

Research on the Current Situation of Toy View of Kindergarten Teachers*

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Abstract—With the scientific development of preschool education in recent years, kindergartens have paid more and more attention to the importance of children's play. Toys are important materials and media for children's play, so the toy views of kindergarten teachers have become a research hotspot. Taking the survey study as the main method, this study aims to the analysis on the current situation of the teacher's toy view, the safety of the children's toys, and the various behaviors of the teachers during the children's play with toys. Through research, it is found that kindergarten teachers' perception of the concept of toy is not comprehensive enough, the understanding of toy safety and hygiene standards is vague, the level of understanding of toy information is not balanced, and they lack effective toy management and guidance ability. It is recommended to explore the strategy of improving the teacher's toy view, and to put forward reasonable measures, so that teachers can be significantly improved in the teaching.

Keywords—children; teacher's toy view; research on current situation

I. INTRODUCTION

"Kindergarten Education Guidelines (Trial)" pointed out that "Kindergarten education should respect the personality and rights of children, respect the rules and learning characteristics of children's physical and mental development, use games as basic activities, pay equal attention to both protecting and teaching, pay attention to individual differences, and promote the individualized development of each child."¹This shows the importance of the game in the day-to-day activities of the kindergarten, and the development of the children's play is inseparable from the operation and use of the toy by the child. The toy view for kindergarten teachers is a key factor affecting kindergarten activities and even the development of children, and the correctness of the toy view

*Fund Project: This paper is a funded project: this paper is one of the achievements of projects sponsored by Youth Fund for Humanities and Social Sciences, Ministry of Education "Research on the Development Mechanism of Inclusive Preschool Education in Rural Area in Dabie Mountain Old Revolutionary Base Areas under the Background of Targeted Poverty Alleviation" (Project No.: 17YJCZH024), general project of humanities and social sciences of Hubei Provincial Department of Education "Research on the Problems and Strategies in Development of Inclusive Private Kindergarten — based on investigations performed in Huanggang City" (Project No.: 17Y113), project of scientific research on eastern Hubei culture and education center of Huanggang Normal University "Research on Development Strategies for Inclusive Private Kindergarten".

reflects the educational concept of kindergarten teachers. The investigation of the toy view for kindergarten teachers will help to discover the problems in the use of toys, and then explore the strategies to enhance the teachers' toy view, so as to propose reasonable measures, in the hope that teachers will achieve significant improvements in the children's toy teaching, it will also help to further improve the level and quality of children's play.

II. RESEARCH METHOD

In this study, all the teachers of X Kindergarten are selected as the research objects, and they are randomly surveyed. This study randomly selects three classes in the top class, middle class and bottom class as the objects of observation records, observes the development of toy activities in each class for one week, observes and records the behavior of teachers in the process of toy games for each class, which lays a solid foundation for the study. The questionnaire investigates and analyzes the current situation of kindergarten teachers' toy views from the four dimensions of kindergarten teachers' perceptions of toy concepts, the breadth of perceptions of toy information, the level of understanding of toys, and the understanding of the use and management of toys, in order to discover the problems existing in the toy view of teachers, and then explore the promotion strategy of the teacher toy view. The total number of random questionnaires distributed in this study was 56, of which 42 total questionnaires were recovered, and the recovery rate was about 75%. The total number of valid questionnaires was 40, and the effective recovery rate was about 71.4%.

III. INVESTIGATION AND ANALYSIS OF KINDERGARTEN TEACHERS' TOY VIEWS

This study mainly investigates and analyzes the kindergarten teachers' perceptions of toy concepts, the breadth of perceptions of toy information, the level of understanding of toys, and the understanding of toy use and management.

A. Kindergarten Teachers' Perceptions of Toys

This part mainly investigates teachers' understanding of the concept, essence and importance of "toy" to understand teachers' perception of toys.

