

A Study on the Impacts of Outdoor Play on Social Development in Chinese Preschool Children

Danqi Shen

Institute of Education, University of London, WC1H 0AL

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Abstract: Many research studies have indicated that outdoor play is of great importance to young children's healthy development because the playground serves as children's social place where they can seek challenges, build self-confidence, release pressure and develop friendships (Wells & Evans, 2003). However, it is difficult to examine Chinese children's wellbeing in the sense of interpersonal relations, collaboration skills and the self-esteem due to a lack of systematic research on the influence of outdoor education. With the method of literature research, this paper could locate information on this topic, identify the key areas for future study and provide recommendations to narrow the gap between the reality and the distance with developed countries. The author compares the difference of outdoor play to explore the in-depth reasons of the success of outdoor education in these countries through making a comparative analysis of the status quo of outdoor provision in Chinese culture, and in England and Nordic countries. The aim of this paper is to develop a long-term vision and strategy for the development of outdoor curriculum in Chinese context so that young children's outdoor activities are supported in ways that will enhance their social skills development and learning.

1. Introduction

As a basic form of activities for preschool children, outdoor play is a unique social activity which is very suitable for the growth and development of young children [1]. A preschool child is active and curious about all kinds of things. In his daily life, he also has a strong interest in various game projects. Therefore, when kindergartens educate and guide different children, various games have become an important part of children's life. By participating in various games, children's innocent, free and lively nature has been fully blossomed, and their inherent potential has been effectively tapped and stimulated. In addition, games can also cultivate children's spirit of teamwork and unity and friendship, is an efficient way of moral education, can better develop the quality of children. By participating in various forms and contents of the game activities, for the cognitive development and social development of young children to provide training opportunities and space. Thus, it can better cultivate their various abilities, promote their sports skills, operational skills and social skills, and better cultivate their creativity and exploration spirit. Thus, by participating in various outdoor games, young children can get valuable opportunities to exercise their physical and psychological qualities, and promote their physical and mental health. With the development of the times, people's material level is rising. At present, there are still many problems in kindergarten outdoor games. The emergence of various problems seriously affects the actual outdoor game development effect. We need to arouse our attention and actively seek feasible solutions. More and more children are born in cities and live in cities for a long time. While enjoying high quality material living conditions, children's activities will also be greatly restricted. But playing games are children's instincts. In this case, for kindergartens, in their daily education and teaching process, it is also very important to better guide children to participate in various forms and content of activities to provide children with more entertainment and the release of natural opportunities [2].

2. Current Situation of Outdoor Play of Chinese Preschool Children

Outdoor activities are an essential part of kindergarten's daily life. However, in China, due to the limited material and human resources, most kindergarten games are still set indoor [3]. This kind of

games with fixed environment and fixed venues cannot effectively promote the overall development of children. Although all kindergartens put outdoor activities into the schedule when designing and planning children's daily life activities, there are still too few effective outdoor games which can promote children's physical and mental health in frequency and form. The requirement of Kang development. Outdoor games refer to all kinds of game activities that are carried out outside the building. This area also includes corridors and other places. Different types of outdoor games in the process of development, need to rely on a certain game venue to be realized, and has a variety of distinct characteristics. At the time of development, the content of the game is very rich, and the forms of the game are very diverse. By participating in various forms, types and contents of outdoor games, we can better cultivate Chinese preschool children's imagination and creativity. It is still difficult for Chinese kindergartens to achieve outdoor activities of no less than one hundred and twenty minutes a day, and outdoor activities take much less time than indoor activities. The outdoor space of kindergartens in China, especially urban kindergartens, is small. Influenced by objective site factors, it is impossible for children to stay outdoors for a long time. The safety of outdoor activities is lower. Compared with indoor activities, outdoor activities have higher risk. High-risk activities such as running, jumping and climbing that children cannot do indoors can be carried out outdoors. Considering safety problems, the time of outdoor activities is greatly reduced. Teachers are not good at carrying out outdoor activities, because now front-line teachers have received early childhood education is also indoor activities, lack of outdoor game experience. Teachers are reluctant to organize outdoor activities because indoor activities make it easier to control preschool children and make them more obedient [4].

