

Situational Teaching Method in Early Childhood Education Based on Happy Education Concept

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Abstract: Kindergarten is an important place to promote the healthy development of children's physical and mental health. Therefore, preschool teachers must pay attention to teaching methods and use the concept of happy education to build a preschool education environment. The situational teaching method is a new teaching method born under the background of the new curriculum, which is helpful to improve the teaching effect of early childhood education. This paper briefly introduces the connotation and characteristics of the concept of happy education, analyzes the criteria for creating kindergarten environment under the concept of happy education, and discusses the principles that should be followed in the creation of kindergarten environment under the concept of happy education. In order to ensure the maximum value of situational teaching, first-line preschool teachers need to find problems in practice teaching, sum up experience, propose more effective programs and suggestions, improve the effectiveness of early childhood education, and lay a foundation for the growth and development of young children.

1. Introduction

In the history of the development of education, the combination of happiness and education has always been one of the themes of education researchers' concern and exploration [1]. However, the real education of happiness as an educational theory is most initial in Herbert Spencer. More than a hundred years ago, Herbert Spencer proposed a series of new concepts about happy education. He believes that the most valuable curriculum or science has two basic functions [2]. One is to make people necessary to achieve a happy life. The second is to develop intelligence. He established a science-centered curriculum system and advocated the establishment of reasonable teaching principles and teaching methods, with particular emphasis on education in line with the development of children's interests, and insisted that all education be fun. Advocating nature education and self-help education is the core of Spencer's happy education. He creates a happy teaching environment for children by making "happy family teaching aids". In Spencer's happy educational thought, the idea that the best education in the world is happy in nature is very prominent. At the same time, Spencer also stressed that painful learning can make people feel that knowledge is annoying, and pleasant learning makes knowledge attractive. In the same situation, the efficiency of teaching is directly proportional to the happiness of students engaged in learning [3].

The teaching ideas about situational teaching can be traced back to the ancient Greek educator Socrates [4, 5]. He puts forward: "The teaching of knowledge should not be given directly, but should be used as a knowledge of the 'baternal', to provide students with feasible learning. The method allows the students to actively think, to seek knowledge, to explore and solve the corresponding problems." French educator Rousseau said: "Human nature is good, and the reason why people have fallen in the process of growth is entirely due to social pollution." He puts students' growth and education in a natural state and allows students to grow freely [6]. This kind of thinking is actually using the actual situation of nature. It is the purpose of students to understand and master knowledge, the combination of scenes and knowledge in order to solve problems. The famous Soviet educator Suhomlinski systematically summed up the theory of situational teaching [7, 8]. He compiled a book

called “The Book of Nature” in vivid and vivid images, so that children can read this book. You can see and imagine the relevant scenes of nature. In the teaching activities, we also pay great attention to nature's situational education for students, and put students in nature to feel the beauty of nature.

On the basis of the experience of naturalistic philosophy, the American educational philosopher John Dewey put forward four educational philosophy propositions: “Education is the continuous transformation of experience, education is a process of society, education is life, education is growth” [9]. Dewey believes that the essence of education is the continuous transformation of experience [10]. Experience is essentially a product of the connection between people and society. According to Dewey's educational thought, the awakening of students' learning motivation and the integration of old and new knowledge and experience are all related to the situation. Therefore, it can be said that experience teaching is the internal foundation of situational teaching. Because young children are not fully mature in terms of psychology, it is difficult for conventional teaching methods to play a very good teaching effect in early childhood education. This requires the kindergarten teacher to develop teaching methods that are consistent with the child's psychological characteristics and age characteristics. This paper discusses the effective application of situational teaching method in early childhood education under the concept of happy education.

2. Analysis of various elements of happy education concept

2.1 Happy geology

To analyze the connotation of happy geography, we need to combine the six basic aspects of what is learning, what to learn, who to learn, when to learn, where to study, and why to learn. The essence of learning is change, a relatively long-lasting change that occurs in individual knowledge or behavior. Every day, we encounter various things, complete certain activities, and thus acquire new behaviors, new information, and new concepts. These individual changes are exactly where we are studying. To learn happily, it is to have a purpose in the individual to make it change happily.