1) Teachers' perceptions of toy concepts

TABLE I. "TEACHERS' UNDERSTANDING OF THE CONCEPT OF TOYS"

Questions	Options	Number of People	Percentage
Do you think that everything you give to child is a "toy"?	Yes	11	27.5%
	Basically	8	20%
	No	18	45%
	Not sure	3	7.5%

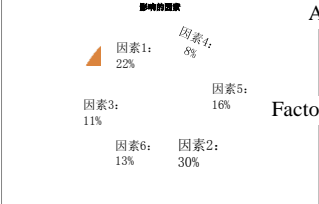
In the survey of "teachers' understanding of the concept of toys" in "Table I", 45% of teachers chose "no". Kindergarten teachers think that children are the masters of toys, so toys must first be chosen by the children themselves, and let the children play by themselves, which must have certain educational significance. If the choice of the toy does not follow the child's wishes, but only the teacher considers it unilaterally, then the definition of the toy is somewhat offset.

However, in this survey, 7.5% of the teachers did not sure that whether the things played by the children were defined as toys. This is the problem that exists, because in the broad sense,

toys are defined according to children, not teachers, and security issues are also indispensable. Fortunately, most of the teachers believe that children are the main body of toys, which will make the Huanggang X Kindergarten have room for improvement in the activities of toys.

2) Teachers' perception of the essence of toys: Regarding toys, some people think that only the toys sold for children in the store are called toys, and some people think that all the materials that children play can be called toys. In Chen Heqin's thoughts on children's toys, three characteristics of toys are discussed: scientific, educational, and interesting. The scientific nature of toys is manifested in the selection of toys in accordance with the characteristics of children's psychological development; the educational nature of toys mainly means that toys can stimulate children's enthusiasm and better promote children's all-round development; the interesting nature of toys means that the toys themselves are attractive. In the interview, the author also conducted a survey on teachers, such as:

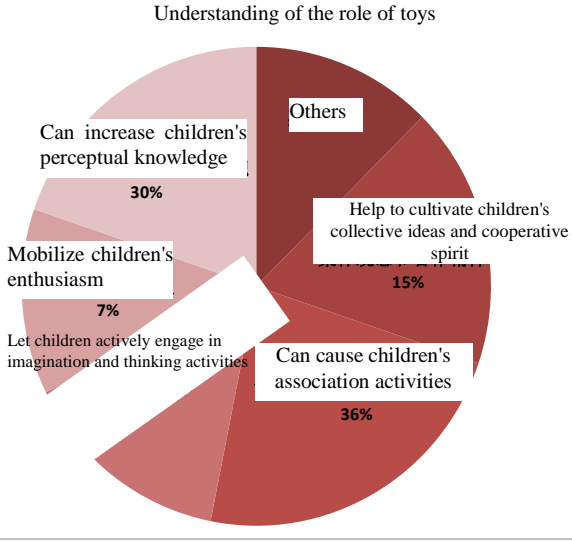
TABLE II. "TEACHERS' PERCEPTION OF THE ESSENCE OF TOYS"

Questions	Options and Percentages
What kind of items do you think can be a toy in a toy activity?	 <p>Affecting factors</p> <p>Factor 1: Based on children; Factor 5: Operable for children Factor 2: Unable to make children happy; Factor 6: Interesting Factor 3: Children's interest; Factor 7: Others; Factor 4: Items provided by teachers.</p>

In the survey of "teachers' perception of the essence of toys" in "Table II", 30% of teachers choose the option "Items that can make children happy", which shows that front-line kindergarten teachers still pay more attention to the children's own experience and game needs. Because play is a child's nature, toys must be fun and interesting, and also can make children gain something. Therefore, the researchers believe that toys are mainly to make children feel happy, which is the functional attributes of toys.

