



Research on Problems and Countermeasures in Kindergarten Game Teaching

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Abstract: Kindergarten game teaching refers to teachers using games to carry out instruction, integrating the game system into teaching activities. Games are the most fundamental activity for children, and children learn through play, thereby achieving the goal of making education enjoyable. The survey subjects are kindergarten teachers at Z Kindergarten in Chongqing. Taking kindergarten game teaching as an entry point, it employs literature, interviews, and questionnaire surveys to study issues such as the design of game teaching objectives, teachers' game guidance during game instruction, and the creation of psychological scenarios in game teaching. Some difficulties in game teaching at Chongqing Z Kindergarten are summarized, and solutions for kindergarten game teaching are proposed based on these difficulties.

Keywords: preschool teacher, play-based teaching, problems and countermeasures

1 INTRODUCTION

Game-based teaching refers to using the fun nature of play to stimulate and arouse children's interest and motivation, applying games to educational and teaching processes, allowing children to explore knowledge through play experiences and achieve educational and teaching objectives. The "Guidelines for Learning and Development of Children Aged 3-6" clearly states that kindergartens should "base their teaching on games," follow children's natures in play-based teaching, emphasize the organic combination of natural play and education, and adopt play-based teaching methods that adapt to children's learning characteristics. Qiao Xin believes that the primary goal of kindergarten play-based teaching is to meet children's developmental needs, cultivate children's interests, and foster their active learning abilities; Meng Yu mentioned the lack of realistic experiential scenarios in games, as well as the generative and open-ended nature of games; The "tangible and rigid" physical education games mentioned by Jiao Yang and Han Bing remain prominent, with single teaching content and unclear teaching objectives; Ren Chunmao believes that the influence of kindergarten institutional culture, the educational philosophies of kindergarten teachers, the number of children and their living environment, lack of play materials, too small play spaces, and insufficient play environments all affect game teaching.

Through reading relevant research literature, it is found that most research perspectives are relatively single, focusing on the

overall meaning and value of play instruction, while lacking research on the process of game instruction. Therefore, this article focuses on the problems existing in kindergarten play teaching and proposes educational solutions to these problems.

2 RESEARCH SUBJECTS AND METHODS

2.1 RESEARCH SUBJECT

This study focuses on four kindergarten teachers from Z Kindergarten in Chongqing as research subjects to investigate the problems in game teaching at Chongqing Z Kindergarten. Z Kindergarten in Chongqing, established in 2018 and located in Chongqing, covers the scope of "preschool education for children aged 3-6 and care for infants aged 0-6." The environment inside the kindergarten is clean, neat, elegant, and elegant, blending childlike fun. The entire kindergarten is fully equipped to meet the healthy growth needs of children.

TABLE 1: BASIC INFORMATION OF CLASS KINDERGARTEN TEACHERS

Codename	Teaching experience	Gender	Job position	Education	Age



A	10	Female	Head teacher	Junior college	33
B	2	Female	Assistant homeroom teacher	Junior college	26
C	5	Female	Head teacher	Junior college	30
D	1	Female	Assistant homeroom teacher	Junior college	23

2.2 RESEARCH METHODS

2.2.1 LITERATURE LAW

In CNKI, Wanfang Database, VIP Database, and magazines, keywords such as "game value" and "edutainment through play" were used as keywords, and "game teaching" was used as the search term. Relevant educational literature was searched and analyzed. The queried content was then summarized and organized as reference material for this study. This method uses the framework of the paper to structure and highlights the valuable lessons learned from scholars in game teaching research.

2.2.2 QUESTIONNAIRE SURVEY METHOD

This paper is based on "Research on the Ability of Preschool Teachers to Design Game-Based Instruction," focusing on "Basic Information of Kindergarten Teachers," "Design of Play-Based Teaching Activity Objectives," and "Creation of Psychological Scenarios for Game-Based Teaching." Through an analysis of relevant literature, it constructs an analysis and questionnaire covering the three dimensions of "play-based teaching." The questionnaire was distributed to Z Kindergarten in Chongqing through both Questionnaire Star and on-site distribution during the survey period from September 20 to 30, 2022, targeting kindergarten principals, teachers, caregivers, and other staff for testing, with a total of 50 questionnaires collected.

