

# The Positive Role of Interest Teaching in Preschool Education

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## ABSTRACT

**As the first stage of basic education, the main goal of early childhood education is to cultivate children's good morality and behavior habits. Starting from the concept of interesting teaching, this paper expounds how to use game teaching in preschool education from three aspects: the living ability game teaching, the language game teaching and culture course learning game teaching, so as to realize the purpose of improving children's language, behavior and learning ability to lay a foundation for children's future life and learning.**

**Keywords:** preschool education, interest teaching, language ability

## I. INTRODUCTION

Preschool children's acquisition of knowledge is based on the understanding of knowledge, and the mastery of skills is formed through repeated training, thus forming their own knowledge and skills system. The teacher's unilateral instillation of knowledge to children does not make the children receive and absorb the knowledge they have learned well, and cannot be internalized into their own knowledge. Therefore, it often occurs that the teachers' classroom teaching ends and the children do not master it. In game teaching, through the way of playing games, students' interest and curiosity are stimulated, so that students can have a high degree of enthusiasm for the knowledge and skills they have learned. They will not get tired of it, actively interact with children, and complete the games organized by the teacher enthusiastically. Activities allow preschool children to learn knowledge and grow happily under the play teaching mode of entertaining and playing, and lay a good foundation for future learning.

## II. AN OVERVIEW OF INTEREST TEACHING

Interest teaching is a teaching method that is different from the traditional teaching method. It uses games to carry out the teaching process, intersperses the learning of teaching content into the game process, and allows students to master the knowledge during the game. The way of gamification teaching should be able to stimulate students' interest and enthusiasm, so that students can actively participate in the learning process and achieve good teaching results. In fun teaching, although students are learning knowledge, the teaching process is mainly based on students' interest and

autonomy. The design of teaching content is interesting. Students can actively participate and exert their own subjective initiative to complete the teaching process. The key to the successful realization of fun teaching lies in teachers. Whether teachers can design a reasonable teaching method based on the teaching content, whether they can design the learning content that the students are interested in, and the interesting and guiding game mode, they are the key factors to improve the children's participation and also related to whether the interest teaching goal can be achieved. This teaching method puts forward higher requirements on the teaching philosophy and teaching methods of kindergarten teachers, and requires teachers to continuously improve their teaching level in combination with modern teaching concepts.

Through the analysis of kindergarten activities, it is found that children's activities are mainly based on children's hobbies. Children's participation in activities can stimulate their own initiative and improve their cognition of activity items while entertaining and exploring, and this also meet the basic requirements of China's preschool education. As the basic form of preschool education, children's games can gradually form a good activity exploration method through integration with the environment, and fully demonstrate the value of its content to children's enlightenment. In the creation of kindergarten game activities, the core purpose is not to play, but to improve cognitive ability in the process of children's participation in games, and emphasize the desire to explore and form the ability to observe things, so as to provide support for the improvement of children's comprehensive quality. Therefore, in order to fully demonstrate the value of enlightenment education in the creation of preschool activities, kindergarten teachers should: first, construct

fun game activities; second, preschool activities need to have social value. For example, in the construction of puzzle activities in kindergartens, the activities can improve children's intelligence, inquiry ability and eyesight, and realize enlightenment education for children. Therefore, in the creation of children jigsaw activities, preschool teachers can guide children to identify the characteristics and colors of graphics, and finally put together the graphics through comparative analysis. Therefore, against the background of this kind of ability training activities, it is possible to create activity exploration scenarios for children, and to guide the activities according to the characteristics of the game, effectively stimulate children's interest in games, and provide protection for children's enlightenment education. At the same time, in the process of creating scenes for play activities in kindergartens, kindergarten teachers need to act as activity guides and actively guide children to explore problems. In the construction of some exploratory game activities, children can understand the content of the activity and recognize the diverse game scenarios in the activity, enrich children's emotional cognition, and realize the core value of early childhood education.