3) Teachers' perceptions of the importance of toys

TABLE III. TEACHERS' PERCEPTIONS OF THE IMPORTANCE OF TOYS

Questions	Options	Number of people	Percentage
Do you think the toy is important?	Yes	39	97.5%
	No	1	2.5%
What do you think is the reason why toys are important?	 <p>Understanding of the role of toys</p> <p>Can cause children's association activities 36%</p> <p>Can increase children's perceptual knowledge 30%</p> <p>Help to cultivate children's collective ideas and cooperative spirit 15%</p> <p>Others 7%</p> <p>Let children actively engage in imagination and thinking activities 7%</p>		

In the survey of "Teachers' perceptions of the importance of toys" in "Table III", 97.5% of teachers believe that toys are important, but some teachers still feel vague about why toys are important. This shows that first-line kindergarten teachers pay attention to children's toys and have a certain understanding of toys. In the analysis of why the toy is important, 30% of the teachers think that it can increase the children's perceptual knowledge, and 36% of the teachers think

that it can cause the children's association activities, which means that the teacher still pays more attention to the child's imagination and thinking ability.

B. Kindergarten Teachers' Breadth of Perceptions of Toy Information

1) Understanding the structure of toys

TABLE IV. UNDERSTANDING THE STRUCTURE OF TOYS

What kind of structure of toy do you think is the best choice for your class? Multiple choice.	Surveyed Class	Options	Number of People	Percentage
	Bottom class	Well structured	26	65%
		Low structured	1	2.5%
		Low operability	10	25%
		Not clear	3	7.5%
	Middle class	Well structured	20	50%
		Low structured	7	17.5%
		Low operability	12	30%
		Not clear	1	2.5%
	Top class	Well structured	0	0%
		Low structured	28	70%
		High operability	10	25%
		Not clear	2	5%

Through investigation in "Table IV", it can be found that the degree of structure of the toy refers to the degree of operation of the toy. There are many factors that affect the degree of toy structuring, mainly related to the operability of toys. If the toy is low in operation, the degree of structuring of the toy is high; conversely, if the operability of the toy is well, the degree of structuring is low.

Through interviews, it is found that teachers have a certain foundation for the understanding of toys structuring. At least

teachers can propose the degree of structuring of toys in their own classes, and have a basic level of understanding of toy structure.

2) *How to play toys*: How to play toys refers to the different ways of operation of the toy. Since the birth of a toy, it has its own gameplay, and there are more specific methods of operation in the product use book. However, this is only the most basic way of playing toys. Sometimes, some new and

uninspired ways of playing with toys can produce many new things.

Through interviews and surveys, many kindergarten teachers believe that toys are played according to fixed patterns and methods, and children only need to master these basic gameplays. Moreover, the guidance of kindergarten teachers for children only stays on this basis. If the teacher does not pay attention to the gameplay, just follow the instructions in the manual, and then it makes no sense. At the same time, this will also make the child inert, lacking the imagination and missing the best period of development.

The Reggio teaching model promotes flexible courses. The advantage of this kind of course is that even in a fixed course, there can be different innovations and discoveries, which leaves a space for imagination for the children, and allow teachers and young children to brainstorm and discover more fun of toys. The advantage of implementing this concept in the classroom is that teachers should not be limited to the manual, but should develop new ways of playing with toys together with children, which is of great significance for the growth of children.

C. Kindergarten Teachers' Level of Understanding of Toys

1) *Analysis of the level of understanding of toys by bottom class teachers:* According to the survey, children in bottom classes have no concept of toys, but are full of curiosity and freshness. They can't distribute or reclaim toys. Some selfish children even take toys for themselves and don't share them with others. This phenomenon is very common in bottom classes. However, how to better educate children in bottom classes about toys, the most important thing is the bottom class teachers themselves to understand the toys well, in order to influence the development of children. The author believes that the cognitive level of kindergarten teachers on toys will affect the teaching activities they carry out. The three teachers in the interview have different levels of cognition, which will lead to very different children's toy games. Once the teacher forms the correct toy view, it will be a great improvement for teaching activities.

2) *Analysis of the level of understanding of toys by middle class teachers:* Through the investigation and analysis of the kindergarten, it is found that the children in the middle class have been able to operate the toys autonomously and have a preliminary sense of cooperation. In the survey, the teachers in the middle class are more willing to let go of their hands and let the children explore and interact independently. Among them, teachers in the middle class prefer to interact with children through self-made toys.

