

Research on Effective Implementation Strategies of Children's Regional Activities from the Perspective of Play

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Abstract: The background of the research on the regional activities is mainly to thoroughly implement the spirit of the Learning and Development Guide for Children Aged 3-6, through the understanding of preschool education and the practice of the education process, efforts are made to optimize the creation of regional environment in games, so as to improve the effectiveness of regional activities for children and give full play to its role in preschool education. This paper uses the method of theoretical analysis to study. Kindergarten regional activities are not only an important part of kindergarten teaching activities, but also an effective way for children to improve their cognitive level and practical ability, which is of great value for promoting research on early childhood education. Therefore, how to effectively carry out children's regional activities is a topic worthy of our deep thought and exploration. From the perspective of games, this paper will elaborate the concept, characteristics, essence and value of regional activities, and then propose strategies for promoting and implementing regional activities, so as to provide reference for improving the effectiveness of regional activities in kindergartens and provide case reference for theoretical and practical research of early childhood education.

Keywords: Game; Children's Area; Activity; Effective Strategy

1. Introduction

"Kindergarten Education Guidelines (Trial)" clearly points out that kindergarten education should be based on games. With the deepening of kindergarten curriculum education reform, the organic combination of curriculum gamification and regional activities has received more and more attention from educators. Carrying out

regional activities is not only an effective way for children to know and explore the world, but also an effective learning way to develop children's intelligence and learning skills. This plays a very important role in exerting children's autonomous ability and improving the teaching effect of kindergarten education [1].

2. The Concept, Characteristics and Essence of Regional Activities

2.1 Concept of Children's Regional Activities

Regional activities, called "Playing area" and "Learning area" in English, originated in the United States in the early 1970s, and later became popular around the world, which has a great impact on early childhood education [2]. Regional activities are an important form of independent activities for children, which is to create a 3D educational environment according to the children's development needs and thematic education goals, that is, make full use of various educational resources, effectively use collective, group and individual activity forms, and organize children to conduct independent choice, cooperation, communication, exploration and discovery of learning, life and play activities. It has triggered important repercussions in the preschool education community in China, and more attention has been paid to the implementation of regional activities in the process of preschool education and teaching. As an open game activity, regional activities are also an important part of conventional teaching and play the role of willing to teach. Compared with traditional teaching, regional activities are more in line with children's psychological development

characteristics. Through education and guidance, teachers closely combine knowledge transmission with games in activities, and guide children to learn knowledge imperceptibly in the process of games, so as to achieve educational goals.

2.2 Characteristics of Regional Activities

Regional activities are organized by teachers to create an environment for regional activities, put relevant materials according to the teaching objectives, and organize children in an open place for regional games and activities. Its characteristics are as follows: first, it is open and has a certain wide space, rather than limited to a small space, so that children have greater autonomy and selectivity to experience regional activities, whether it is learning or playing. Compared with the traditional kindergarten pattern, regional activities can bring children a broader vision and learning autonomy. The second is the playfulness, the organization and implementation of regional activities, through collective, group, individual and other forms to organize children to play in different regional corners, so that children can feel the fun of activities. Understand the rules in the game, learn to cooperate with each other in the game, and cultivate their ability to solve problems, as well as the ability to get along with and communicate with classmates. The third is interaction, which is first reflected in social interaction. In regional activities, children have more opportunities to play activities, and mutual time creates social opportunities. Secondly, the interaction of thinking, regional activities can stimulate children's thinking and reasoning, for example, in the scientific realization area, children do experiments to explore and understand scientific phenomena, so that they can better understand and master these scientific knowledge for better use in the future.

2.3 Substance of Regional Activities

The essence of regional activities is to build educational goals guided by the growth and development of children, and then to realize the educational form of children's autonomous activities by creating a multi-dimensional educational environment. Educators integrate and optimize the allocation of all kinds of educational resources, make full and reasonable use of them to play a larger role in education, and create regional activity corners with various themes,

such as art area, reading area, children's English, science experiment area, performance area, math area, etc., to build a platform for children to learn and explore, and stimulate children's curiosity and creativity in exploring the world independently. Choose what they are interested in and guide them into immersive learning and deep learning. In the process of organizing regional activities, flexible organizational forms should be adopted, such as the combination of collective activities, group activities and individual activities. In the process of the implementation of the activity, children feel the joy of learning in the activity and explore the world in the game. Through regional activities, educators can do a good job in the observation and evaluation of children, can observe children's activities, grasp the psychological and behavioral characteristics of children, and give individual education and guidance to promote the healthy growth of children.

