

A Survey of Kindergarten Teachers' Classroom Teaching Practice: A Case Study of Four Kindergartens in Kaizhou District, Chongqing, China

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Abstract: Based on the current classroom teaching practice in kindergartens; this study studies the problems of kindergarten teachers in the classroom teaching process. Its main purpose is to find out the current classroom teaching practice in kindergartens and make relevant suggestions and strategies. This study investigates kindergarten teachers in the form of questionnaires. The contents of the survey are three aspects of kindergarten teachers' teaching methods; teaching contents and teaching aids in the teaching process. Through the analysis of the questionnaires; it is concluded that kindergarten teachers' teaching methods in the teaching process are single; the content involves the lack of correlation; the diversity of teaching aids and so on. According to the results; the paper puts forward some suggestions and strategies on three aspects of kindergarten teachers' classroom teaching; and finally achieves the research purpose of this theory and cultivates kindergarten teachers' classroom teaching ability.

1. Introduction

With the rapid development of social economy; science and technology; the continuous improvement of social productivity; the continuous refinement of social service functions; the gradual improvement of people's living standards; and the increasing attention to the quality of social services. In order to improve the quality of teachers' training; the reform of teacher education should "strengthen the practice link" and "strengthen the training of teaching ability" [1]. With the increasing emphasis on the quality of education and the implementation of the second child policy; the demand for pre-school education is also increasing; and the demand for teachers is also increasing; and the cultivation of high-quality teachers has become an ideal demand for teachers' profession. At present; teachers' professional practice ability is paid more and more attention in normal education in China; in order to make up for the long-standing practical defects [2]. As a professional preschool teacher; we should actively carry out classroom teaching; enrich teaching activities; improve children's participation in teaching activities; and achieve the goal of teaching activities. Therefore; optimizing the current preschool education teachers' classroom teaching and improving the quality of kindergarten teaching activities become the focus [3].

Based on this concept; this study studies the current situation of preschool teachers' classroom practice. According to the investigation and analysis; it finds out the shortcomings and shortcomings of the current kindergarten classroom teaching; and makes an analysis and discussion on them; and draws some suggestions and countermeasures for the current kindergarten classroom teaching; so as

to improve the current form of classroom teaching; optimize the teaching process and improve the quality of teaching [4]. Classroom teaching in this study is one of the most commonly used teaching methods in education and teaching. It is the whole process of teaching poetry and skills to students. It mainly includes teacher's explanation; student's question and answer; teaching activities and all teaching aids used in the teaching process [5]. This paper refers to the teaching methods adopted by kindergarten teachers in the implementation of teaching activities; such as teaching method; conversation method; observation method and teaching aids to carry out teaching activities for children; in which children participate and form the process of teacher-child interaction.

2. Current Situation of Kindergarten Teachers' Classroom Teaching

In this study; 57 questionnaires of preschool teachers are analyzed in three aspects: first; the methods of preschool teachers' teaching activities; second; the design and analysis of current kindergarten teaching content; third; the use of teaching aids in kindergartens. Through the analysis of the current preschool education classroom teaching form; we can get the suggestions and Countermeasures for preschool teachers' classroom teaching.

2.1 Method of Kindergarten Teachers' Teaching Activities.

From Table 1; it can be seen that 24.3% of teachers adopt the teacher's demonstration method as their main teaching method. According to the analysis of the questionnaire on the premise of the survey; 57 teachers will adopt the teacher's demonstration method to carry out educational activities for young children. The teacher's demonstration method is not only because of its simple operation; but also because young children follow the teacher's demonstration directly; they can hold their hands faster. Grasp the operation of teaching activities; which is why most teachers use this method to carry out teaching activities. 25.6% of the teachers chose questioning method to carry out teaching activities; which also proves that 41 teachers will ask questions to children in teaching activities. According to the analysis; the main teaching methods adopted by kindergarten teachers in teaching activities are teacher demonstration method and questioning method. Because this problem is multi-choice; a total of 160 sub-options are collected; because the number of surveys is 57; which proves that the average number of teaching methods used by teachers in teaching activities is more than three; indicating that their teachers are rich in teaching forms in activities. But in the process of teaching; teachers should use a main teaching method to run through the whole activity; not the more the teaching method is used; the better. It can be seen from the table that 39 out of 57 teachers chose the teacher's model law to carry out teaching activities. The teacher's model law is a method that enables children to learn indirect experience directly; and lacks the learning of children's own practical experience.