Through interviews, it is found that the teachers in the middle class have implemented the toy view more specifically. These three teachers have different opinions on the implementation of the toy view. It can be seen that the teachers in the survey are all undergraduate teachers with higher education. Therefore, their implementation of teaching is more scientific and reasonable. In the author's view, the implementation level of the kindergarten teachers' toy view has a certain relationship with the kindergarten teachers' own

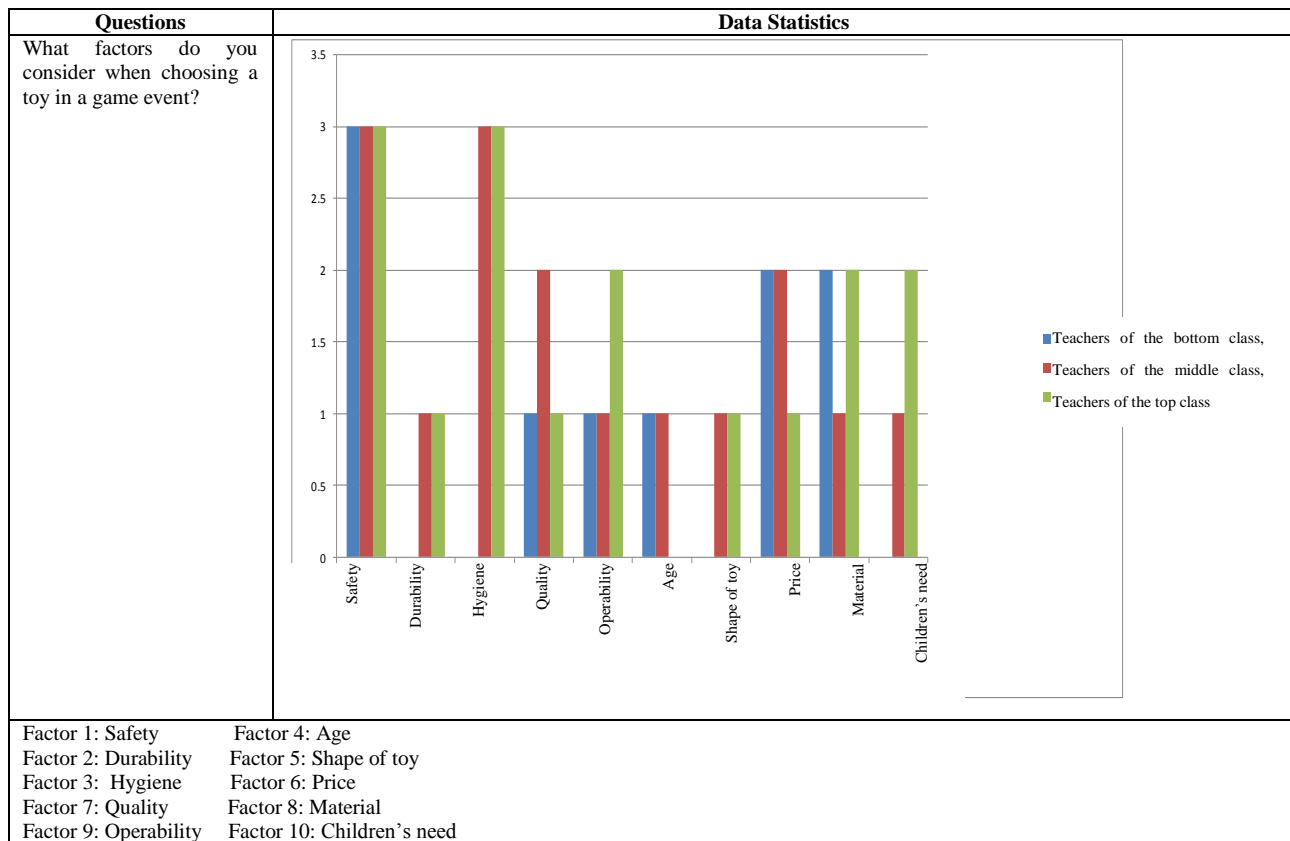
education level. Teachers with higher education are more scientific and reasonable in carrying out classroom tasks. On the contrary, senior teachers who are not highly educated are more inclined to their own opinions and years of teaching experience.