2.2.3 OBSERVATION METHOD

Based on the analysis of literature related to game teaching, and further analysis and summary of questionnaire results, teachers' behavioral performance in game teaching is still imperfect, so further field observation and recording are needed. Observation records are mainly conducted from random sampling in kindergartens. The observation record form covers three aspects: teacher goal design, guidance on the game teaching process, and psychological environment creation. It is analyzed and organized, compiled into written materials to provide detailed case support for the research.

3 2. CURRENT PROBLEMS AND ANALYSIS

OF KINDERGARTEN GAME TEACHING

3.1 THE DESIGN OF GAME-BASED TEACHING OBJECTIVES IS TOO LIMITED

In game instruction, the main content is children's physical, psychological, social, and other aspects. The goal of game teaching is to help children grow through teaching, not just to acquire intuitive symbolic knowledge. Therefore, when designing game teaching activity objectives, teachers should not only focus on children's knowledge objectives during activities but also pay attention to children's thinking, skills, and emotional goals, viewing the diverse design objectives of game teaching from a developmental perspective. However, due to insufficient understanding of game teaching objective design, preschool teachers have biased goal design. Therefore, when designing game teaching objectives, they focus only on acquiring knowledge, which is too simplistic and neglects attention to children's thinking, abilities, and emotions.

Case 1

Senior Class Health Activity: 'Visible Emotions'

Activity Objectives:

1. Understand your own emotions.
2. Learn how to control your own emotions and those of others.
3. Know some other basic emotions: fear, disgust, anger.

Specific operation: To help children gain an intuitive understanding of their emotions, the teacher set up a game called "relay running" in the introduction, allowing children to experience both positive and negative emotions through the game's wins and losses. The teacher divided the children into two groups, explained the rules for the relay race, and then started the game. The children participated enthusiastically and quickly decided the winner and loser. The game ended, and the entire activity lasted less than 3 minutes.

In the activity objective design in Case One, the teachers all designed the activity objectives from the perspective of children's cognition and knowledge acquisition, but the activity objectives were not designed from cognition, skills, and emotions, nor did they pay attention to children's thinking, abilities, and emotional goals, resulting in an overly simplistic goal design.

3.2 IN THE PROCESS OF GAME-BASED TEACHING, TEACHERS' GUIDANCE METHODS FOR GAMES LACK SCIENTIFIC RIGOR

In games, teachers can provide instruction in various forms, or as "participants" to provide information, information, and suggestions for improvement, helping children complete game tasks. In addition, teachers can use observation to guide children's activities as "observers or third parties." Teachers can also provide materials to children and improve their environment, thereby effectively intervening and guiding children's play. However, early childhood teachers' mastery of



game guidance is low and lacks scientific techniques, resulting in frequent forced intervention and direct judgment when guiding children, which can lead to excessive control when instructing children.

Case 2

During the game selection segment, Xiao Han and Xiao Che chose a role-playing game. Xiao Han mistook the blocks for milk, neatly arranged them on the ground, and called out, "Selling milk, with blueberry, apple, and mango flavors." Xiao Che pointed at the yellow blocks and said to Xiao Han, "I want this cup of banana-flavored milk." "Okay, I'll give it to you." Just as Xiao Han was handing the milk to Xiao Che, Xiao Zhi, who had been building a robot elsewhere, ran over and snatched the milk from Xiao Han's hands. Xiao Han and Xiao Che both looked surprised, not knowing what Xiao Zhi was up to. The homeroom teacher saw this, took the block from Xiao Zhi, and handed it to Xiao Han, saying, "Come on, keep playing." Then he said to Xiao Zhi, "The other kids are having a great time, why are you bothering them? Go build your robot." Xiao Zhi said aggrievedly, "Because I saw Xiao Che didn't give me money, I wanted to go tell Xiao Han."

