

Action Research on Kindergarten Teachers' Guidance Strategies in Outdoor Sports Games in Xi'an*

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Abstract—With the vigorous development of preschool education, more and more experts and scholars pay attention to the educational value of outdoor sports games in kindergarten and the effectiveness of kindergarten teachers' guidance strategies. By conducting action research on the current situation of kindergarten teachers' guidance strategies in outdoor sports games in Xi'an, this paper analyzes the current situation of teachers' guidance strategies, and puts forward suggestions and countermeasures for improving kindergarten teachers' guidance strategies in outdoor sports games, so as to realize the educational value of outdoor sports games.

Keywords—outdoor sports games; kindergarten teachers; guidance

I. INTRODUCTION

The author of this paper found that students are unable to guide children in outdoor sports games in teaching. Many kindergarten teachers are suffering from the guidance strategies of outdoor sports games. The phenomenon of over-guidance or neglect of guidance often appears in game guidance. It is the key points of this paper to help kindergarten teachers adopt effective guidance strategies in outdoor sports games and better play the value of sports games.

The Outline of Kindergarten Education Guidance (Trial Implementation) points out that "kindergartens should develop colorful outdoor games and sports activities, cultivate children's interest and habits in participating in sports activities, enhance their physique and improve their ability to adapt to the environment". Kindergarten outdoor sports games can promote children's growth and development, and in the outdoor environment, children are in close contact with nature, breathe fresh air, so that their physical fitness and various sports abilities can be improved, while also meeting the psychological needs of children to explore and challenge. Teachers are the preparers, guides, participants and supporters in children's outdoor sports games. It is important for teachers to effectively guide sports games and help children love sports and develop their abilities. At the same time, the excellent guidance of preschool teachers directly affects the emotional experience of children in outdoor sports games and the quality of games.

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II. INVESTIGATION ON KINDERGARTEN TEACHERS' GUIDANCE STRATEGIES IN OUTDOOR SPORTS GAMES IN XI'AN

In teaching the author found that students majoring in preschool education are unable to give children professional guidance in outdoor sports games. Meanwhile, when practicing and teaching in kindergartens, I found many kindergarten teachers are suffering from the guidance strategies of outdoor sports games. The phenomenon of over-guidance or neglect of guidance often appears in outdoor sports game guidance. It is difficult for them to keep a balance. It is the key points of this paper to help kindergarten teachers adopt effective guidance strategies in outdoor sports games and better play the value of sports games. Taking three kindergartens of different levels, Kindergarten A, Kindergarten B and Kindergarten C, in Xi'an as the research objects, this paper has carried out the action research of teachers' guidance strategies in outdoor sports games, adopted the methods of literature, interview and action research in the research process, and finally put forward effective action plans of guidance strategies to help kindergarten teachers better guide outdoor sports games and highlight the value of sports games.

III. THE PROCESS OF ACTION RESEARCH ON KINDERGARTEN TEACHERS' GUIDANCE STRATEGIES IN OUTDOOR SPORTS GAMES IN XI'AN

A. Pre-preparation

The first stage — research assumption; collect relevant literature about kindergarten teachers' guidance strategies in outdoor sports activities, and form a preliminary personal view.

The second stage — the investigation and analysis of the status quo; in view of outdoor sports games in three kindergartens of different levels in Xi'an City, the status quo of teachers' guidance strategy was investigated, the results of the investigation were analyzed, and the existing problems were found.

The third stage — preliminary plan; combined with relevant theory and practice, preliminarily design and improve the action research implementation plan of kindergarten teacher guidance strategy in outdoor sports games.

B. Actions

In the first stage of action research, teachers' language guidance and non-language strategies in action research plan were applied to kindergarten outdoor sports games. Researchers observed and recorded the whole process. Combining with the process records, this paper summarized and analyzed the results of the first action research, found out the problems existing in the plan, studied and explored the solutions, and made the improvement and modification of the research plan.

The second action research — the first improved and modified method of teacher's language guidance and non-language strategy is further applied to kindergarten outdoor sports games. Researchers observed the recorded to see whether the problems have been solved, and at the same time observed the aspects that need to be improved. Combining with the process records, the second action research results were summarized and analyzed. On the basis of solving the last problems, the existing problems were further discussed and analyzed. The overall plan was studied and discussed, and solutions were found out.

The third action research — the second improved and modified teachers' language guidance and non-language strategies in the research plan was applied to kindergarten outdoor sports games again. Researchers observed the records, looked at the previous problem-solving situation, and then observed those aspects still need to be improved.

Finally, a comprehensive summary was made and the plan was sorted out.