3) *Analysis of the level of understanding of toys by top class teachers:* Through the investigation and analysis of the kindergarten, it is found that the children in the top class have already had the sense of cooperation and have their own understanding and playing methods for the toys. Teachers are more proactive in guiding children to play with low-structured toys, which can effectively promote the physical and mental development of children. Through interviews, it is found that the top-class teachers were more considered from the perspective of children. The author appreciates the second teacher's point of view, that is, low-structured and self-made toys are indeed more suitable for top class children. However, not all teachers have this idea. The level of the toy view for kindergarten teachers is affected by the environment and other factors, and there is no uniform standard implementation method. Therefore, it is very important to formulate a toy management system as soon as possible.

D. Kindergarten Teachers' Understanding of Toy Use and Management

1) *Choice of toys:* It can be seen from the "Table V" the factors affecting each kindergarten teacher's choice of toys are different, but safety is the common choice of all teachers surveyed. In the choice of toys, different implementation conditions have different factors to consider, teachers need to combine the daily situation and the status of each child to make choices. Of course, there are very few teachers who think about it very comprehensively, because the more they think about it, the harder it is to choose a toy, and they can't carry out a toy activity. A certain problem can be seen from the above table. Different teachers consider different factors, but if the factors are considered incorrectly during the selection, resulting in the selection of the wrong toy, it is not appropriate for the children's toy activities. Therefore, kindergarten teachers should learn how to choose a toy that is more suitable for the present, rather than starting from the basic factors.

TABLE V. THE FACTORS AFFECTING KINDERGARTEN TEACHER'S CHOICE OF TOYS



2) Care of toys:

TABLE VI. RECORD OF THE BASIC SITUATION OF TOY ACTIVITIES IN KINDERGARTEN A ON A CERTAIN DAY (THREE CLASSES WERE SELECTED, A TOTAL OF 94 CHILDREN)

Toy Activities	Number of Toy Activities in the Class (Times)	Number of Regional Toy Activities (Times)	Number of Times the Teacher Cleans the Toy (Times)	Opening Hours of the Toy Venue	Total Number of Toy Activities (Times)
Observed Classes					
Middle Class 1	2	1	0	Whole day	3
Bottom Class 2	1	1	0	Whole day	2
Top Class 2	1	2	1	Whole day	3

Through the above-mentioned multiple sampling observations and records in "Table VI", it can be concluded that the kindergarten has established a basic system and use time for the care of toys, and has provided toys for opening all day. However, it can be seen that not all teachers cleaned the toys in time, and some class teachers did not clean them.

The famous educator Montessori once said, "To provide children with a prepared environment." Researchers believe that the so-called "prepared environment" is an open, stress-free, free and warm environment. And the full presentation of toys is one of the "prepared environments". Teachers can distribute toys and clean toys on time, and the disinfection and cleaning of toys is usually arranged on the day before the holiday and in the sunny afternoon, so as to ensure the hygiene and safety of the toys. Safety and hygiene are two indispensable factors in toy activities. For kindergarten teachers, the first thing to consider when buying or making toys is the safety factor. Toys should be safe and tasteless, and

their color and size should be suitable for the children in their class. When the toy is put into use, make sure that the toy does not harm the child. In the management of the toy, the specific toy activity time and gameplay should be marked.

3) *Distribution of toys:* Through the investigation and analysis of the kindergarten and consulting the relevant literature, it is found that the kindergarten's distribution of toys mainly considers three aspects: first, the number of children; second, the type and timing of the game; third, the management system and time of use of toys.

