Behavior Observation and Strategy Research on Autonomous Play Pattern in Children's Game Teaching

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Abstract: In primary school teaching, game teaching has always been one of the efficient teaching methods. The game teaching accords with the psychological characteristics and learning mentality of the students in early childhood, and can also observe the students' game behavior. And through these behavior observation, the teacher can have a more comprehensive understanding of the students, correctly grasp the students' learning progress and learning difficulty, and improve the teaching level. This paper will discuss the topic of "behavior observation and strategy research of autonomous game mode in children's game teaching ", and point out various problems in teaching activities in order to promote the further development of game teaching.

1. The Importance of Behavior Observation of Autonomous Game Mode in Children's Game Teaching

Early childhood teaching has always attracted much attention, especially now people pay more and more attention to the early childhood education and preschool education. With the continuous progress of society, early childhood teaching is also innovative teaching methods, game teaching is one of them. Game teaching can train students in all aspects. At the same time, teachers can also observe when students play independently, which is beneficial to the influence of teachers' next teaching activities and also promotes the healthy growth of young children students. Therefore, more and more teachers prefer to use this game teaching mode to teach young children.

1.1. Can Effectively Improve Children's Cognitive Ability

When a child leaves home and steps into kindergarten, the teacher becomes the closest person to the child. In kindergarten, the teacher is equivalent to the existence of parents, so teachers are the key personnel in the teaching process[1]Teachers can carefully observe the students' character characteristics and study habits through daily contact and learning interaction. It is possible that teachers can learn more about students' growth and change than their parents. However, due to the abnormal development of education before, the education system beyond compulsory education is not so perfect, and some teachers' professional accomplishment can not reach the standard of early childhood teaching at all. Early childhood students are in a stage full of curiosity about the world, so teachers need to strengthen students' cognitive ability at this stage to facilitate students to have a preliminary understanding and understanding of the world. Children in the process of autonomous game learning will learn more knowledge, learn to communicate with other students, and teachers and so on. At the same time, the game teaching mode follows the student-centered teaching concept, which can fully explore the potential of students and improve their self-confidence and cognitive ability. So, young children learn not only knowledge, but also learning habits and some moral concepts in life and so on. The autonomous teaching of games can provide a more targeted teaching mode for students, and at the same time, it is more in line with the characteristics of the development of children's physical and mental health (Fig.1).
1.2. To Improve Teachers' Teaching Ability

As one of the new teaching methods, the teaching openness of autonomous games is a major characteristic, so teachers also need to have a high level of professional accomplishment and ability. In the previous early childhood teaching, the teacher knowledge transfers the knowledge to the students according to the past experience, and this transfer knowledge is also the fixed knowledge content stipulated by the education department. Every time teachers only give their knowledge to students in a regular manner, they will not make new innovations in these teaching contents, nor will they make new innovations in the teaching mode. In fact, the teacher's behavior is in a sense an irresponsible behavior, not to be responsible for young children and students, nor to be responsible for their own profession. In a word, the traditional teaching mode has a very big defect. Although the autonomous game teaching follows the student-centered teaching idea, the teacher is still the guide of these students, and the teacher's role in the game teaching process is still indispensable. Teachers need to have an overall control over the whole game teaching process, but also the first gatekeeper of game teaching. In the teaching of games, teachers should not only emphasize "games", but also "autonomy ", but also emphasize "teaching ". The three are indispensable, so that the game teaching can play the best teaching effect. Teachers are also able to improve in this process in their own ability, the status of teachers can not be shaken, so teachers will certainly gain from the game teaching model. Through the observation of the students in the autonomous game, the teacher will get the results of the teaching, and then will change their own way of guidance and teaching ideas, effectively improve the teacher's ability of teaching action[2].