### **III. THE APPLICATION OF "INTEREST TEACHING" OF PRESCHOOL EDUCATION**

#### *A. Children's living ability game teaching*

Kindergartens play an important role in cultivating children's living abilities. Because their parents indulges and coddles them too much, many children's basic practical ability in daily life is relatively weak, such as tying shoelaces, putting on clothes, buttoning buttons, etc. are done by their parents or with the help of teachers. These basic hands-on skills are something that every child should learn in kindergarten. Teachers can use games to let students compete in these activities to stimulate students' enterprising spirit. At the same time, students can team up and train. The students' team assistance ability allows students to actively participate and master life skills well.

For example, students' ability to recognize colors is cultivated in game teaching. For many children, they can distinguish the main colors such as red, yellow, blue, etc., but their ability to recognize light colors is weak, such as rose, pink and light green. The recognition ability is not strong. Teachers can use games to deepen children's memory of colors. The teacher can ask students to fold paper airplanes of different colors, and then the teacher asks the students to group, and the teacher issues instructions. The students can find the airplanes of different colors as fast as possible. In this way, the students' color recognition ability can be quickly improved. In the aspect of cultivating children's team consciousness and assistance ability, teachers can let children complete a thing that

can't be done alone but can only be completed by team members' collective cooperation, so as to improve children's team consciousness and cooperation ability.

#### *B. Children's language game teaching*

Language teaching is divided into written language and oral language. The development of written language ability can be completed by students by recitation of nursery rhymes and ancient poems, but this learning method is relatively boring for students. Over time, children will gradually lose patience and interest. The teacher can use the game solitaire teaching method to group the children into groups. After learning an ancient poem, the teacher can let the children say a sentence to connect the poems after learning an ancient poem, which can increase the students' interest in learning and increase teaching. The interactive nature of students improves students' thinking ability, and is more interesting than letting students simply recite. In the preschool education stage, many kindergartens do not pay enough attention to the cultivation of oral language skills, which will have a negative impact on the improvement of children's oral expression skills in the future. In order to enable better communication with others in future study and life, the preschool education stage must consciously cultivate students' oral expression skills. Because the scope of children's life is very narrow, except for the kindergarten at home, they can only choose topics from these two aspects for children to express in oral English.

Teachers can allow children to share their favorite TV programs, cartoon names, content, favorite characters, dislike characters, story plots, etc., and remind the others to pay attention to listen his/her sharing, finally, the teacher leads the children to choose the most complete narration and reward them. In this way, students' verbal expression skills can be exercised, and students' attention and listening skills can also be improved. At the same time, they can let the children better understand each other's hobbies. In the teaching process, teachers constantly choose new subjects for students to share their lives on a regular basis, which has a good role in promoting harmonious relationship between students and improving oral expression skills.

#### *C. Children's culture course learning game teaching*

1) *Cultivating pupils' interest in literacy:* In view of the characteristics of low grade primary school children's attention easily distracted and easy to produce fatigue, teachers should use multimedia as the medium to create problem situations to attract children's attention and make the learning process full of fun. Through multimedia teaching, teachers provide pupils with a relaxed learning atmosphere and stimulate their learning enthusiasm to the maximum extent, so as to

strengthen pupils' perception of literacy activities and improve literacy efficiency.

2) *Carrying out colorful activities*: Combined with the lively nature of the lower grade students in primary school, teachers should carry out various forms of activities inside and outside the class, so that children can get something from playing. For example, when learning an experience article, children can be asked to read aloud in different roles. Each child plays a role they like to perform with emotion. This will attract children to participate actively and stimulate their enthusiasm for literacy. Or it can take the way of playing games to create a relaxed and pleasant teaching environment for children, and make learning a happy thing, thus fulfilling the implied educational function. This method can not only deepen children's understanding of the content of the textbook, but also firmly memorize Chinese characters. However, it is worth noting that the brain development of lower grade children in primary school is not perfect, and the retention time of memory is relatively short. Therefore, it is necessary to strengthen consolidation and review after class.