IV. ANALYSIS OF THE ACTION RESEARCH RESULTS OF KINDERGARTENS TEACHERS' GUIDANCE STRATEGIES IN OUTDOOR SPORTS GAMES IN XI'AN

A. Analysis of the Results of Preschool Teachers' Language Guidance Strategies

According to the current situation of teachers' guidance strategies in outdoor sports games of three kindergartens of different levels in Xi'an City and the implementation of two complete action research plans, teachers' language guidance frequency is high, 1.86 times a minute, within 30 minutes of outdoor sports games in kindergartens. Teachers' language guidance focuses on explaining, commenting and directing children to promote the effective development of games. Through the analysis, it is found that 70% of kindergarten teachers have abundant language instruction strategies for game. The reason is that most teachers are good at using language to infect and direct children's various kindergarten activities. The survey found that teachers' language guidance strategies can help children to integrate into outdoor sports games with full and positive emotional state, and mobilize children's subjective initiative to participate in sports games.

It is found in the survey that teachers often request children through language hints. In the process of game guidance, kindergarten teachers give tentative, negotiable language cues or hints to children to suggest how to play next, or use easy-to-understand, short and meaningful language to remind children.

The suggestive language accounts for 26.8% of language guidance strategies. Suggestive language guidance strategy is different from direct command language. Gentle facial expression, gentle tone and suggestive attitude are conducive to the establishment of good communication between teachers and children, and to the establishment of a good psychological atmosphere in kindergartens.

Kindergarten teachers use a variety of language guidance strategies in kindergarten outdoor sports games, with relatively rich types. In the aspect of language guidance, seven ways are mainly used: explanation, description, repetition, questioning, suggestions, instructions and comments. The explanatory strategy is mainly to explain the rules of the game to the children in specific sports game situations and to repeat the rules of the game to ensure the normal development of the game activities.

The author takes middle-class Sports Game — Sports Game "Crazy Birds" as an example.

Teacher B's explanation on the rules of throwing practice: we have just received orders from the fat red leader. He asked us to blow up the castle of the green pig and save the snatched eggs. At present, we do not know the status of the green pig castle, so we invite our little scouts to spy on the enemy's situation. The scouts told us that the green pigs had torpedo all around them. If anyone touches it, they will be found by the enemy. There is some distance from our slingshot to the gunpowder storehouse. So how can we cast our grenades far and accurately? Now pretend and practice to throw two times with empty hands. Separate your feet vertically; lead your body forward; put your hand beside your ear and put your arm up; make your foreleg straight and bend your hind leg; throw forcefully forward.

Through the creation of the game situation, Teacher B explained the rules of the game with the guidance of children's action essentials and helped children clearly understand the rules of the game. At the same time, the creation of the game situation helps children play personally on the scene and experience the pleasure and charm of outdoor sports games. It also helps them establish the rule consciousness. Game rules are formulated and abided by the players together. They are inherent behavior constraints, which can restrict the irregular game behaviors of children to a certain extent. The establishment of game rules awareness can better play the educational value of sports games and ensure the free and normal development of children's games. Therefore, in the course of the study, it is found that kindergarten teachers need to emphasize the rules of the game many times, and use the rules to restrict children's game behavior. They also need to take certain measures to control children who do not obey the rules, so as to ensure the orderly development of sports games.

B. Analysis of the Application Results of Preschool Teachers' Non-verbal Guidance Strategies

The survey found that teachers' non-verbal guidance strategies in three kindergartens in Xi'an mainly focused on demonstrative and indicative actions, and some repetitive and illustrative actions. Among them, teachers' demonstrative action is the most common in outdoor sports game in

kindergartens. Almost all teachers carry out demonstrative actions. Demonstrative action helps children to learn motor skills and develop their basic abilities. Teachers often use indicative action in sports games, such as using gestures to control children's game action exercises, game rhythm and the direction of game development. Repetitive actions are often purposefully to correct some children's incorrect actions and demonstrate the key points of correct action after observing children's play behavior in the process of play. Different from demonstrative action, teachers' purpose is to correct, represent and repeat children's actions. Explanatory action is to help teachers explain and describe language guidance strategies, with the help of simulation and demonstration of body movements, to present the movement mode and state of game actions. For example, teachers imitates kangaroo's jump and penguin's walk, or show the movement track of shuttlecock in the air.

Teachers use indicative actions to explain demonstrative actions, so as to guide children to observe, imitate and learn the motor skills they have learned. Teachers help children establish a good motor skills system by combining a series of correct and standardized actions with the guidance of language action essentials. Indicative actions can assist the development of game activities. For example, Teacher Z likes to guide outdoor sports games through fixed gestures, whistle blowing and other ways. This fixed action mode combines the whistle sound to make sports games sound and colorful, and adjusts the rhythm and pace of the game and movement direction through the change of whistle sound intensity, length and speed, so as to control the order of game and keep it progress smoothly.

From the results of the survey and the implementation of two action research plans, the relationship between teachers' language guidance and non-language guidance is not antagonistic. Many teachers often combine the two organically in sports game guidance, so as to realize the value and significance of sports game guidance more effectively.

