



Research On the Current Situation and Countermeasures of Morning Outdoor Activities in Kindergartens

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Abstract: In kindergarten, morning outdoor activities are the starting point of children's daily life, laying a foundation for the smooth development of children's daily life, so it is necessary to carry out morning outdoor activities. Through the questionnaire analysis, it was found that there were still some problems in the organization of morning outdoor activities, and teachers did not have clear goals when organizing morning outdoor activities. In terms of the form of morning outdoor activities, the form of activities is relatively simple. In terms of activity equipment, the number is small. Teachers lack a certain degree of pertinence in guiding children in morning outdoor activities. For some problems existing in kindergarten morning outdoor activities, the following solutions are proposed, clarifying the goals, and formulating a morning outdoor activity plan in advance; enrich the forms of activities; Provide a variety of activity equipment and play with one thing; Observe carefully and guide effectively. Organizing morning outdoor activities scientifically and reasonably is conducive to enhancing children's physical fitness.

Keywords: kindergarten, morning outdoor activities, problems, countermeasures

1 INTRODUCTION

Morning outdoor activities play an important role in the development of children's basic motor skills. Morning outdoor activities make children move and think, thus promoting the development of children's movement and intelligence [1]. Preschool children are in a period of rapid growth and development, and sports can promote their healthy development and enhance their physical fitness [2]. Morning physical exercise is conducive to developing children's motor skills and improving the flexibility and coordination of hands and feet [3]. Some researchers believe that morning outdoor activities allow children to dare to think, do, and challenge [4]. Some researchers have pointed out that the space for outdoor activities in the morning is not reasonably arranged and there is a lack of activity materials [5]. Some researchers have suggested that the efficiency of morning outdoor activities in kindergartens is relatively low and cannot achieve significant results [6]. Some researchers believe that it is necessary to strengthen the infrastructure construction of kindergartens to provide reliable guarantee for activities [7]. Some researchers have proposed that the amount of activity in the morning outdoor activities must be moderate, the amount of activity is too small, it does not play a role in exercise, and the amount of activity is too large, and it may overconsume children's energy [8]. Researchers recognize that morning outdoor activities are of great significance to the development of children's physical fitness, but the research on

morning outdoor activities is not comprehensive. How teachers set specific goals for morning outdoor activities, how to make the forms of activities richer, how teachers put in activity equipment, and how to guide children in morning outdoor activities have not been well reflected in the current research.

2 RESEARCH DESIGN

2.1 DEFINITION OF RELEVANT CONCEPTS

2.1.1 OUTDOOR ACTIVITIES

This paper defines outdoor activities in kindergartens as: "Kindergarten teachers organize children's activities outside the kindergarten in a purposeful and planned manner." "

2.1.2 MORNING OUTDOOR ACTIVITIES

Some researchers believe that "morning outdoor activities are activities in which teachers purposefully create an activity environment according to educational goals and children's ability development level, put in activity materials, and guide children to learn independently according to their own wishes and abilities [9]. Some researchers believe that "morning outdoor activities are children's outdoor activities that occur between the time children enter kindergarten and the time they enter the class for group activities or snacks, and are purposefully planned, planned, and organized by teachers [10].



Some researchers believe that "morning outdoor activities mainly refer to all outdoor physical exercise activities carried out between 8 a.m. and 8:30 a.m. in kindergarten with the goal of developing children's physical fitness [8]. To sum up, the author believes that morning outdoor activities are outdoor morning exercise activities carried out by children after entering the kindergarten in the morning to before breakfast, with the development goal of their own physical fitness and under the planned and organized leadership of teachers.

2.2 RESEARCH METHODS

The research method of this paper is mainly based on questionnaire survey to understand the current situation of morning outdoor activities in kindergartens.

2.2.1 RESEARCH OBJECTS

This paper selects 150 teachers from public kindergartens in Zunyi City by random sampling, 138 teachers majoring in preschool education, 12 teachers majoring in non-preschool education, 61 teachers with less than one year of teaching experience, 65 teachers with teaching experience in the range of one to two years, and 24 teachers with more than two years of teaching experience.

2.2.2 RESEARCH TOOLS

In the "Learning and Development Guide for Children 3-6 Years Old", it is said: "Use a variety of activities to develop physical balance and coordination; For skilled activities such as racket and skipping rope, do not require too much quantity, let alone mechanical training [11]. In the "Kindergarten Education Guidelines (Trial)", it is pointed out: "Use the way that children are interested in developing basic movements, improve the coordination and flexibility of movements, etc.[12]. According to the above suggestions for developing children's basic movements, the author understands the development of morning outdoor activities from the basic situation of teachers, the organization of morning outdoor activities, the form of activities, the types of activities, the time of activities and the equipment of morning activities. The design of the questionnaire refers to the "Questionnaire Design Manual" published by Chongqing University Press and is produced under the guidance of the tutor.

