

# Research on Integrating Folk Sports Games into Preschool Physical Education

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**Keywords:** folk sports games; preschool sports teaching; integration

**Abstract:** According to the teaching requirements of “game-based activities” proposed in the “Guidelines for the Guidance of Kindergarten Education”, the article reforms and innovates kindergarten game teaching, introduces folk games, and enriches children's physical education. It is the innovative development and teaching of children's physical education. An important approach to quality and teaching.

## 1. Introduction

As an excellent traditional culture of the Chinese nation, folk sports games have distinctive traditional sports characteristics. They have rich content, simple and easy to use, various forms, and the fun and entertainment brought by the game itself and the development of children's mind and body. In line with the fact that it is close to the actual life of young children, it can give full play to the nature of young children, which is consistent with the requirements of quality education on the reform of school education and teaching. Integrating folk sports games into children's physical education can effectively promote the physical and mental health and overall development of young children.

## 2. The principle of adaptation of folk sports games

The integration of folk sports games into children's physical education can play an important role in promoting the physical and mental development of young children. This is a fact that has been fully verified in educational practice. However, because there are certain differences between folk sports games and children's physical education, especially in terms of game rules, game forms, game goals, etc., when they are introduced into children's physical education, teachers must first The folk sports games are adapted according to certain principles.

First of all, the adaptation of folk sports games should follow the principle of suitability. Children of different ages have significant differences in the grasp of game plots, game characters, and game rules. When teachers introduce folk sports games to teach, they should respect the individual differences of young children, and combine the age characteristics, physical and mental development, and cognitive level of children to tailor the folk sports games, such as small class games, focusing on role-playing, and middle-class games. Focusing on the learning of game rules, large-scale games can highlight the play and innovation of young children and dilute the awareness of rules. Secondly, the integration of folk games into the teaching of children's physical education should also pay attention to the principle of education. The game must have certain educational significance and educational functions. Finally, folk games should emphasize the fun and garden nature, in line with the nature of children, full of fun, consistent with the geographical and cultural environment of the kindergarten area. Compared with children's physical education, folk sports games lack the normative, scientific and educational nature. When integrating it into the teaching of children's physical education, teachers should adapt the game according to the teaching objectives and the needs of teaching tasks, combined with the actual situation of the children, so that they can meet the needs of children's physical education and maximize their teaching

in children's physical education. The role of promoting the overall development of children's physical and mental health.

### **3. The way of integrating sports games**

How to integrate folk sports games into the children's physical education activities is an important part of teachers' teaching practice. The environment of integration should not only enrich the form and content of the game, but also meet the hobbies and interests of young children. At the same time, it must fully retain the style of folk sports games and play a certain role in inheriting the folk culture. Therefore, teachers should fully grasp the integration of folk sports games.

Teachers can change the rules of folk sports games. Changing the rules of the game can generate new games without changing the material and content of the game. For example, the folk sports game “cycling” is integrated into the “food” activities of sports teaching. The activity of unilaterally jumping by bicycle is too monotonous, so the teacher jumps from one original child to three. Children's cooperative hopping, enriching the game content and changing the difficulty of the game by changing the rules of the game.

In addition, teachers can also integrate folk sports games into physical education activities by changing auxiliary materials. For example, the “baton” folk sports game is integrated into the teaching of children's sports. Small class children prefer rag dolls, teachers can change the baton into a variety of rag dolls to meet the children's hobbies; for middle and large class children, the baton is directly used as a material. At the same time, when incorporating songs or nursery rhymes related to folk sports games, it can also be adapted according to the principles of children's life and easy to remember.

The author believes that the way of integration is the key to the organic combination of folk sports games and children's physical education, and it is also one of the basic conditions for the function and value of folk sports games. When integrating folk sports games into children's physical education, teachers should accurately and objectively grasp the integration method according to the actual teaching situation, optimize their integration methods from the two aspects of sports game rules and auxiliary materials, and exert their teaching value.

### **4. The combination of folk sports games**

In addition to changing the intrinsic elements of the game rules, teachers can also flexibly combine folk sports games with the sports games of the kindergarten itself, and create new games based on them.

For example, teachers can combine the folk game “Eagle Catching Chicken” with the kindergarten game “Little Train”; the game “dismissal” is more repetitive, and the children are likely to lose interest, and the teacher can “unlock” the same kind of running game. Go to it. When the young children have gained the experience of running around the circle through the game of “hands-on”, the teacher began to create a game situation of “unlocking”. Although the children are also running around the circle, but the running method is diverse, there are chasing in the same direction, and there are different directions to meet, this clever combination of play increases the fun of the game.

When creating new games, teachers should pay attention to the participation of young children, pay attention to the safety of activities, ensure that new games are generated based on the original game combination creation, maximize the enthusiasm of children to actively participate, and ensure that children play games under the premise of safety. To achieve comprehensive development and progress in physical and mental health.

Integrating folk sports games into children's physical education can not only enrich the resources of kindergarten physical education curriculum, but also effectively inherit and carry forward the traditional cultural resources of the Chinese nation and promote the national spirit in folk sports games. More importantly, through the combination of physical education with

young children, it is possible to cultivate the courage, optimism and strong will of young children, exercise the physical quality of young children, enhance children's awareness of traditional culture, and enable children to achieve effective development in physical and mental health. On the basis of my own teaching experience, the author explores the practical ways of integrating folk sports games into physical education, and hopes to provide a reference for solving this problem.

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