3. Current Situation of Outdoor Play of British Preschool Children

Outdoor play in British preschool children always creates conditions for children to get in touch with nature. Unlike many parents who take care of their children, children in kindergartens in Britain stay outdoors all day, no matter rain or shine. They follow the motto "No bad weather - Only Wrong Clothes" [5]. Only in extreme weather conditions such as wind disasters do teachers and students retreat to nearby kindergarten buildings. To many people's surprise, there is no running water, electricity or water pipe in the kindergarten, and teachers teach children how to use compost toilets. The garden will collect rainwater every day, and the water used for drinking and washing will be taken to the forest. There was also a converted hut with a wood-burning stove for use in extremely cold days. Common daily activities include having children sing by the campfire, setting up tents, participating in the production of natural handicrafts, splashing in puddles, and preparing lunch cuts. Kindergartens use real outdoor tools to foster confidence in learning skills including sawing wood, screwing screws, and nailing. British kindergartens believe it is necessary to teach their children many life skills in order to help them become truly independent. In terms of educational goals, kindergartens should create sufficient conditions for students to contact the natural world, and at the same time, guide them to devote themselves wholeheartedly to it, stimulate their learning motivation and positive learning attitude to achieve the goal of mobilizing autonomy and learning knowledge simultaneously. In terms of the composition of the instructors, there are not only school teachers and relevant experts and scholars in the field of natural science, but also woodland owners, craftsmen, young workers and other experienced industry workers. Some Internet visitors and parents can also become coordinators to make activities more smoothly. In terms of curriculum content, there is no specific syllabus for kindergartens in Britain. However, they focus on adapting to basic education and the forms of activities are complex and diverse [6].

4. Current Situation of Outdoor Play of Nordic Preschool Children

The outdoor play of preschool children in northern Europe pays more attention to the development of children's social skills [7]. Compared with the traditional playground, which only develops sports ability, the new playground has great potential. By providing activities, children can get richer experience and get balanced development in all aspects. Children have developed a deep feeling with

small animals, such as holding a grand conference on the naming of newborn animals, and hanging handmade crafts on cages of small animals in their care. There are also some wonderful settings in the playground, such as studios with a variety of materials and tools, such as paper, clay, woodworking, cooking, spinning and so on, as well as gardens and greenhouses, children can freely choose the activities they are interested in. In order to preserve and develop the traditional way of digging and building games, many playgrounds have opened up a special venue for children, providing materials such as hand saws, hammers, boards, nails and staff counseling and assistance, where children can build their own small houses. In design, children give full play to their imagination, some huts are built on branches, with original features, some small buildings imitate Gothic architecture, interior decoration is also very elegant, some are linked up, the passage up and down, one after another. Every summer, the playground also hosts children camping in small houses built by themselves. Originating in Denmark, this practice has now been adopted by some countries in the world as a unique activity that effectively fosters the hands-on, sense of responsibility and spirit of cooperation of children. Apart from the houses built by the children, the "small homes" of different shapes produced by factories can be seen in every playground. This is a kind of semi-enclosed space that provides a certain degree of secrecy, which is conducive to children's social interaction and role play. According to research, the two children play best together, so the playground is designed as a space separating and providing semi-enclosed space, to facilitate group activities to create conditions. Some designers also built the equipment into a train or ship, and there were some parts for climbing. Nordic children can easily combine sports with role play [8].

5. Development Strategy of Outdoor Play of Chinese Preschool Children

5.1 Increase Time of Outdoor Play.

Compared with the United Kingdom and the Nordic countries, the outdoor playing time of preschool children in China is too short. We must first guarantee the time of kindergarten games. Although the kindergarten's game time is not less than two hours per day, the implementation of this regulation is not ideal in the practice process. Teachers either confuse the relationship between play and learning, regard learning as a game, or too much involvement in children's free play makes the game taste bad. Therefore, we want to ensure that children's free play time, there are two ways: first, merge scattered game time points, will be scattered in the afternoon and different stages of the game into one, so that children in a relatively fixed period of time to establish relevant game experience. We should break the boundaries of indoor and outdoor game activities, and extend the game time. Just as Norwegian kindergarten games, there is no clear distinction between indoor and outdoor. There is no clear boundaries between the types of games, children can shuttle in different spaces, play different kinds of games, carry out different themes, content. In fact, these two methods are the process of integration, because we kindergarten games will have a collective evaluation time, and this time is calculated into the game activity time, if the number of games in a day is too frequent, the collective evaluation time will be longer, but the game experience is often coherent and not influenced by game types. Therefore, the game of different periods of daily life, different kinds of games, games in different places can be combined to reduce the number of collective comments and effectively ensure the time of children's games. Teachers can better observe the children's game behavior.