2.2.3 RESEARCH PROCESS

According to the theme of the study, "Current Situation of Kindergarten Morning Outdoor Activities", the content of the questionnaire was determined, and after the questionnaire was made, the questionnaire was distributed and collected, and a total of 150 questionnaires were distributed and 150 questionnaires were collected. After collecting the questionnaire, the collected data are sorted out and sorted out, and the data are counted and analyzed.

3 THE CURRENT SITUATION OF MORNING OUTDOOR ACTIVITIES IN KINDERGARTENS

In recent years, most kindergartens will basically carry out morning outdoor activities, and more and more preschool educators have gradually paid attention to morning outdoor activities, but there are still problems, the author will analyze the current situation of kindergartens to carry out morning outdoor activities from the following four aspects.

3.1 TEACHERS DO NOT HAVE CLEAR GOALS WHEN ORGANIZING MORNING OUTDOOR ACTIVITIES

Goals refer to the realm or goal you want to achieve, pointing out a direction for the development of activities, in the morning outdoor activities, the goal is like an invisible baton, and all the teacher's activity preparations are rotating around the goal set. The goal is first, the content is behind, and the goal leads the content. When organizing morning outdoor activities, having clear goals can be carried out in an orderly and better manner. At present, in kindergartens, there are teachers who do not set a clear and specific goal when organizing morning outdoor activities, and teachers do not formulate a morning outdoor activity plan in advance. Let children play by themselves, but also lack an order, which cannot achieve the purpose of morning exercise, as shown in Table 1:

TABLE 1 STATISTICAL TABLE OF MORNING OUTDOOR ACTIVITY PLAN (N=150).

Name	options	frequency	percentage
Make plans ahead of time for morning outdoor activities	Never	21	14%
	Occasionally	80	53.33%
	Often	49	32.67%

It can be seen from Table 1 that 14% of teachers never make a morning outdoor activity plan in advance, 53.33% of teachers make a morning outdoor activity plan in advance occasionally, and 32.67% of teachers often make a morning outdoor activity plan in advance.

3.2 REPEATED PRACTICE TRAINING IN THE FORM OF MORNING OUTDOOR ACTIVITIES IS BIASED TOWARDS MOVEMENT, WHICH LACKS INTEREST

In the morning outdoor activities of kindergartens, the rich and diverse forms of morning outdoor activities will make children happy to participate in them, while the monotonous forms and activities that are biased towards mechanical training will greatly reduce the enthusiasm of children to participate in activities. The monotony of the form is mainly reflected in the



morning outdoor activities and free activities based on simple repetition of the practice of movement skills, etc., which are mainly used to exercise and develop a certain movement skill of children, but some teachers only grasp this point and organize children to repeatedly practice this action skill, ignoring the diversity of the form of activities such as game and situation. For example, in order to exercise children's jumping ability, a teacher asked children to jump up and slap an object, and after slapping, they went to the back to queue up to continue. When organizing morning outdoor activities, some teachers do not formulate specific content of morning outdoor activities, which will allow children to move freely. First of all, because there is no specific content of morning outdoor activities, teachers will limit the scope of activities for children, and sometimes designate activity equipment for children to play by themselves, which will cause some children to leave the activity equipment and not exercise while playing, and their attention will be attracted to other things. Secondly, allowing children to move freely will lead to low quality of interaction between children and activity equipment, and will also not achieve better exercise effects, as shown in Table 2:

TABLE 2 STATISTICAL TABLE OF MORNING OUTDOOR ACTIVITIES (N=150).

Activity form	frequency	Proportion
Morning outdoor activities that focus on simply repeating movement skills	55	36.67%
Morning outdoor activities that mainly add situational and competitive elements	51	34%
Other (free time)	44	29.33%

From Table 2, it can be concluded that the proportion of morning outdoor activities that focus on simply repeating movement skills is 36.67%, the proportion of morning outdoor activities that add elements such as situation and competition is 34%, and the proportion of other (free activities) is 29.33%. From the situation of the activity form, it can be analyzed that when the teacher organizes the morning activities, he only lets the children move, but does not carefully think about the interaction between the children and the equipment, but only some mechanical exercises, which lack a certain amount of interest.