In Case 2, Xiao Han and Xiao Che were playing a game, and Xiao Zhi interfered with them. The teacher, upon seeing this, directly took the building blocks from Xiao Zhi and handed them to Xiao Han, telling Xiao Zhi that his behavior had disturbed Xiao Han and Xiao Che, while Xiao Zhi felt wronged. The teacher used forceful intervention and direct judgment in guiding the children, without asking why Xiao Zhi snatched the milk instead of interfering or guiding them. They judged Xiao Zhi's behavior as wrong, and the teacher did not give the children any autonomy and controlled the games too much.

3.3 GAME-BASED TEACHING LACKS THE CREATION OF A PSYCHOLOGICAL ENVIRONMENT

Preschool teachers are the core of interpersonal relationships in the class. They can also create a life where children can enjoy a happy life, fostering a psychological atmosphere of tolerance, intimacy, equality, kindness, and unity, allowing children to play and play in an equal environment; During the process of children's exploration and innovation, teachers should create an atmosphere of encouragement and praise, so that children's initiative, creativity, and initiative can be fully realized. Because teachers have deviations in creating children's psychological environments and lack creative ability, they focus only on creating material environments while neglecting them. Currently, from the current situation of creating play-based teaching environments in Chinese kindergartens, it can be seen that many teachers focus only on creating the material environment while neglecting the creation of children's psychological environment.

Case 3

Researcher: I want to ask, when you create the environment, how do you create both material and spiritual environments?

Teacher A: During the process of creating the environment, attention should be paid to its beauty and cleanliness.

Teacher B: Usually, the space is fully utilized and the surrounding unique resources are used to decorate the environment. As for the psychological environment, praise the child for doing well.

Teacher C: The material environment is easy to create, so use materials to create an environment that promotes children's development. It should be open, aligned with educational goals, safe, economical, etc. As for creating a psychological environment for children, as long as children are happy during activities and don't clash with other children, that's enough. If the activity process is well done, praise "You're great," "Well done," "Awesome!"

From Case 3, it can be seen that most teachers can create a beautiful and tidy material environment, and can establish principles such as safety, openness, consistency between environment and educational goals, and economic efficiency. However, when it comes to creating a psychological environment, kindergarten teachers do not provide a cooperative, warm, and friendly environment for children. They only praise children when activities are excellent, such as saying things like "You're great," "Well done," or "Awesome," but the praise is neither specific nor targeted. Most teachers focus only on creating a material environment and neglect the creation of the psychological environment for early childhood teaching.

4.3. STRATEGIES FOR SCIENTIFICALLY CARRYING OUT KINDERGARTEN GAME TEACHING

4.1 ENHANCE TEACHERS' PROFESSIONAL KNOWLEDGE IN DESIGNING PLAY-BASED TEACHING OBJECTIVES

Problems arise in the goal design of preschool teachers in game instruction, fundamentally due to insufficient understanding of game teaching objective design, leading to biases in goal design. First, preschool teachers need to be more aware of the goals of game instruction. Second, based on self-awareness and self-directed learning, methods for designing game teaching objectives have been proposed. When setting game teaching objectives, kindergarten teachers should strengthen their professional competence. First, kindergarten teachers can consolidate their theoretical foundation and lay a solid foundation by exploring the latest research trends and achievements on game teaching objectives or browsing relevant books on game teaching objective design. Second, they should learn more from experienced teachers and demand more; this is the most practical and effective way to understand game instructional objective design. Especially in cases of misunderstanding or doubt, it is easy for a person to become confused, so they should communicate more with excellent teachers to extract valuable information. Third, you can also reflect on your game teaching objective design by using online



success stories and bubble courses, address your doubts about game instructional objectives, make full use of others, improve your ability to design game educational objectives, and enhance teachers' understanding of the development of children's play teaching abilities.