2. The Main Measures of Autonomous Play Mode in Children's Game Teaching

2.1. Autonomous Game Selection

Teachers should give students a certain ability to choose independent games, so as to maximize the development of the advantages of game teaching. In the traditional game teaching, students are not very interested in participating in the game activities organized by teachers, students' interest is insufficient, and the learning effect is certainly not so good. In fact, it is mainly because many teaching activities are organized by teachers, and students themselves do not participate in the game planning. Students can not deeply understand the teaching objectives of teachers, so there is no great sense of participation, nor the autonomy of game activities, so they gradually regard the game as a task assigned by teachers. As the saying goes, interest is the best teacher, so teachers must find ways to stimulate students' interest in learning. Especially in the new game teaching mode, students' interest in it is inevitable and indispensable, so teachers can try to let students choose the game. The game proposed by the students must be of their own interest, and then the teacher will combine the teaching content with it, which can fully arouse the students' passion for learning (Fig .2).
For example, in the process of teaching games, teachers can let students choose a more favorite game activity, or they can choose a game role they like. These initiatives can help students put more energy into the process of playing. At the same time, teachers should also pay attention to the feelings of each student, can let students vote on the choice of the game, and then according to the specific situation to take a minority obedience to the majority to determine the final game. Students can also choose the role of the game in the same way, let students write their own name after the role they want to play, and then vote between these students who choose the same role of the game, let other students cast the most suitable students to play the role of the game. In a word, teachers should fully reflect students' autonomy in the teaching of autonomous games.

2.2. Situationalization of Autonomous Games

It is convenient for teachers to observe students more carefully and understand them more deeply[3]. Teachers should not only make the game autonomous in game teaching, but also make the situation of game teaching more autonomous. Teachers should master the game teaching as a whole, but also learn to delegate power properly, can try not to interfere with some of the game plot set by the students themselves. This is not only conducive to the smooth development of teaching activities, but also can explore the creativity of some students, students' thinking has been developed, to a certain extent to stimulate students' autonomy and imagination. The teacher has planned the whole game process for the students in the game teaching before, and the teacher's usual game case gradually makes the students feel boring and boring. Therefore, the measures to ensure the autonomy of students' game situations can effectively improve the efficiency of game teaching (Fig.3).

For example, when the theme of the game is determined to be the playground, normally, students will go to the playground during the holiday, but what will happen next? What should I do? Teachers can ask students to try to set up the following plot activities: when Mom and Dad are ready to take themselves to the amusement park, it suddenly rains outside, can not go to the amusement park, what should be done? At the same time, the teacher's approach to the appropriate
guidance of the students, should be and mom and dad quarrel or understanding mom and dad? Different students have different designs on the game plot, and these plots will make the game teaching content more abundant.

2.3. Reasonable Timing of Games

In fact, how to control the game time is a very contradictory problem for teachers. Game teaching is to some extent a very time-consuming link, and the whole class of students are also very many, teachers may not be able to guarantee that every student can participate in the game link. Therefore, it has always been a headache for teachers, but teachers must start from their own, from their own control of the whole game.[4] Teachers can use their spare time to collect some ideas about the game, then prepare for the game in advance, and then use the shortest time to get the students into the state at the beginning of the game, so that the game time can be used reasonably.

For example, when students are playing hospital games, teachers can assign the roles of doctors and patients according to students' wishes in advance. So that students can quickly enter the game link, a doctor can take care of three patients, teachers can let multiple doctors take care of more patients at the same time, one doctor and three patients as a group, and then the whole class will be divided into such groups, let each group of students play at the same time, so that the teacher can strive to let the whole class more students participate in the game. In this way, teachers make reasonable use of game time, but also let students have a better game experience.

3. Conclusion

In a word, autonomous game teaching is a very suitable teaching mode for young children. When children in the process of autonomous game teaching, teachers can observe the behavior of young children, more convenient to understand the wishes of young children, but also according to the changes of young children to make a correct teaching judgment. It is beneficial to improve children's cognitive ability to the world, promote the healthy growth of young children's students, and also make the teaching of autonomous games into a new stage of development.

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