According to the summary of the survey data, the kindergarten teachers have more factors to consider when distributing toys. In the interview, the number of children in the class directly determines the number of toys. In the survey, if the number of toys in the class is insufficient and the number of children is too high, the teachers generally take group activities. In addition, among the influencing factors, the

kindergarten's management system for toys is very important, and what kind of management creates what kind of activities. In the kindergartens interviewed by the researchers, they all used a certain brand of toys, which were uniformly purchased and distributed by the kindergarten. This may not reflect the teacher's opinion on each child, so it is impossible to better reflect the teacher's own "toy thought." Of course, if the toys used are first studied by teachers and purchased for the physical and mental development of children in their own classes, it is believed that the role of the toy will be different

IV. PROBLEMS EXISTING IN THE TOY VIEW OF TEACHERS

A. *Kindergarten Teachers' Perception of the Concept of Toys Is Not Comprehensive Enough*

In the survey, it is found that the perception of the concept of toys by kindergarten teachers directly affected the toy activities. Some teachers give children the toys that are not suitable for their current development, which is of no educational significance at all. Some teachers are good at grasping the key points and giving them timely toys suitable for the current physical and mental development.

Through the investigation, it is found that in the teaching process, the kindergarten teachers are teaching the basic play of the children's toys according to the instructions, and then let the children experience it themselves. It can also be seen in the interview that most of the teachers did not further explore the depth role of the toy. And those experienced teachers can always bring different ways of playing and surprises to children. Through reviewing the literature, it is found that many teachers are not deeply aware of toys at present, and they have a mentality of keeping children safe, regardless of whether the toys are interesting or not. However, it is believed that kindergarten teachers should not only pay attention to safety, but more importantly, pay attention to its educational significance and educational opportunities, so that each time the toy is played, not only can the teacher's own perception of toys be improved, but also the child can be provided with better toy education, thereby further improving the child's physical and mental development.

B. *Kindergarten Teachers' Understanding of Toy Safety and Hygiene Standards Is Vague*

At present, China's production standards for toys are not high, resulting in many toys produced by small workshops using unsafe materials to enter the market. Once teachers do not have a certain safety awareness toys and buy cheap toys from illegal traders, this will directly harm the health of children.

In the investigation, it was also found that after the toys were played with, some class teachers did not clean them, and did not collect and organize toys. Since the toy is a public product, it is not only played with by a child, but by different children, which causes a lot of invisible bacteria to remain on the toy. If the toy is not cleaned or disinfected in time, it will cause harm to the child's body. Most kindergarten teachers only learn how to use them. Toys that continue to be used without washing for a long time can cause children to get sick. In addition, the educational levels of the kindergarten teachers in urban areas and rural areas are different, and the teachers'

own learning channels are short, which leads to the lack of experience of kindergarten teachers. Kindergartens should give teachers lectures on toy safety teaching and establish rules and regulations to ensure the cleaning time of toys, which helps kindergarten teachers to learn.

C. *Kindergarten Teachers' Understanding Level of Toy Information Is Not Balanced*

It can be seen in the interview that the information knowledge of toys for kindergarten teachers is not enough. Some teachers have a certain understanding of the structuring of toys, but some teachers have not even heard of structuring. Not all teachers have experience and learning experience in the use and precautions of toys. Good teachers have a certain understanding of the information of toys and have their own ideas for operation. However, some teachers lack understanding of toys, have no learning experience, and their understanding of toys only stays in the concept of ordinary goods. They have no access to the education and learning experience of children, and can only provide children with toys that lack educational significance. It can be seen that the kindergarten teachers' imbalance in the understanding level of toy information has led to an imbalance in the development of children's toy education.

The understanding level of kindergarten teachers on toys will influence the teaching activities they carry out. The three teachers in the interview had different levels of cognition, which led to a big difference in the children's toy games they launched. Once the teacher forms the correct toy view, this will greatly enhance the teaching activities. It can be seen that the teachers in the survey are all undergraduate teachers with higher education. Therefore, their implementation of teaching is more scientific and reasonable. In the author's view, the implementation level of the kindergarten teachers' toy view has a certain relationship with the kindergarten teachers' own education level. Teachers with higher education are more scientific and reasonable in carrying out classroom tasks. On the contrary, senior teachers who are not highly educated are more inclined to their own opinions and years of teaching experience.