3.3 THE TYPE OF EQUIPMENT FOR TEACHERS TO PLACE ACTIVITIES IS SINGLE

In the morning outdoor activities, activity equipment is the key and the carrier of morning outdoor activities, and the good interaction between children and activity equipment helps to

promote the development of their motor skills. The variety of equipment and reasonable and interesting matching can attract children's enthusiasm to participate in activities and improve the efficiency of interaction with activity equipment. If the type of equipment is single, it will reduce children's enthusiasm to participate in morning outdoor activities, and the interaction with activity equipment will be reduced, so the educational value of activity equipment will not be reflected. In the whole morning outdoor activities, teachers are the providers of activity equipment, and the variety of equipment put by teachers has a certain impact on the development of morning outdoor activities.

When carrying out morning outdoor activities, teachers do not have a wide variety of activity equipment, and they will choose to put one or two activity equipment, and even some teachers will choose not to put activity equipment. After stepping over this activity from a row of benches, the children will be a little interested at first, but after walking once or twice, the children's enthusiasm to participate in morning exercise is significantly reduced, and the bench is too simple for the whole morning outdoor activities, so that the children's enthusiasm to participate in the activity gradually decreases, which can be obtained from Table 3:

TABLE 3 STATISTICAL TABLE OF TYPES OF ACTIVITY EQUIPMENT PLACED IN MORNING OUTDOOR ACTIVITIES (N=150)

The number of types of equipment that teachers put in the morning outdoor activities	frequency	percentage
Generally, not put in	14	9.33%
1-2 types of equipment	58	38.67%
2-3 types of equipment	41	27.33%
3-5 types of equipment	22	14.67%
More than 5 kinds	15	10%

It can be seen from Table 3 that in the morning outdoor activities, 9.33% of teachers generally do not put activity equipment, 38.67% of teachers choose to put one or two types of activity equipment, 27.33% of teachers choose to put two to three types of activity equipment, 14.67% of teachers choose to put three to five types of activity equipment, and 10% of teachers choose to put more than four kinds of equipment. Through data analysis, it can be seen that the types of activity equipment that teachers put in the morning outdoor activities are relatively single.

3.4 TEACHERS LACK TARGETED GUIDANCE FOR CHILDREN DURING MORNING OUTDOOR ACTIVITIES



In all activities in kindergarten, it is inseparable from the teacher's guidance to children, and the teacher's guidance affects the changes in children's behavior, and the morning outdoor activities are no exception. Focusing and targeted guidance on children with individual differences will also provide a targeted development for children's development. In the morning outdoor activities, children are the main body of the activity, and teachers should guide the problems that arise in the children's activities on the basis of observation.

In the process of morning outdoor activities, some teachers will also take the initiative to join the children's exercise, or take pictures of the children, but there is not much difference between the teacher in treating the children with unbalanced development of basic motor skills and abilities, in the activities such as walking on the balance beam, jumping circles and other activities, the difficulty of this activity designed by the teacher is relatively simple for some children with good balance and jumping ability, and it is a little difficult for other children, but the teacher did not give the children targeted guidance at this time. Give children who are relatively difficult to do activities to increase the difficulty or let them think about how to play, and to reduce the difficulty of activities compared to children who are a little difficult, or give children encouragement to complete it. Teachers pay the most attention to the safety of children, as long as the children are within the safe range, they will not care much about other problems that occur in the process of children's activities.

Case 1: In Z Kindergarten, after the teacher's demonstration, the children began to move, Teacher Xiao Wu watched from the sidelines, some children did not roll, crawled directly from the mat, some children were easy in the jumping circle link, and they jumped to the rolling link after a few strokes, resulting in congestion in this link.

In the jumping circle link, for children who are easy to jump in circles with both feet, you can guide children to change to single-legged jumping, and appropriately increase the difficulty for children, so as to provide targeted guidance.

4 REASONS FOR PROBLEMS WITH MORNING OUTDOOR ACTIVITIES IN KINDERGARTENS

In view of the problems of teachers organizing morning outdoor activities without clear goals, the form of activities tends to be repeated practice, the lack of targeted guidance for children, and the single activity equipment in the morning outdoor activities, the following reasons are analyzed.

