

The Provision of Material in the Autonomous Game and the Development of Children's Creative Skills

Kailin Tao

The First Kindergarten of South Xiang Yang Road, China 200031

miki7685@hotmail.com

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Abstract. Game is the most important activities of kindergarten, and also children's most natural way of learning, the development of young children has an important role in promoting. But in the game, the prevalence of children's game material single, the game character competition, the game plot single, game theme instability and poor rules of the game and other issues, so that the game for children's education and development value is difficult to fully realize. Given the dilemma of teacher guidance and the subjective nature of the teacher's own existence, I would like to talk about the use of game material as an intermediary to guide children's autonomous games. We say that the material rather than the teacher as an intermediary, because it can better avoid the subjective intervention of the teacher itself, in fact, the material here to play the role of teachers. In this paper, I am going to talk about my findings and ideas with the development of innovative ideas in the most common role games, which concerns materials and children.

Major Problems and Cases

As we all know, the game is the most important activities of kindergarten, but also children's most natural way of learning, the development of young children has an important role in promoting. First of all, I put the major questions in the role game of our class as Table 1, just as shown which in the below tables:

Table 1. The major problems and intermediary in the game

| Major problems | Frequency | Percent(%) | Intermediate Point |
|------------------------------|-----------|------------|--------------------|
| Single game plot | 9 | 42.86% | innovative mind |
| Scramble in The role game | 6 | 28.57% | Rule awareness |
| Single type Game material | 4 | 19.00% | Cognitive conflict |
| Volatility in the game theme | 2 | 9.52% | Persistence |

From the chart we can see that the main role of the game in the main problem of a single game, the role of the game competition, the game material type of single and the game theme of poor stability. One of the most prominent is the single plot of the game (42.86%) and the game character of the competition (accounted for 28.57%).

The Origin Cases in the Kindergarten

In the next following pages, I will take the material as a intermediary in the independent game of children's development in the innovation, to introduce a case in my class, and the appropriate analysis and explanation.

Situation 1:

At the beginning of the semester, the food street in our classroom was popular with a lot of high-structure simulation food, and there were 4 children: Hu (who charged the barbecue), Tang (who steamed food), Amy (waiter) and Yan (customer) came to the food street. "Hello, barbecue friends, there are fresh and delicious steamed food ", Hu called the guest loudly and at the same time, he cooked the food on the barbecue. Food Street suddenly ushered in a lot of guests, we

crowded together, scenes It seems a bit confusing. Yan choose a few vegetables and handed the cashier to pay back to the seat waiting for the chef Tang will be vegetables into the steamed cottage will be swaying Yan. Yan used chopsticks to folder up and "eat". After that, the waiter recycled the leftovers of the customer and then had nothing to do. The chefs cooked fast, and the customers ate fast, the whole event evolved into a simple and repeat the sale of trading activities. Later, the food street guests became less and less, and when there is no customer, the chefs and the waiter began to chat with each other until the end of the game.

Situation 2:

After that, I removed some of the food samples in the food street, and added paper (various colors), foam, hair root, bamboo sticks, space mud kneading various colors, various shapes of thin and other low structure And semi-finished materials. The table also placed napkins, spices (vinegar, pepper, etc.) and vases.

Yan once again came to the food street, he saw the food do not know how to choose, then the waiter Amy warmly introduced: "Our vegetables are fresh, which can be cooked now, you can choose some food you like". Yan nodded his head and picked two orange rounds, three triangular red space mud slices and some green paper. Saw Amy took the hands of the guests, and then take the bamboo sticks to string the food together. Amy first stringed three red triangles and then stringed two orange circles. At this time the boss of the barbecue, Hu came to hold the green paper and said: "Some people ordered the leek, ah, Amy, I'll help you to get it," Amy nodded. After a while, Hu frowned at Amy and said, "It's better to have the same dishes separate from the string." After listening to Hu's advice, Amy re-chop down the just-numbered space mud and just follow the red, An orange season, and the chef burns the waiter's desk, and the customer Yan adds some vinegar and pepper to the food. "What is this colored thing called?" Yan asked. Amy replied, "It's called Rainbow string, and there are a lot of different colors of vegetables, this is the signature food of our restaurant. Later, they also borrowed pens, papers and white paper plates from the art area, and colored the plates to decorate the restaurant's walls, which make the restaurant especially beautiful. They also named their own restaurant "Rainbow Food Street". After that, food street guests become more and more, and the street become lively again.

In this regard, I put the game material as an intermediary point for the following analysis. Swiss psychologist Piaget believes that the main purpose of education is to create innovative and not simply repeat the things people have done before. The economic competition of all countries in the world is the competition of science and technology, the competition of intelligence, the competition of human innovation and invention. The role of the game is the child by playing the role of the use of imitation and imagination, creatively reflects a real life of a game, but its life experience is limited. Our teachers provide some of the high imitation of finished products, which make the child, do not need to make any changes and operation of the material itself. In the face of this situation, teachers should enlarge their rich social life experience. Various colors of various shapes of thin slices, etc., encourages children to find, make their own needs materials, inspire children to think, bold imagination, innovation. In the production process, cultivate children's habit and ability make children's innovative ability to gradually develop, more intense sense of innovation.

In the role game, the child will take one thing instead of another thing. But the future life of young children should not be a simple repetition of our lives nowadays, we should guide them to creatively carry out the game, the development of game content. In practice, the game material intermediary method is often integrated use, the face of the young role of the game plot a single problem, I think, as our teachers can take the following methods:

- 1 Reduce the high structure of the simulation of food, increase the low structure, semi-finished materials, inspire children thinking and bold imagination and innovation. Young children through the independent participation in the production of game materials, not only to create a new type of vegetables, but also from the different colors of the vegetable string in the process of learning a certain concept of the law and generate a new game theme.

- 2 The situation of the material environment and the psychological atmosphere of the game, which includes the two factors of the human and the material. In the scene 2, the teacher placed the

napkin on the table, the condiment (Vinegar, pepper) and vases, these materials are children usually eat every day to contact the things that can help children quickly into the dining environment. Children in the "meal" process add some spices, take napkins and other activities is also an extension of the game plot.

3 Return to the game material. Return refers to the teacher consciously "repeat" before the delivery of the material, received unexpected results. That is the teacher can first remove a part of the low utilization rate of children, not interested in the game material, After a period of time to come out again, this time the child's operation of the material will change. In this case, if the simulated vegetables are removed before the removal of the simulated vegetables, the young children can combine the simulated vegetables with other materials in the region, and can also be combined with other areas of the material, of course, children may also change the burning of vegetables the way.

All in all, the provision of game material plays an indispensable role in children's autonomous activities. The purpose of good game material can be: to make up the role of cognitive deficiencies; to improve the role of problem-solving ability to enhance the role of innovation awareness; the role of the establishment of rules of consciousness; cultivate the role of persistence and clear purpose of the role. I believe that only the appropriate children's game material to increase, delete, return, snow and combination, in order to make children's autonomy development to be better to improve and progress.

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