary requests during activities are not addressed.

4 FACTORS INFLUENCING TEACHER INTERVENTION IN REGIONAL ACTIVITIES

There are many problems with teacher intervention in kindergarten area activities. Researchers have organized these problems and identified the causes of these problems.

4.1 TEACHERS HAVE NOT ESTABLISHED CORRECT REGIONAL GUIDANCE CONCEPTS

Teachers' correct concepts of regional guidance guide their own behavior. Establishing correct regional guidance concepts helps teachers provide more targeted guidance for children's performance in regional activities. Most teachers prioritize time-saving and labor-saving methods when children need to intervene and help, directly intervening to regulate children's behavior. Some teachers explained that kindergartens have a heavy workload and endless accumulated materials, leaving almost no time to guide children's area activities. To save time and effort, they choose the simplest, most direct, and problem-solving vertical approach to intervene in children's area activities. Teachers have not formed a correct understanding of the intervention steps in area activities, nor have they promptly reflected on their own behavior. The reason for this phenomenon is that teachers have not established correct concepts of area guidance and do not pay attention to children's development in area activities.

4.2 TEACHERS' GUIDANCE ABILITIES ARE INSUFFICIENT AND HAVE NOT MASTERED THE CORRECT TEACHING METHODS

Mastering the correct guidance methods is key for teachers to improve their own guidance abilities. The implementation of regional activities is a long-term process that inevitably requires teacher intervention and guidance. Teachers do not pay attention to intervention methods in regional activities, frequently intervening arbitrarily in regional activities, focusing on protecting children's safety and regulating their own behavior, focusing on maintaining the normal progress of community activities without paying attention to children's development. Kindergartens also do not pay attention to intervention guidance in regional activities. Over time, teachers' guidance abilities are insufficient, and existing experience in intervention cannot fully solve the various difficulties children encounter during activities.

4.3 UNEVEN ALLOCATION OF TEACHERS' TIME DURING THE IMPLEMENTATION OF THE ACTIVITY

Reasonable allocation of work time helps improve teachers' efficiency. Develop corresponding work plans, complete tasks within the appropriate timeframes, and implement them in

practice. Researchers have found that kindergartens have a large and complex amount of materials. Due to tedious tasks and work pressure, teachers basically have no time to complete other tasks. Considering that children spend long periods engaging in area activities and their behaviors are easier to control and manage, most teachers choose to set aside time during area activities to organize materials, neglecting guidance in the activity area. Due to long-term neglect of area activity guidance, teachers' ability to guide gradually declines, and teachers themselves do not pay attention to this behavior, which is one of the reasons for this phenomenon.

4.4 NEW TEACHERS LACK SUFFICIENT KNOWLEDGE AND HAVE LIMITED PROBLEM-SOLVING SKILLS

Among the 179 teachers surveyed, 85.47% had less than two years of teaching experience, making them typical novice teachers. For teachers with less than three years of experience, relying solely on theoretical knowledge is far from sufficient. Due to lack of experience, novice teachers cannot promptly and correctly handle individual issues in regional activities. They are at a loss when unexpected situations arise during activities and can only rely on simple verbal lectures and rigid reasoning education. Kindergartens provide limited training for teacher intervention and guidance, and teachers are busy with other tasks and do not study or research this area in time. Over time, teachers have not thoroughly resolved various issues in regional activities, and the frequency of intervention has become increasingly low.

4.5 KINDERGARTENS DO NOT PAY ENOUGH ATTENTION TO TEACHER INVOLVEMENT IN REGIONAL ACTIVITIES

The process of conducting regional activities in kindergartens is overly formal. With strict regulations on the time for activities, there is little emphasis on teacher intervention and guidance during these activities. During the survey, researchers found that kindergartens rarely conduct any training or research activities involving teacher involvement in regional activities, and there is little learning material on teacher intervention guidance for regional activities, with limited learning channels. Most kindergartens often neglect teachers' non-standard behaviors during activities, which is a reason for the current state of intervention in regional activities.

5 STRATEGIES FOR ENHANCING TEACHERS' INVOLVEMENT ABILITIES IN REGIONAL ACTIVITIES

5.1 CHANGE THE BEHAVIOR OF "OFF-DISTRICT" GUIDANCE AND MASTER THE GUIDANCE METHODS FOR DIFFERENT AREAS



As instructors of regional activities, teachers should change their "zone-focused" guidance. Due to the influence of teachers themselves and the kindergarten's environment, it is inevitable that teachers will experience "zone-biased" guidance. When creating regional environments, they should consider the goals and characteristics of different areas and diversify their designs. Teachers can focus more attention on areas that are rarely observed or guided, such as the "reading area" or "puzzle area," and try to have teacher participation and guidance in multiple areas. At the same time, teachers should learn and enrich their theoretical knowledge related to regional intervention and guidance, learn from each other through various channels, observe and accumulate experience among teachers, and participate in training organized by the kindergarten on regional activities. They should master the methods of intervention and guidance in each area of the kindergarten, and combine theory with practical guidance to guide children. Strictly regulate one's own behavior and emphasize the importance of intervention and guidance in regional activities for children's development. Only by enriching teachers' own experience can they purposefully intervene in children's games during regional activities, promoting innovation and development within these activities.