4.1 TEACHERS' UNDERSTANDING OF MORNING OUTDOOR ACTIVITIES IS INSUFFICIENT

In kindergarten, most teachers do not have a deep understanding of morning outdoor activities, thinking that morning outdoor activities are only a part of children's daily life, and teachers do not realize the importance of morning outdoor activities to children's growth, so they will appear very casual when

organizing morning outdoor activities. First of all, the teacher is perfunctory in the process of organizing morning outdoor activities, and the teacher will not make a detailed morning outdoor activity schedule in advance. Secondly, in the process of morning outdoor activities, teachers tend to pay more attention to whether the children are within the safe range, as long as the children are within the safe range, they will not interact with the children too much, such as a child who has lost interest in the activities carried out and does not participate in them, the teacher's performance is usually directly ignoring the child.

4.2 THE FORM OF THE ACTIVITY IS SINGLE, IGNORING THE SUBJECTIVITY OF CHILDREN

Children's subjectivity refers to the autonomy, initiative and creativity shown by children in activities. In the morning outdoor activities, we should take children as the main body and give them more space to play, rather than

Limit children's play. However, teachers organize repetitive exercises of skills and movements in the form of morning outdoor activities, do not create interesting situations, do not set up interesting competitive activities, and do not take the initiative to let children design the content of morning activities and choose their favorite materials.

4.3 INSUFFICIENT ACTIVITY EQUIPMENT AND FEW WAYS TO PLAY

Activity equipment can arouse children's willingness to carry out activities, and the effect of exercise can be achieved in the interaction with activity equipment. The richness of activity equipment can affect whether children participate actively in activities to a certain extent, which directly affects the quality of children's participation in morning exercise. In the morning outdoor activity equipment of kindergartens, most kindergartens have activity equipment such as balls, floor mats, circles, etc., but there is a lack of activity equipment such as stilts, sandbags, plum blossom piles, etc., and there is a lack of children's participation in the production of self-made activity equipment. In the use of activity equipment, it is usually the teacher who decides a way to play, and in the process of playing, the children are not inspired to explore new ways to play, resulting in a variety of ways to play the activity equipment not being explored.

4.4 IGNORE THE INDIVIDUAL DIFFERENCES OF CHILDREN

Individual differences in children are manifested in many aspects, such as differences in the development of motor skills and imitation ability. If the individual differences of children are ignored, the effect of morning exercise will be greatly reduced, and the individual differences of children will not be considered, and the imbalance in the development of movement level between children will not be considered, and it will not be possible to teach children according to their aptitude, and it will not be possible to give a targeted guidance to children. In the morning outdoor activities, paying attention to the individual



differences of children is conducive to promoting the development of children's basic motor skills.

5 COUNTERMEASURES FOR THE DEVELOPMENT OF MORNING OUTDOOR ACTIVITIES IN KINDERGARTENS

In order to better carry out morning outdoor activities and improve the quality of morning outdoor activities, the author proposes the following countermeasures.

5.1 CLARIFY THE ACTIVITY GOALS IN ADVANCE, MAKE A MORNING OUTDOOR ACTIVITY SCHEDULE, AND IMPROVE THE QUALITY OF ACTIVITIES

Goals lead the content, and only after clarifying the activity goals, as a teacher, can you choose the activity content and formulate a morning outdoor activity plan according to the activity goals. During morning activities, reasonable use of activity materials can better achieve the effect of activities. Therefore, when clarifying the goals of morning activities, it is also necessary to clarify the goals of activity materials at the same time. Wang Xiuping believes: "When placing activity materials, we must first consider that the materials should be related to the preset goals, and make appropriate arrangements according to the goals of the activities and the level of children's motor development to meet the needs of children of different ability levels [13]. Therefore, the author believes that it is necessary to make a morning activity schedule in advance to achieve a plan and purpose, and the activity goals should be clarified in the plan, and when the activity materials are put in, they are also related to the preset activity goals. For example, the goal of the activity is to develop children's rolling ability, and you can choose to put floor mats, rollers and other activity materials; To develop children's jumping ability, you can choose to put tires, ropes and other activity materials, no matter what the preset activity goal is, the selected materials must be related to it.

5.2 ENRICH THE FORMS OF MORNING OUTDOOR ACTIVITIES AND IMPROVE THE FUN OF MORNING OUTDOOR ACTIVITIES

Situational and competitive games can avoid the single form of morning activities, avoid mechanical repetitive actions, if the form of morning activities is monotonous, it is impossible to attract children's interest, children's participation and enthusiasm in morning activities will not be high, so you can add situational, competitive and other elements to the activities. Design interesting situations in morning activities and add story plots to them, which will make it easier to stimulate children's interest in activities and be willing to take the initiative to join them. Competitive games can stimulate children's interest, cultivate children's positive spirit, sense of responsibility, and collective honor [14]. Whether it is walking on a balance beam, climbing, or transporting a ball and other morning outdoor

activities, once situational, competitive and other elements are added, such as "whack-a-mole" and "river crossing", the whole morning outdoor activities suddenly become interesting. The teacher guides the children to design their own morning outdoor activities. The main body of morning outdoor activities is children, and under the principle of focusing on children, guide children to design what they want to do in the morning outdoor activities, what activity equipment they want to interact with and how to interact with them, and guide children to add situational, competitive and other elements.