In the theory of education, the problem of solving what is good to learn is the subject that happiness education attaches great importance to. Spencer emphasized that people need to be happy and singing can make people happy, so he suggests singing a song with children every day. It is also recommended that children should have a little happy exercise every day. Children should be educated to face with a positive attitude. In other words, learning to be happy, to learn to be happy and to learn to actively respond to things is the learning content emphasized by happy education. The comparison between the learning effect under the concept of happy education and the learning effect of the traditional learning model is shown in Figure 1.

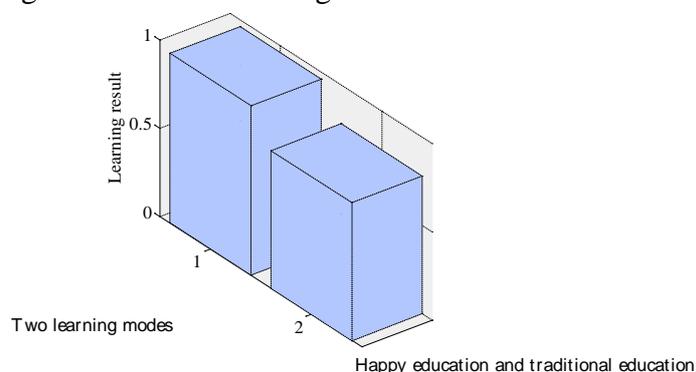


Figure 1 Comparison of learning effects

2.2 Teaching happily

To solve the problem of teaching happily, we need to start with the behavioral analysis of the teacher's role, and adjust the activities of the instructor according to the teacher's cognition, emotion and behavioral rules. The teacher's emotional state is very contagious. The teacher's happy teaching

can create a relaxed and cheerful environment for the educated, and produce subtle and subtle effects, so that the educated can form a positive psychological quality. On the contrary, the teacher's improper handling of negative emotions such as sorrow, fear, anger, etc., will also form a clear suggestive effect, directly or indirectly leading to the negative psychological quality of the educated.

To analyze the connotation of happy teaching, it is necessary to combine the six basic aspects of what is teaching, what to teach, who to teach, when to teach, where to teach, and why to teach, and to form a corresponding relationship with the six basic aspects of happiness.

2.3 Happy teaching interaction

Learning and teaching are not a single form of isolated activity. They exist in comparison and form a complete teaching activity in interaction with each other to achieve the ultimate goal of education. Happy education, in combination, is to solve the problem of happy teaching interaction.

Happy teaching interaction, can not purely discuss the interactive process, but also need to analyze the multi-element affecting the happy interaction in multiple dimensions and multi-faceted. For example, it is necessary to analyze the relationship between individual economic status and happy learning, especially the problem of happy learning of poor students; the relationship between individual economic status of teachers and happy teaching; the relationship between teachers' personal emotional and emotional problems and their happy teaching.

The new progress made by modern psychological science provides a good foundation for the concept and implementation of happy education. Especially the formation and development of positive psychology is closely related to happy education. Positive psychology advocates starting from the advantages and starting from the cultivation of interest. This is also one of the core contents of happy education.

3. The standard of kindergarten environment creation under the concept of happy education

3.1 Give rich educational connotations

When creating a kindergarten education environment, it is necessary to modify and improve according to its basic environment, and to promote the healthy development of children by adding celebrity examples and painting celebrity stories. Let the children understand that right and wrong in the process of entertainment. In the process of creating a kindergarten environment, we must practice the concept of happy education so that children can feel happy while not deviating from the educational content. After all, early childhood education is to educate and train children. Only by taking care of both can parents be assured of kindergarten development. It is getting better and better.

3.2 Fully show the charm of art

Kindergarten environment creation is inseparable from pictures and art. Kindergartens should give full play to the advantages of art and choose pictures and language with rich meaning and connotation. Although the age of young children is still too small to understand the charm of art, it is possible to experience and feel the process of artistic formation through the environment, to cultivate the artistic sentiments of young children, and to have a pair of eyes that are good at discovering beauty. This is of vital importance for the follow-up education and growth of young children.