Table 1 Main teaching methods used in teaching activities

Option	Frequency	Percentage (%)	Effective percentage (%)
Teacher demonstration method	39	24.3	24.3
Conversation method	14	8.7	8.7
Observation method	28	17.5	17.5
Questioning method	41	25.6	25.6
Discussion method	20	12.5	12.5
Manipulation method	18	11.3	11.3
Total	160	100.0	100.0

From Table 2; it can be seen that 10.52% of teachers are still in the traditional idea of asking questions when designing questions. Most of the questions raised belong to invalid questions. There are only two ways for children to answer. For example; teachers often ask children two kinds of questions in their activities; such as whether they like or not; and whether they want to answer them. Such questions have little teaching effect. 68.42% of kindergarten teachers adopt two kinds of

half-way in designing problems. 21.05% of the teachers indicated that open questions were the main type of questions designed; while closed questions were supplemented. This also indicated that most of the 57 kindergarten teachers had realized the skill of asking questions. According to the survey; 39 teachers did not grasp the closed and open questions adequately when they asked questions. Only 12 teachers designed questions with open questions as the main direction.

Table 2 Main teaching methods used in teaching activities

Option	Frequency	Percentage (%)	Effective percentage (%)
Closed-ended problems are the main ones; while open-ended problems are the supplementary ones	6	10.52	10.52
Relative equality between closed and open problems	39	68.42	68.42
Open-ended problems are the main ones; while closed-ended problems are the supplementary ones	12	21.05	21.05
Total	57	100.00	100.00

2.2 Implementation of Teaching Content in Kindergarten.

Table 3 shows that 33.33% of kindergarten teachers pay attention to the integration of activities when designing teaching content. 50.87% of teachers said that they sometimes paid attention to integration between fields. 15.8% of the teachers did not consider the relationship between the field and the field when designing teaching activities. It can be concluded that the vast majority of teachers in the four kindergartens surveyed can take into account the links between fields when designing teaching activities. Most teachers say that when designing teaching content; they will pay attention to the correlation between fields; which is why kindergartens design language activities in the field of art or other fields for teaching activities. However; nine teachers said that when designing teaching content; they would not consider the links between fields and choose single-field teaching activities. When designing teaching activities; teachers should give full consideration to promoting children's comprehensive development from different perspectives; rather than pursuing one or several aspects of development unilaterally.

Table 3 When designing teaching content; we should pay attention to the correlation between fields

Option	Frequency	Percentage (%)	Effective percentage (%)
Always	19	33.33	33.33
Sometimes	29	50.87	50.87
Never	9	15.80	15.8
Total	57	100.00	100.00

Teachers in teaching activities; more or less; will encounter some unexpected situations; and kindergarten teachers in teaching are facing more unexpected situations; because children's thinking is jumping; so in teaching; often be behaved by children's behavior and caught by surprise. From Table 4; 71.92% of kindergarten teachers know how to respond effectively to emergencies; and 28.06% of kindergarten teachers say they do not know and do not know how to deal with emergencies. When questioning; teachers understand the learning situation of children in teaching activities; so mastering correct and effective questioning skills is one of the important factors for teachers to carry out teaching activities well. According to the survey; 41 teachers can respond effectively to the unexpected situation in teaching activities; which has exceeded two-thirds of the total number of surveys; indicating that many preschool teachers can respond to the unexpected situation.