5.3 PUT A VARIETY OF MORNING OUTDOOR ACTIVITY EQUIPMENT TO IMPROVE CHILDREN'S ENTHUSIASM TO PARTICIPATE IN ACTIVITIES

5.3.1 PROVIDE A VARIETY OF EQUIPMENT TO ENHANCE CHILDREN'S INTEREST

Provide children with a variety of activity equipment and encourage them to boldly try to explore [11]. A variety of equipment can provide important materials for the development of morning exercise activities, especially novel and interesting equipment, which can strengthen children's enthusiasm to participate in exercise activities and promote the development of basic motor skills. Diversified sources of equipment can be diversified, from materials excavated from life, such as rings made of water pipes, iron hooks made of wires, etc., this activity equipment can allow children to participate in the production and give children a sense of participation. While providing diversified equipment, it is also necessary to ensure that the number of equipment is sufficient, so that there will be no scene of children competing for equipment. Diversified equipment is very beneficial to teachers to carry out morning outdoor activities smoothly, first of all, it will attract children's attention, improve children's participation in morning outdoor activities, and secondly, it is conducive to the achievement of teachers' preset goals.

5.3.2 PLAY WITH ONE THING AND MAKE THE MOST OF IT

In the morning outdoor activities, there should be full exploration of the activity equipment put in, so that children can have space to explore, explore various ways to play with activity equipment, so that the activity equipment can reflect one thing and play more, deform and reorganize. "One thing and more play" means that there are many ways to play a type of activity equipment. In kindergarten, the activity equipment is often replaced and unrealistic, in order to let the children not lose interest in playing the familiar activity equipment, the teacher should guide the children to boldly imagine and explore the new gameplay of the activity equipment, which can not only allow the children to maintain their interest in the activity equipment, but also exercise the children's exploration ability. When a child picks up the activity equipment but does not play according to the original gameplay, the teacher should comply with the children's various ideas on the premise of ensuring the safety of the children, and new ways of playing the activity equipment may be born.



5.4 CAREFULLY OBSERVE AND EFFECTIVELY GUIDE, DIVERSIFY EVALUATIONS, AND PROMOTE CHILDREN'S TARGETED DEVELOPMENT

In the morning outdoor activities, teachers should give targeted guidance to children in the development of basic motor skills in view of the differences in the development of basic motor skills to promote their better development. In the process of activities, the teacher's observation of children is the basis for guiding children, so it is necessary to be meticulous in observation and link the observation content with the real situation of children in morning outdoor activities, so as to provide targeted guidance to children [15]. Teachers should carefully observe the children's activity process, intervene in the activities in a timely manner when the children need it, and provide appropriate inspiration and help to the children, so in the process of observation, they should capture the children's problems and outstanding performances in time, guide them in time and give diversified evaluations.

In the morning outdoor activities, under the premise of ensuring the safety of children, the teacher should let the children go to the activities, and the difficulties encountered by the children in the process of activities, such as when the children pass the balance beam, they dare not walk, the teacher should give the children encouragement, and give appropriate help, when the children walk over, the teacher should give timely praise, such as "so-and-so child is so brave", timely praise will give the child a lot of confidence, and will also give the child a lot of enthusiasm. For example, when setting up the link of children's one-footed jumping circles, some children will jump on one foot, and some children will only jump with both feet. Teachers should provide targeted guidance to children with uneven development of basic motor skills and abilities, so as to promote the development of children's motor skills.

6 CONCLUSIONS

As the starting point of children's daily life in the kindergarten, morning outdoor activities are to lay a foundation for the smooth development of children's daily life. This paper mainly understands some problems in kindergarten morning outdoor activities through questionnaire survey, and kindergarten teachers do not have clear goals when organizing morning outdoor activities, the form of activities is biased towards repetitive action practice, the types of equipment are few, and teachers lack targeted guidance for children. In general, morning outdoor activities are of great significance to children, so we must pay attention to the formulation and design of morning outdoor activities.

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