3.3 Building an interactive environment for continuous exploration

Piaget, a famous child psychologist, once said that children are building their own knowledge systems in the process of interacting with the environment to gain intellectual progress and development. Therefore, the creation of kindergarten environment under the concept of happy education must be in the context of space, facilities, materials and other aspects of the education connotation, early childhood education staff to guide the interaction between children and the environment to build an interactive learning platform. When young children interact with the environment, they will continue to generate new problems. Early childhood teachers can use this to

carry out a new round of exploration activities, and through continuous upgrading and exploration to enhance children's problem awareness. Young children actively explore their own senses and interact with the environment through the process of seeing, touching, listening and moving in the environment to explore new things. This kind of pleasant, free and relaxed environment can effectively stimulate children's desire to explore.

4. Application of situational teaching method in early childhood education

4.1 Effective application of contextual creation teaching methods in early childhood language teaching

The mastery of good language expression skills has important foundational value for the expression of young children's self-conceived thinking and the formation of good communication skills. It teaches children the basic language expression skills, helps children learn to use language in a scientific and standardized way, and becomes an important part of children's language education.

Playing games is the nature of young children. For them, simple language learning or indoctrination is boring and unacceptable. In the case of teaching entirely for language teaching, the language learning effect of young children will be greatly reduced. However, if the new teaching mode of situational teaching can be adopted, then the children will unconsciously exercise their language ability in the pleasant play. More important is the situational teaching model, which fully takes care of the children's subjective status. In the colorful context, they have more space to play, and there are more colorful and linguistic forms. Content, opportunities and forms are also increasing, and most of them are spontaneous creative language behaviors, which often have a multiplier effect on children's language skills. Therefore, it is necessary for kindergarten teachers to start from the following aspects.

With the development of the times, the factors related to film and television are increasingly entering the lives of children. The rich role language in film and television provides a lot of reference materials for language games. The content and form of the lines in the film will have an impact on the children's language expression learning. Therefore, we propose to introduce film elements, intercept the film and television clips, in order to create a teaching situation, the effect of which often has the effect of surprisingly winning.

By organizing children to perform to create vivid learning situations, for example, when teaching young children to learn about the language of dance and art, they can first organize children to use their own strengths to praise, and some children will have a "flower drum" or "Drums" performance; some will dance modern dance; some will show their own ethnic dance, etc., so that after the performance, it can attract young children's learning enthusiasm and enthusiasm.

In the classroom, the child's parting emotions in the children's musical "Quan Ye Si" will make many children cry in tears. In the sad atmosphere, the children's language expression will be deep, and the teacher will go deep into this background. The teaching can also achieve better teaching results.

4.2 Stimulating children's art learning Interests through situational teaching

The study of art is also an important part of the teaching of early childhood education. It is especially important and necessary to incorporate emotional teaching into this part of the teaching. For example, when completing a theme painting of "Beautiful Community", teachers can use the context creation to guide children's composition and painting. First, they use multimedia software to show students the different styles of the community, and let the children choose from them.

There must be many houses in the community. There should be gardens, children's activity venues, parking lots, small supermarkets and other basic service facilities. There should be roads and beautiful fountains around the group. At night, there are street lights, there are uncles and aunts in the fireworks, each family has beautiful small lanterns, etc., children can choose to paint the day or night according to their own preferences. Not only can the basic painting be completed under the guidance

of the teacher, but also the imagination can be used to draw a more beautiful community scene.

5. Conclusion

The early childhood education environment is very important for the growth and learning of young children. A happy, childlike, and beautiful child environment not only enhances the sense of pleasure and confidence of young children, but also effectively stimulates children's curiosity. The situational teaching method is a brand-new teaching method with its own unique value and charm, which contributes to the improvement of the teaching effect of early childhood education. However, in order to ensure the maximization of its value and better application, it is necessary for front-line preschool teachers to continuously discover problems in practice teaching, sum up experience, and propose more effective programs and suggestions. The effectiveness of early childhood education lays a solid foundation for the growth and development of young children.

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