Table 4 In teaching activities; unexpected situations occur in the classroom; knowing how to respond effectively

Option	Frequency	Percentage (%)	Effective percentage (%)
Knowing	41	71.92	71.92
Don't know much about that	14	24.56	24.56
Don't know	2	3.50	3.50
Total	57	100.00	100.00

2.3 Use of Teaching Aids in Kindergarten Teachers' Teaching Activities.

As can be seen from Table 5; the first two teaching aids used in kindergarten teachers' teaching activities are wall charts and audio music. 27.2% of teachers will use wall chart teaching aids for teaching activities; 31.2% of teachers will use music audio for teaching activities. Thus; in many teaching aids; teachers choose the most familiar teaching aids for teaching activities.

Table 5 Main teaching methods used in teaching activities

Option	Frequency	Percentage (%)	Effective percentage (%)
Wall chart	34	27.2	27.2
Slide	15	12.0	12.0
Audio; Music	39	31.2	31.2
TV screen	20	16.0	16.0
Multimedia projection	17	13.6	13.6
Total	125	100.0	100.0

3. Problems of Kindergarten Teachers' Classroom Teaching

According to the investigation and analysis; the majority of kindergarten teachers' teaching methods are mainly teacher demonstration teaching methods. In their teaching activities; they usually demonstrate in the classroom by way of examples. Many parents pay more attention to their children's skills and lack the cultivation of their imagination. This practice of parents invisibly gives preschool teachers pressure to teach; which leads teachers to pay more attention to children's skills and skills in teaching; secondly; the adult model method is easier to operate than other teaching methods; and teachers can master and apply it better. This characteristic makes preschool teachers more willing to use this method to carry out daily educational activities.

According to the investigation and analysis; preschool teachers have too many closed question designs; and open question designs are sometimes simpler; sometimes more; and more ineffective questions. However; they really lack the purpose and skill of questions; just for questioning. Integrative curriculum means that teachers can connect different fields and carry out activities in other fields for children at the same time when carrying out teaching activities in one field. When designing teaching plans; preschool teachers should consider how to cultivate children's comprehensive abilities so that they can develop all aspects in an all-round way. According to the questionnaire survey of 9 kindergarten teachers; when designing teaching activities; these teachers are weak in integrating the fields and lack the idea and skills of integrating activities. Nowadays; when preschool teachers design teaching activities; they design teaching questions beforehand and give preschool children's possible answers beforehand. But in the real implementation process; preschool children's thinking leaps and teachers are always caught off guard. The main manifestations are: preschool teachers lack of response strategies; could not use response to stimulate children's interest in teaching activities; thus inhibiting the deep-seated teacher-child interaction. However; some teachers can respond to children's questions; but they lack the art of responding and could not use appropriate response skills to respond to children's questions. At present; many kindergarten teachers often choose teaching aids from their own point of view; ignoring the most

intuitive feelings of children on teaching aids; and not taking into account the needs of kindergarten teaching aids. Teachers often use pictures and audio to attract children's interest in teaching activities; which makes many teachers form habits and lack innovative thinking of teaching aids.

4. Summary

Through the investigation of this study; the following conclusions can be drawn: 1. Combining the teacher's demonstration method with the experiential teaching method of children; giving full play to the initiative of children in activities; 2. Strengthening the training of teacher's questioning skills to improve the effectiveness of teaching questioning; 3. The design of teaching content increases the links between fields; so that the fields can be linked; integrated and coordinated; 4. Developing the response skills of preschool teachers; 5. Pay attention to the principal role of children in teaching activities and choose the activity teaching aids that they are interested in. Therefore; kindergarten teachers in teaching activities; in order to improve their own teaching experience; will do a good job in sorting out and summarizing the problems encountered in teaching activities; constantly enriching teaching experience in teaching practice; improve their teaching ability. Optimize the quality of current teaching activities and improve teachers' professional competence.

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