3. The Value of Kindergarten Regional Activities Based on the Perspective of Games

3.1 Cultivate Children's Awareness of Deep Learning

Deep learning is also translated as deep learning, a concept first developed by Ference Marton and Roger from the University of Gothenburg, Sweden Salio first proposed it in 1976 in an experimental study of reading among college students. Deep learning and shallow learning are opposite to each other. It is a meaningful learning method that actively processes the learned knowledge to solve the problems faced in reality. In the Guide to Learning and Development for Children aged 3-6, it is proposed that the good development of children can be effectively promoted through children's own deep learning. Regional activities are gamified areas set up according to children's psychological development rules. Mainly through the way of games to organize the implementation. The enthusiasm of children's participation is very high, and they participate with interest, which provides a great deal of autonomy for children's participation. Children will

actively explore and immerse themselves in games and activities they are interested in, which will help strengthen children's awareness of deep learning and improve their independent learning ability. Teachers can set scenarios, increase the difficulty or difficulty of the game, guide children to think and explore, and enter a deeper state of learning and exploration, which can step by step and promote their ability to recognize and solve problems. Good educators can guide and cultivate children's awareness of deep learning in the process of regional activities, and develop good habits of learning and thinking for future learning.

3.2 Improve Children's Comprehensive Quality

The Program for the Development of Children aged 3-6 states that the space, facilities, activity materials and routine requirements of kindergartens should be conducive to the initiation of children's active exploration and peer interaction. In order to meet children's strong thirst for knowledge, fully mobilize children's initiative, brain and mouth, and improve children's intellectual development level, teachers, parents and children together use a variety of waste materials to make a variety of scientific activity materials suitable for children's age characteristics into the science area, providing children with a flexible operation and rich content exploration area. In the participation of regional activities, several abilities of children can be exercised: This is shown in Figure 1, for example. First, the language ability of children. When children play games, they need to communicate, cooperate and cooperate with each other. This process needs to organize language and express ideas, and exercise children's language expression ability. When the game is difficult, it can also stimulate children's expressive thinking and exercise their language organization and expression skills. The second is children's cognitive ability. When children participate in activities, they will consciously conduct thinking construction processes such as observation, comparison, classification, and reasoning in order to better interact and complete game tasks. The third is practice ability. Regional activities are divided into many regional types, such as art area, scientific experiment area, reading area, clay sculpture area, etc., which requires children to practice by hand. For example, when doing scientific experiments,

prepare the experimental materials, classify the materials, configure the experimental materials according to the steps, and then observe whether the experimental results are consistent with the set goals, and consider whether to continue the experiment. Through hands-on practice, constantly strengthen children's hands-on ability. Fourth, relationship skill. In the interaction of the game, children strengthen the communication between each other through the expression of emotions, communication, sharing, cooperation and other links, to achieve the goal of the game, and exercise the ability of communication between each other.

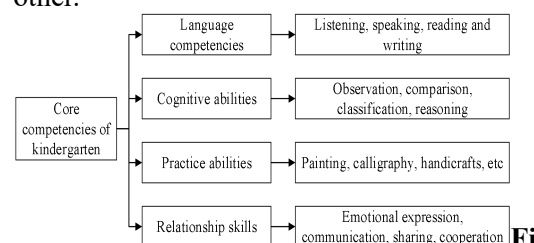


Figure 1. Core Competencies of Kindergarten

3.3 Promote the Healthy Physical and Mental Development of Young Children

The organization and implementation of regional activities will fully mobilize the children's body and mind, which is a comprehensive form of activities. First of all, improve children's sports ability. Young children develop balance and coordination by walking on the balance beam, or walking in a straight line along the ground.

Through playing hopscotch, shuttlecock kicking, blindfolded walking, walking on stilts and other games, the coordination and flexibility of children's movements are developed. Running, jumping, drilling, climbing, throwing, bouncing and other activities to enhance children's flexibility and endurance. Secondly, gamified regional activities contribute to children's emotional communication and mental health. The game environment can allow children to experience the joy of the game and generate a sense of spiritual pleasure. Under the guidance and care of the teacher, let the children feel warm and safe. In the process of interaction with teachers and students, through communication and interaction, children can have a sense of belonging and

a sense of achievement. In the positive emotional communication, children establish interpersonal relationship with teachers and students, teach them how to communicate and get along with others, cultivate positive social outlook, and build mental health defense line. Have a healthy psychology and stable emotions, have a positive impact on children's cognition and development, and lay a good foundation for future learning.