V. SUGGESTIONS AND COUNTERMEASURES FOR PROMOTING KINDERGARTEN TEACHERS' GUIDANCE STRATEGIES OF OUTDOOR SPORTS GAME

A. Promoting Teachers' Game Guidance Strategies by Scaffolding Instruction

Preschool education should be based on the purpose of promoting children's learning and development. Only when children participate in appropriate, meaningful and effective learning activities, can they get considerable development and growth. Therefore, teachers should build scaffolding instructions for children in outdoor game guidance, so that children can actively construct knowledge learning experience in the process of experiencing the fun of games, and truly realize the teaching value of game activities. The guiding process of outdoor sports games in kindergartens is a benign process of interaction between teachers and children, and a process of game experience in which teachers and children reach consensus and have the same goals. Teachers should provide necessary materials and experience for children's recent development areas in their daily teaching. The guidance

process should be based on children's current level, but also have certain challenges and difficulties, focusing on children's sustainable development ability.

In the process of outdoor sports games, teachers should use language guidance strategy and non-language guidance strategy to establish game rules for children, use established rules to restrict children's sports game behavior, but not too rigidly adhere to rules, pay attention to the establishment of rule awareness, but also focus on children's game exploration behavior and game emotional experience.

Teachers can use problem-based scaffolding teaching in the use of specific guidance strategies. Taking problems as orientation and index, teachers can put forward the learning requirements of sports motor skills and the improvement of physical fitness for young children, and use a variety of strategies to guide young children to think and analyze the issues raised, so as to help them acquire the level of knowledge and experience, mobilize children's initiative to solve problems and develop children's ability to explore. Teachers can use euphemism, suggestion and negotiation to remind or hint children's behavior in the way of language guidance strategy which can show teachers' respect on children's principal position. Don't force them to play according to teachers' requirements. Children can have their own play style and self-awareness. Give children better emotional experience of play.

B. Creating a Supportive Game Environment and Atmosphere

Game is a kind of happy, warm and pleasant activity for children. In the game, children can get many abilities improved and developed. Therefore, kindergarten teachers should create a supportive game environment and atmosphere for children, provide a responsive environment and atmosphere, ensure the improvement of children's autonomy, and realize their self-development. Creating a supportive playing environment and atmosphere requires teachers to truly understand, respect and appreciate children and develop children's abilities from the perspective of children in outdoor sports games. Firstly, teachers are required to really understand children's interests and needs, to feel children's game needs and difficulties from the perspective of children, to truly perceive and respond to children's psychological needs, to realize the real value of teacher-child interaction, and to generate spiritual communication with children. Secondly, teachers are required to actively adjust their teaching attitude and behavior on the basis of understanding the needs of children's games. Teachers are no longer the authority and leader of children's games, not the implementers of mechanical and cold educational methods, but rather the guide for children to express their emotions in game, a supporter in children's exploration of game, a responder to the expression of game needs, so as to constantly provide opportunities for children to express themselves through games.

C. Enriching the Content of Teachers' Game Guidance Strategies and Improving Their Guidance Skills

At present, the theory and practice of preschool education are developing rapidly. There is an unprecedented space for

development of teaching methods. Kindergarten teachers should constantly carry out reforms of educational and teaching methods. Based on the status quo of outdoor sports games in kindergartens, they should combine their own ability development and professional growth level, grasp the development level of children, and carry out effective kindergarten game guidance in accordance with their aptitude. Teachers should also pay attention to communication and cooperation with excellent teachers, develop their strengths and avoid their weaknesses, learn from others' excellent educational guidance experience, and constantly improve their own guidance level. It is better to use generative guidance and avoid command-based guidance, so as to reduce invalid intervention guidance in outdoor sports games, and increase effective and positive guidance content. Kindergarten teachers should accurately recognize their teachers' role orientation, improve their professional level and scope of guidance, use effective teacher guidance strategies in different game situations, and constantly enrich the content of language guidance strategies and non-language guidance strategies. For example, in terms of language guidance strategies, cartoonized and personified game guidance language can be used to guide children to abide by the rules of sports games by using stories, children's songs and other forms. Or adopt some difficult guidance language into doggerels for children to remember and use. In the aspect of non-verbal guidance, teachers can make children imitate by normative demonstrative actions, and set typical examples among children. They will observe the actions of small partners, and then imitate their peers consciously or unconsciously, so as to make full use of demonstrative action guidance and achieve the purpose of effective guidance.

VI. CONCLUSION

The purpose of this paper is to solve the puzzles of teachers in guiding strategies in outdoor sports games. In view of the three kindergartens of different levels selected in Xi'an city, this paper conducts an action research on teachers' guidance strategies in outdoor sports games, and analyses and summarizes appropriate guidance methods, so as to provide targeted and effective game guidance strategies for kindergarten teachers. This paper provides support for future research on teacher's game guidance strategy, highlights the value of teacher's guidance strategy in outdoor sports games, and improves the theoretical system of kindergarten's game guidance strategy.

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