D. *Kindergarten Teachers Lack Effective Toy Management and Guidance Ability*

In the survey of the management and use of toys, kindergarten teachers are not very clear about the complete selection criteria, then how to choose toys and guide the use of toys? First of all, what is to be considered is the orientation of the kindergarten itself, that is, with what characteristics do the kindergarten develop children? At the same time, it is necessary to combine the characteristics of children to choose toys and their management methods that suit for children. From the interview survey above, it can be seen that there is no specific content and scientific method for the management and guidance of toys. At this time, kindergarten teachers should strengthen their knowledge and learn certain guiding skills, and kindergartens should also provide kindergarten teachers with reasonable and effective opinions on toy management, and conduct regular study.

For the management of toys, kindergarten teachers do not have a clear understanding, just stay on the surface. They think

that as long as the toy is not lost, the child will not be hurt, it will be fine. Kindergarten teachers lack a specific toy management system. Of course, this also requires the kindergarten to pay attention to toy management, and introduce corresponding policies to assist teachers to implement. Otherwise, it is only from the surface to develop toy management and use, it will be farther and farther away from the development level of foreign countries.

V. SUGGESTIONS ON IMPROVING THE TOY VIEW FOR KINDERGARTEN TEACHERS

A. *Constructing a Comprehensive Toy View System for Kindergarten Teachers*

At present, the reason why kindergarten teachers don't have a deep understanding of toys is that there is no comprehensive system of toy views. Kindergarten teachers still stay in some traditional understanding. Toys are an important part of the game. Because of the current high level of economics, kindergarten teachers and parents do not pay much attention to the educational significance of toys. They feel that if the toy is not used well, or if it is broken, just buy another one for the children. It is imperative to establish the correct content of the toy view and the standards for teachers' requirements as soon as possible. At the same time, the education industry's unprecedented attention to toys has also provided a good foundation for the expansion of the toy industry. How to effectively achieve industrial alliance, work with other fields to better promote early childhood development, and establish a correct toy view are problems that toy research faces in the future, and it is also an external manifestation of enhancing the specific content of teachers' toy view.

"Kindergarten Education Guidelines" pointed out: "Game is the nature of children, and it contains the needs of development and the opportunity of education. The characteristics of diversity, difference, and nature of development are most vividly reflected in the game, which is determined by the nature of the game." Although there is no more authoritative policy and regulations, but for the study of toys and games and teachers' toy views, there is a lot of literature available for kindergarten teachers to enhance learning and promotion. From articles and books published by some scholars, kindergarten teachers can harvest many different instructions and open their new door to toy education. Kindergartens can collect relevant materials and books for kindergarten teachers to learn and experience.

B. *Familiar with Relevant National Policies and Regulations on "Toy Safety Standards"*

In the survey, it is found that kindergarten teachers lack learning about relevant policies for the safety standards of children's toys. Kindergarten teachers should strengthen their study of safety standards in a variety of ways. The author believes that the ways to strengthen learning and the benefits of learning are as follows: For teachers, through communication with other teachers, they can access more professional information and broaden their educational horizons. Teachers who have a certain understanding of toys can teach a lot of toy knowledge and standards, which is a

good opportunity to make up for new kindergarten teachers own shortcomings.

Through investigations, it is found that current kindergarten teachers are not deeply aware of the safety of toys, and the experience of carrying out toy safety education is not rich enough. It can be seen that kindergartens regularly carry out publicity activities on the relevant policies and regulations of "Toy Safety Standards", which can enhance teachers' understanding of policies and regulations.