5.2 Optimize Materials of Outdoor Play.

In the playful material launch, our country kindergarten's question is throws many kinds of materials, artificially disturbed the young child to the playful material exploration, the operation time. For example, in outdoor sports activities, there are dozens of materials, ranging from large climbing equipment to skipping rope and shuttlecock, which can be said to have captured almost all the sports materials, resulting in a lot of game themes and game areas, but children in the process of the game because of the selective range of materials is too large and often. Changing materials and game themes, it is difficult to calm down to play a material. According to children's preferences and

teachers' choices, we can reduce the types of games, increase the number of single-class games, stimulate children's interest in participating in the game, reduce the waiting time unintentionally, and improve the quality of the game. Kindergartens in China like to throw high-structured game materials. Even if the teachers make their own toys, their playing method is the only one and it is made by the teachers. Our kindergarten should greatly reduce the structure of game materials. Even in small classes, although preschool children's representation ability is not mature, teachers should also provide preschool children with opportunities. Teachers should not use a unified fixed. After all, there are differences between young children. Age is an important reference standard, but it is by no means the only standard. In outdoor physical games, we should put more natural things, such as tires, abandoned wood, branches, etc., to create a natural situation, rather than using too many artificial objects to plan a simulated situation, this game situation is completely out of touch with children's life, is a product of teachers' imagination, not really stimulate children's play. Interest in drama has wasted a lot of manpower, material and financial resources. In fact, from an anthropological point of view, game materials in the natural environment can provide vitality nourishment for young children, but also help to build the vitality of young children. Therefore, teachers should use natural environment and raw materials to let children experience the joy of sports, games and learning in real life.

5.3 Enlarge Autonomy of Outdoor Play.

Compared with the UK and the Nordic countries, our country's teachers in the game for children's intervention is too frequent, high control of the guidance model greatly reduces the degree of freedom and pleasure of children's play, teachers themselves have greatly increased the workload. What is more regrettable is that most of the guidance will directly interrupt the process of children's games, depriving children of the continuity of experience in the game, the essence of the game will disappear. Teachers should reduce intervention and give play to children's autonomy. In view of the opportunity for kindergarten teachers to intervene in the game, the following adjustments can be made. Let children participate in the formulation of the rules of the game. We need to change the rules and formulate a situation where the teacher has the final say. In the interview, the teacher thought that the pre-prescribed play method could reduce the disputes in the game and make the game go smoothly. But in many cases, children and adults have different understanding of the same game material. As the main participants in the game, children should participate in the formulation of the game rules. This not only stimulates children's interest in participating in the game, but also can effectively reduce the conflict in the game and children violate the rules of the game. It is very common for children to solve conflicts in games by themselves. Teachers should not be too nervous or anxious to intervene. They should give children opportunities to solve problems. In general, in order to play the game smoothly, children will make appropriate compromises, concessions, teachers can also observe children's negotiation skills and related social development. Outdoor games are mainly carried out in the form of sports games. Actually, according to different weather conditions and individual conditions of young children, sometimes role playing and other intellectual development games can be inserted into different outdoor games. In addition, scientific outdoor games play an important role in improving children's basic activity ability, sports ability and physical fitness. For example, in the tortoise and rabbit race game, in order to increase the fun and authenticity of the game before the game, to put on appropriate and interesting props for children, and such as the terminal and the podium are built with large blocks, and so on, to make up for children wearing cute and interesting costumes, can greatly stimulate children's Interest, to promote their participation in the game, and to build a podium of props can effectively promote children's teamwork ability and so on. There is a difference between Norwegian and Chinese teachers on how to treat children who are away from home. Teachers in our country hope to promote children's return to play through cooperation. I think teachers should take a step back to understand children's real intentions and be eager to act although it seems to solve the problem. Children's emotional experience is very negative, so let them let children observe and consider their own choices.