4.2 IMPROVE TEACHERS' GUIDANCE SKILLS FOR GAME-BASED TEACHING

Preschool teachers' guidance on children's play behavior is an important means to ensure the effectiveness of games. The necessity of game guidance is beyond doubt; the key lies in the effectiveness of the guidance. During the process of teaching games, the key to guiding the game and thereby achieving the game goals is no longer just about children's adherence to rules or the speed of the lesson; the key to guidance lies in analyzing and organizing the results of the children's games. To combine teaching with games, teachers must use guidance to help children determine whether the game results are correct, or through the teacher's guidance, summarize and summarize direct experiences from children's games and elevate them into indirect experiences. First, the timing and choice of guidance largely determine the quality of guidance. Preschool teachers need to have a clear understanding of the children's play movements and movements, promptly identify positive and negative examples in the game, and guide them, allowing children to summarize their experiences in an intuitive context and grasp the core content of the game. Secondly, kindergarten teachers' guidance should be based on assessing the child's skill level, providing help and guidance to children who encounter problems during play, or conducting quality observations based on children's play behaviors. This quality observation should be planned and purposeful; Or based on children's play behavior, conducting quality observations, which should be planned and purposeful; Attention can be focused on children's emotional states, maintaining their motivation to participate in games during immersive play; Or during or after games, actively guide them to experience and think. Finally, in terms of teaching guidance, avoid "indoctrination" and "direct transmission." The teacher's guidance should help inspire children's own understanding, enabling them to build their own knowledge structure and system.

4.3 PLAY-BASED TEACHING SHOULD CREATE A RELAXED AND FREE PSYCHOLOGICAL ENVIRONMENT

4.3.1 CREATE A FREE AND ENJOYABLE GAMING ATMOSPHERE

(1) Teachers must respect students' individuality. Teachers must create favorable environments and conditions so that students can freely and fully express themselves, meet children's reasonable needs, and let them feel the dignity and happiness of being human beings.

(2) The teaching process should be lively and interesting. Preschool teachers can select things or things children like based on their interests and hobbies, and carry out games; During play-based teaching, teachers should promptly encourage and praise

children's good performance, allowing them to have a positive emotional experience during teaching.

(3) Create harmonious interpersonal relationships. Teachers and children should establish relationships that are free, fair, cooperative, caring, loving, and mutually understood, with equal dialogue, respect for children's subjective status and personal dignity, and happily complete teaching tasks through cooperative games and teaching activities, fulfilling teaching responsibilities.

4.3.2 CARE FOR AND PROTECT CHILDREN

Understand children, grasp their characteristics, hobbies, and interests, sensitively notice changes in children, and help them improve through play; When children fall into difficulties during play, teachers should enlighten them, guide them to solve problems independently in different ways, and cultivate their independence and self-confidence; During play-based teaching, when children make mistakes, they should not be mocked or ridiculed, but should be viewed from a developmental perspective and promptly encouraged to improve; Children are encouraged to freely explore, observe, practice, create, and imagine during play, without interfering with or evaluating children's play behavior from an adult's perspective or way of thinking.

5 CONCLUSION

In summary, children can gain rich knowledge through the process of play-based teaching, and their physical and mental development is further enhanced. Effective game-based teaching enables children to continuously accumulate experience, stimulate their interest, and improve their interpersonal skills. At the same time, play can also serve as physical exercise, promoting the comprehensive development of morality, intelligence, physical fitness, and aesthetics. The implementation of children's play-based teaching activities also requires teachers to continuously explore and keep pace with the times. Therefore, teachers must correctly recognize the important role of play in teaching, understand children's actual needs, identify loopholes in gamified teaching, promptly address gaps, and continuously innovate. They should focus on the development of game-based teaching activities and provide opportunities for children's participation as much as possible, so that the play-based learning model can always accompany children and promote their healthy and robust growth.

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