5.2 CLARIFY THE TEACHER'S ROLE IN REGIONAL ACTIVITIES AND EMPHASIZE THE CHILDREN'S AUTONOMY IN THESE ACTIVITIES

Teachers are observers, guides, and supporters of children's activities. Teachers should be child-centered, considering children's cognitive development and emotional inspiration. Therefore, teachers should observe the situation of regional activities and grasp the best timing for intervention. For different situations, teachers should accurately define their roles and avoid excessive intervention that could affect children's creative thinking.

5.2.1 IDENTIFY ROLES AND FLEXIBLY USE DIFFERENT INTERVENTION METHODS

When teachers participate in children's activities, if they engage in overly controlling behaviors, children's creative thinking abilities are often suppressed, and regional play cannot be conducted [7]. During activities, teachers often see themselves as managers and educators of activities, strictly restraining children's behavior without considering that they themselves are also guides and collaborators in regional activities. Teachers must identify their roles, use different positioning guidance, and flexibly apply three approaches—cross-sectional, parallel, and vertical interventions—into children's activities according to different situations. Teachers should also widely learn from guidance experiences and flexibly switch their regional roles to create a relaxed and free activity environment for children.

5.2.2 RESPECT CHILDREN'S AUTONOMY IN REGIONAL ACTIVITIES

To fully leverage children's agency, teachers must first take children's development as the leading element. The concept of children in quality education proposes: children are the main agents of learning and also the active subjects of education. This

inspires teachers to truly put theory into action. During activities, children should listen to their ideas; before activities, teachers and children jointly participate in creating the regional environment; during activities, children develop individuality; afterwards, teachers and children evaluate together, fully leveraging children's initiative.

5.3 BASED ON OBSERVATION AND RECORDING, COMBINE VARIOUS METHODS FOR GUIDANCE

When children participate in area activities, unimaginable situations are inevitable. At such times, teachers should observe and record as needed, and provide targeted guidance when necessary. Younger class children have poor concentration, are afraid to try new things, and have limited cognitive abilities. Teachers can combine example demonstration and language prompting, seize the best timing for intervention, and appropriately combine words and actions to help children clarify their thinking.

When children lose interest in activities, teachers can use scenario-based material interventions to timely intervene and supplement new materials; As interest in middle class children gradually increases, teachers should teach children proper ways to interact during area activities. They should observe and wait for children's regional behaviors, using teacher-student cooperation to intervene and participate in activities, improving children's learning abilities and allowing them to experience the joy of success; Senior kindergarten children have enhanced language summarization abilities, and most children's cooperation and creativity abilities gradually improve. Teachers should observe children's words and actions more closely and can use the reinforcement emotional experience method to encourage and support children's behavior, or apply experience transfer in area activities, meaning they apply existing experiences in the regional activity context. [13]

5.4 TEACHERS SHOULD ESTABLISH CORRECT REGIONAL GUIDANCE CONCEPTS TO PROMOTE THE OVERALL HARMONIOUS DEVELOPMENT OF CHILDREN

Children's behavior in games can reflect their personality and character, and every action a child takes corresponds to their psychological state and changes. [14] In area activities, children's behaviors are diverse. Teachers should pay close attention to children's behaviors, observe and record their behavior in a timely manner, and intervene and provide guidance at appropriate times when necessary. An important factor influencing teacher guidance is teachers' understanding of indoor areas. Teachers should change traditional views to meet children's diverse needs. Teachers should respond promptly and positively to children who actively interact with teachers during activities and seek help when facing difficulties. Teachers should strengthen theoretical study of area guidance, discover children's "zone of proximal development," and promote harmonious overall development.



5.5 *KINDERGARTENS SHOULD PAY ATTENTION TO THE GUIDANCE OF REGIONAL ACTIVITY TEACHERS AND CONDUCT TRAINING ACTIVITIES FOR NOVICE TEACHERS*

Kindergartens should value the guidance of regional activity teachers, regularly hold training sessions on regional activity teacher guidance, and, based on the goals set in the "Guidelines," truly apply theory to teachers' practical actions. Experts can be invited to give lectures on regional activity intervention guidance. Administrators can develop manuals for regional activity intervention guidance methods, arrange for teachers to study or conduct independent research, and teachers can regularly share experiences and summarize regional activity guidance experiences to learn from each other. Kindergartens should regularly conduct training on regional activity intervention for novice teachers to enrich their experience and learn through practice. By observing the intervention of novice teachers in regional activities and providing targeted guidance, teachers can learn from each other and promote mutual growth. Teachers can also observe more and learn more theoretical knowledge about regional intervention from multiple perspectives. When necessary, they can observe and learn from each other, observe collectively, evaluate each other's lessons, and discuss each other's teachings, allowing teachers to learn and improve together.

6 CONCLUSION

In line with the kindergarten's emphasis on teacher intervention and innovative changes in intervention methods, more and more problems are being solved, promoting growth together. By understanding the current state of teacher involvement, regional activities gain attention, and children become more independent and innovative. Teachers master intervention strategies, and through long-term experience, can handle problems in different areas more skillfully. In regional activities, teachers should flexibly use intervention methods, understand children's personality traits, and carry out regional activities in various forms. During activities, observe and guide with multiple methods, and when necessary, guide children to imitate actions, promoting their overall and harmonious development in an appropriate intervention environment.

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