5.4 Improve Quality of Outdoor Play.

Cooperation is an important form of interaction between teachers and children. Teachers in China

also said in interviews that teachers in the game should be more cooperative to promote the development of preschool children, but as mentioned above, the various cooperative behavior of teachers in the game is closer to the guidance of children's games. Cooperation refers to co-creation and engagement, through joint efforts to achieve a common purpose, that is, cooperation emphasizes equality, so in the game whether teachers or young children have the same status, teachers should not play the pretext of cooperation to interfere in children's games. "Teachers who want to know how to work with their children should look at how their children work together in the game," British teachers said of cooperative games. This makes sense. Partner game cooperation is more negotiation, if one side's attitude is very strong will inevitably lead to the breakdown of cooperative relations or game conflict, so the game in the two sides in the constantly prone to agree and compromise gradually, and then promote the smooth progress of the game. Teachers should also keep such self-consciousness in the cooperation between teachers and children, and pay attention to children's cooperative emotions. If children show negative emotions in the face of cooperation, they should withdraw children's games in time. The content of cooperation should be dominated by young children. Teachers should observe the behavior of preschool children from time to time in the way of cooperation. Teachers should also be able to exit in time when entering. There are still differences between teacher-child cooperation and kindergarten-child cooperation. The ultimate purpose of teachers entering kindergarten games as collaborators is to interfere with children's games or solve their problems. But in cooperation, teachers should treat children equally and negotiate to solve problems, instead of unilaterally making suggestions to make children submit. First, we should respect children's choices and listen to children's ideas. Teachers as children's playmates can also personally join the game, increase their intimacy with children to better understand the characteristics of each child's growth and development, and lay the foundation for later games and education to improve the quality of the game.

5.5 Enhance Security of Outdoor Play.

In order to ensure the safety of children and ensure the safe development of various games, we need to consider from the game venue settings and material selection and other different aspects. In terms of venues, there is no foolproof outdoor playing field in the world. Moreover, influenced by many factors such as external environment conditions and kindergarten self-construction level, the construction of outdoor game venues also needs to be affected by many factors. Therefore, different kindergartens need to plan and construct the playground according to their own actual situation, in addition. In the use of game equipment and game materials, kindergartens need to do a variety of checks in advance, do their utmost to reduce the risk. Therefore, in the process of carrying out outdoor games, teachers need to educate and guide children on safety in time. Help them understand all kinds of dangers and master certain skills of judging the surrounding dangerous environment. We should pay attention to vigilance and restrict their behavior. In addition, do a good job in the process of the game to know the work, but also better to guide young children, to ensure the safety of their games. In the guidance of children participating in various outdoor games, we should pay attention to the actual situation and physical and mental characteristics of different children on the basis of a full understanding, combined with specific types of games and game content to start guidance. Teachers should pay attention to carefully observe young children, understand the age of different children, hobbies and personality characteristics, psychological quality, as well as comprehensive sports ability. Combined with the actual situation of different ages, different psychological states and hobbies of young children, the specific knowledge of them. At the same time, each teacher will combine the children's performance in the game and the need to timely change the placement of materials and adjust the rules and methods of the game. During the game, children are encouraged to observe their surroundings, think about the rules of the game, and communicate with other children. In the face of difficulties, guide children to use their brains, observe carefully, and find ways to overcome difficulties. Kindergartens can also organize regular activities, and encourage teachers to discuss collectively after the activities, sharing the experience of guiding children.

6. Conclusion

To sum up, outdoor game plays an important role in preschool education in all aspects. After decades of development of early childhood education, China's preschool children outdoor games have made outstanding achievements. However, compared with the UK and the Nordic countries, the outdoor games of preschool children in China have many problems in terms of duration, quality and safety. This paper puts forward the suggestions of increase time, optimize materials, enlarge autonomy, improve quality and enhance security of outdoor play to narrow the gap between china's early childhood education and developed countries.

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