4. The Effective Development Strategy of Regional Activities under Gamification

4.1 Build Interactive Ways based on Children's Interests

Interest is the best teacher, interest can stimulate children's consciousness and initiative to explore the world, with their own way, to understand the law of things, which is the initial exploration, for the future understanding and learning outlook to lay a good foundation. As a guide reader, teachers play a leading role in game activities, and the construction and innovation of interactive modes play an important role in the quality of game activities. Teachers create games that children are interested in, such as scene simulation, outdoor activities and other forms. In the planning stage of game activities, teachers should adopt children's ideas and wishes, encourage children to speak out their suggestions for the organization of activities, respect children, guide and affirm them, and children will have confidence and be more interested in participating. This interactive way is more acceptable to children. For example: the game activity is divided into two groups, the theme is climbing the mountain competition, which group will first put the flag to the top of the mountain, which group wins. Set up some obstacles in the process of climbing the mountain, and need to find a way to sweep these obstacles in order to continue to climb. It's an adventure, plus a competition. Teachers need to give guidance and encourage children to meet challenges, overcome difficulties and complete goals through language. Teachers as the dominant player of the game, use words to mobilize the confidence of children, "Dear children, next we have an important task to complete, I believe you have the ability to complete, along the way we have to upgrade to fight monsters, incarnation of heroic soldiers, do you have confidence?" In this encouragement, the children will be very encouraged and hope that through their own efforts, they will get the

completion of the task and get affirmation and recognition. The interaction between teachers and students will guide children towards their goals, and with the encouragement of teachers, they will be more confident. When accepting task challenges, strengthen their sense of mutual cooperation, exercise their willpower to overcome difficulties, as well as the confidence and determination to persist. Good interaction can cultivate children's various abilities, and let them gain knowledge experience and practical exercise in classroom games.

4.2 Based on Actual Life, Realize the Combination of Learning and Application

One of the main components of the effective strategy for the implementation of kindergarten regional activities is that the creation of the activity theme should be combined with ordinary real life, simulate actual scenes, or carry out on the spot, which is more conducive to children to understand the common sense in life and improve their cognitive level [3]. For example, create a home safety scenario simulation in daily life, the kitchen uses a gas stove, is lit, and smells burning, and at this time, see how children should solve this problem. The children have a lot of answers, open the window, call mom and dad to turn off, turn off themselves, etc., in addition, the most important thing is to teach them how to use the gas stove. When encountering such situations, we should teach them how to deal with and solve them, cultivate their safety awareness, and calmly face difficulties, so as to protect their safety. There are also alarm simulation, such as encounter bad people or emergency situations, need to make an alarm call, how to inform the police situation, out of the dilemma. Time, place, event Train children to express themselves effectively in a short period of time and teach them how to keep themselves safe in an emergency. We often buy goods after entering the supermarket, and create a simulation of buying goods. First, we start from understanding currency, and let children complete the purchase process. According to the completion of the situation, the difficulty can be gradually

increased, so that children can think and solve the problem independently. The creation of the above scenarios is based on actual life, strengthening understanding in practice, improving their ability to solve problems, reflecting the value of the combination of learning and application, and improving the effect of classroom teaching.

4.3 Take Children as the Main Body to Improve the Quality of Regional Activities

In the classroom teaching organization of regional activities, teachers should follow the principle of children as the main body, follow the law of children's psychological development, understand children's interests and personality characteristics, motivate children's enthusiasm, stimulate their curiosity and imagination, build child-oriented game activities, and let them play independently, which is conducive to their deep exploration into the state of immersion learning [4]. Teachers can place excellent works in public areas for children to exhibit, learn from others' works, but also promote competition, and strive to have excellent works on the list. According to the situation of children, teachers should gradually and appropriately let them create game content, fully mobilize their thinking ability and hands-on ability, give play to children's spirit of ownership, fully mobilize their enthusiasm for participating in activities, give play to their decision-making ability and organizational ability, so as to improve their comprehensive quality [5]. In terms of material selection and delivery, some materials can be put in according to children's interests and preferences, and children can independently use the materials to operate and create, and independently organize game activities, which can stimulate children's enthusiasm and innovation ability, fully mobilize their intelligence and strengthen hands-on ability [6,7]. The experience and accumulation of practical experience brought by independent games to children and the experience of overcoming difficulties are very different from the collective play process under the guidance of teachers. Therefore, we should see the educational value of autonomous games for the growth and development of children [8-10].

5. Conclusions

With the advent of the digital age, traditional education methods need to keep pace with The Times. Early childhood education should be based on children and respect the law of physical

and mental growth and development of children. Gamification of regional activities is an important work in the reform of early childhood education. Compared with traditional game activities, the biggest change in regional activities is that they are dominated by teachers to be changed by children's autonomy, which reflects that the teaching process focuses on children, takes their interests as the starting point, meets their learning needs, stimulates their curiosity and imagination, and explores the world, so as to improve their cognition, thinking and practice ability and level. We should take this opportunity to further improve the quality of early childhood education to set a good foundation for their future growth and development.

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