Specific implementation methods: First, teacher workshops. Teachers of different ages form a research group. They regularly share their opinions and suggestions on toy safety, discuss the safety problems encountered in toy activities as problem cases and discuss solutions together. Or, taking a teaching experience that children's reflection is better after implementing good toy safety standard as a learning case, teachers will discuss the methods worth learning from in the case; second, observe and learn. Observing the practice situations of toy safety education involved in the game by the experienced teachers, gives teachers the opportunity to learn from others' good experiences, make them rethink via observing, studying and sorting out observations, thus strengthening their ability to learn about policies; third, expert training. Experts in toy safety are invited to come to kindergarten to carry out thematic training for teachers. Through professional training, teachers' awareness of toy safety will be deepened; by disseminating the country's latest toy safety system and the most authoritative "Toy Safety Standards", teachers' horizons will be broadened and they will advance with the times; through communication, teachers are given effective solutions to existing problems. The progress of the times has made people realize that closed-door learning is unscientific and inefficient. As a home base for kindergarten teachers, kindergartens should give teachers a brainstorming learning opportunity.

C. *Carrying out Relevant Learning on the Theory of Toys for Kindergarten Teachers*

Kindergarten teachers should strengthen their own theories and children's development learning, learn lessons from theoretical study to improve their teaching level, and strengthen the study of the toy view, which helps to change their own deficiencies. Kindergartens should provide relevant teaching to kindergarten teachers in a timely manner, and regularly organize teacher training to enhance the teaching level of teachers and the ability of toy teaching.

Kindergarten teachers can pay attention to some related toy theory journals or public numbers, and regularly strengthen the study of toy theory. At the same time, when collecting toy theory, kindergarten teachers should organize and summarize in time, absorb the essence of them, and correct and eliminate those bad and ineffective theories in a timely manner. In terms of learning, kindergartens can help. First, the kindergarten regularly conducts a large competition for teacher toy theory. Let the kindergarten teachers gather together and express their opinions, which can comprehensively improve the teaching level of the whole school teachers. Second, observe and learn. By observing the experience of experienced teachers in the toy education of the game, the teacher has the opportunity to learn

from others' good experiences. Teachers observe and learn, comb the observations, and finally reflect, thus strengthening their ability to learn toy theory; third, expert training. Experts related to toy theory are invited to come to kindergarten for thematic training. Through professional training, teachers' awareness of toy safety will be deepened.

D. Attaching Importance to and Form a Sound Management System for Children's Toys

In the survey, it was found that most kindergartens in China lack specific management systems for children's toys. In the kindergarten where the author interns, most of the toys are imported by kindergartens, and the number and type of toys are fixed. While most toys are used for teaching continually, which lacks new ideas, children are always playing the same toy repeatedly, and teachers cannot develop new toys or forms. The gradual development and formation of the teacher's toy view is inseparable from the support and development of the kindergarten. Kindergartens should pay attention to the management system of toys, and should introduce corresponding systems, so that kindergarten teachers can actively use toys and make them effective. In addition, kindergartens should consider the relevant views and opinions of kindergarten teachers when formulating relevant management systems, so that experienced teachers can lead teachers who have weak toy management knowledge to grow and progress together. Therefore, it seems that only kindergartens attach importance to and develop the management system for children's toys can teachers' level of toys and teaching levels be improved. This will also better limit some teachers who do not pay attention to the quality of teaching, to make they feel pressured and keep learning.

VI. CONCLUSION

Through the investigation and research, this paper systematically analyzes the toy view of kindergarten teachers. Through research, it is found that the kindergarten teachers' perception of the concept of toys is not comprehensive. They have a vague understanding of toy safety and hygiene standards, and the level of their understanding of toy information is unbalanced. The kindergarten teachers lack effective management and guidance ability of toy. Then the following measures are proposed: it is necessary to construct a comprehensive system of teachers' toy view, kindergarten teachers should be familiar with the related policies and regulations of national "toy safety standards", kindergartens should organize teachers to make relevant learning of toy theory and form a sound management system for young children's toys. The insufficiency of this research is that the sample of the survey is small and the argument is not deep enough. It is expected to continue to study in the future.

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