3) *Ingenious selection method*: Singing and dancing are popular forms for children. To make use of this, teachers should adopt the melody of children's songs we are most familiar with, attach new words and new words to be learned, and guide children to sing them repeatedly. Unconsciously, the impression is constantly deepened, and the new words have become no longer unfamiliar. Teachers can make up vivid pithy formulas for new and difficult words, which can undoubtedly greatly improve children's sense of identity and stimulate their interest in learning. It is also a good method. Teachers can also motivate students to make their own pithy formulas according to the difficulty of words. For example, in learning the new word "磊", according to the structure of the word "磊", the teachers can help his students create a ballad "one tree doesn't make a forest, three stones can lead to 磊". Through students' own brain thinking, it is equivalent to reprocessing the teaching content. It is natural to have a deeper impression than before. In the literacy teaching activities, the teacher lists the new words only, and the students draw the gourd according to the gourd. The learning effect can be imagined. If we use riddles to read, it will produce a completely different teaching effect. For example, we are most familiar with the riddle of literacy, the word "high" is "one by one long, the mouth is in the center, the big mouth is not blocked, and the small mouth is hidden". The teacher guides the children to show the new words they want to learn in the form of performance and let the students guess

together. This teaching method deepens the students' deep understanding of the meaning of new words, and is a typical example of the effective combination of the teaching content and our real life, making the teaching content more intuitive.

4) *Extended literacy*: After all, the Chinese characters that students learn in class are limited. To achieve the effect of quickly improving the literacy, we must fully tap the materials in our lives. Teachers should encourage students not only to earnestly learn words in class, but also to find new words and words everywhere in their extracurricular life, and find ways to know them by themselves. Nowadays, with the advent of the information age, the ways for children to learn has become wider and wider. When students are on their way home, there are road signs and billboards everywhere. Students can follow their parents to shop in the supermarket, and there are Chinese characters on food bags. When watching TV, the simple Chinese characters appearing in the TV subtitles, and the small window prompts that pop up when students occasionally play small games on the Internet... are all valuable resources for elementary school students to read. By broadening the channels for literacy, the rapid increase in the reserve of Chinese characters is not difficult.

5) *Paying attention to the synchronous development of recognition and reading*: Due to the particularity of the literacy teaching activities in elementary schools, children's perception of things in lower grades is still not organized. This requires teachers to formulate a model for students that is suitable for their age for reference. However, this does not mean that only one kind of teaching material can be used in teaching, but any kind of children's books at the same level can be selected. Children in the lower grades of elementary school have slow recognition speed, weak cognitive ability, and certain difficulties in semantic combination. Recognition and reading of new characters is still a difficult problem for them. Therefore, it is beneficial to strengthen the overall semantic recognition and reading of primary school students, so that reading and writing develop simultaneously. For example, the teacher uses new words to turn into the formula, the pupils are so familiar with the melons, which seems to have achieved the purpose of literacy, but randomly designates one of the Chinese characters for the pupils to recognize again, or picks a word randomly for him to write, only to find that the recognition and reading are not synchronized. Therefore, in actual teaching, the teachers must also pay attention to the use of contextual meaning, Chinese pinyin and pictures and other forms to train pupils to recognize and read synchronously.

#### IV. CONCLUSION

Early childhood education is to lay the foundation for the improvement of students' future learning ability, but the focus of early childhood education is not to learn knowledge, but to cultivate students' healthy personality, cultivate students' hands-on ability and language expression ability, and cultivate children's collective ideas and sense of teamwork. Because children's physiology and psychology are in the early stage of development, kindergartens should adopt teaching methods different from adult education to develop children's potential, cultivate their interest in learning, and make children grow up happily in the relaxed atmosphere of interest teaching.

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